



**POST TITLE:** Room Leader

**Salary:** £27,000 - £31,000

**Children's Centre:** Hornsey Road Childrens Centre

**Hours:** 37 hours per week all year round; between 8am and 6pm

**REPORTS TO:** Executive director/Head of Nursery/EY teacher

**Manages supervises:** Practitioners in your Room.

**Annual Leave entitlement:** 25 days leave plus bank holidays.

### **Primary Job Function**

Under the overall direction and management of the Head of Nursery, to implement high quality early years practice and provision to support all children to reach their full potential, particularly in the prime areas of learning and development across all centre services.

Manage the room activities and weekly planning with the support of senior management, within your room.

Take responsibility for an area of the curriculum, aspect of practice or area of development, which may change according to the developing needs and priorities of the centre, under the direction of senior management.

Take responsibility for leading and co-ordinating an area of the centre's services, under the direction of senior management.

Line manage staff within your room, provide cover for senior managers when required and work towards being a SENCO or Safeguarding lead.

### **DUTIES AND RESPONSIBILITIES**

1. To take responsibility for promoting and safeguarding the welfare of children in your care and those you encounter.
2. To undertake child protection training at a level commensurate with role.
3. Through hands-on practice contribute to the development and maintenance of developmentally appropriate, child-centred, play-based provision for young children which provides the nurturing environment needed to promote children's emotional stability, independence, autonomy, and creativity.
4. Foster positive relationships and close working links with the range of professionals in the children's centre to promote access to wider integrated services for all families and children and support a multi-disciplinary team around the child and family approach. This includes completing and using common assessment frameworks (CAF) and participating in Team around the Child (TAC) meetings where appropriate.

5. Develop and maintain a partnership with parents that value their contributions and involves them in their child's education, including support for the home learning environment and for ensuring smooth transitions and continuity for the child and parents into, within and out of the setting.
6. Act as a key person for a defined group of individual children providing each child with continuity of care throughout the child's time at the setting, in partnership with their parent/carers:
  - Develop a loving and secure relationship with each key child.
  - Help each key child to become familiar with and confident in the setting.
  - Look after each key child's care and welfare needs e.g. dressing, toilet training, and eating, sleeping, being comforted.
  - Build trusted relationships with each key child's parents, ensuring there are regular opportunities to share information on the child's development at home and in the setting.
  - Support each child's individual learning journey through on-going observation, assessment and planning in partnership with parents/carers and other colleagues.
  - Complete reviews of the key child, in partnership with multi-agency colleagues and parents/carers, as appropriate (e.g. at aged two, leaver's record).
7. Develop and maintain appropriate positive behaviour strategies with children.
8. Attend and participate in relevant CPD, share the knowledge and ideas gained with colleagues in the setting and lead on further development in this area if required.
9. Uphold the principles of good practice in inclusion and equal opportunities in all aspects of the role, always supporting early identification and intervention strategies.
10. Contribute to the development and consistent use of systems for planning, observation, assessment, and record-keeping.
11. Contribute to the development of relevant policies and procedures.
12. Take responsibility for leading and co-ordinating an area of the centre's service. The postholder would be expected to
  - Use evaluative tools to improve practice and measure impact.
  - Report on the service provided analysing available data as appropriate.
  - Direct and support staff
  - Maintain effective systems for the smooth running of the service.
  - Provide advice and disseminate good practice.
13. Draw on the expertise of colleagues within the setting, and outside agencies to meet the needs of individual children.
14. Keep up to date with best early years practice, local and national policy.
15. Take responsibility for the development of a specific area of the curriculum or practice and report back to senior managers.
16. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of nursery including working flexibly (e.g. weekends and evenings).
17. To undertake other duties commensurate to the post.
18. Two weeks of the annual leave entitlement to be taken during the Centre closure period in summer (specific dates to be confirmed depending on Centre).

## ADDITIONAL:

- To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
- To achieve agreed service outcomes and outputs, and personal appraisal targets, as agreed by the line manager.
- To undertake training and constructively take part in meetings, supervision, seminars, and other events designed to improve communication and assist with the effective development of the post and post holder.
- The post holder is expected to be committed to the Council's core values of public service, quality, equality, and empowerment and to demonstrate this commitment in the way they carry out their duties.
- Ensure all the services within the area(s) of responsibility are provided in accordance with the organisation's commitment to high quality service provision to users.
- Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.
- Carry out duties and responsibilities in accordance with the organisations Health and Safety Policy and relevant Health and Safety legislation.
- At all times carrying out responsibilities/duties within the framework of the organisations Equal Opportunities Policy.

## PERSON SPECIFICATION

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

You should demonstrate on your application form how you meet each of the following essential criteria. Please ensure that your address each one of the criteria as this will be used to assess your suitability for the post.

REQUIREMENTS		
EDUCATION and EXPERIENCE		
<b>E1</b>	Minimum Level 3 qualification in childcare/early years practice with suitable practice placements (e.g. NNEB Certificate, NVQ Level 3 - Childcare/Early Years Care, BTEC Nationals in Childhood Studies or equivalent)	<b>A/I</b>
<b>D1</b>	Degree in early years or working towards a degree	<b>A/I</b>
<b>E2</b>	Substantial post qualifying experience of working with children under 5 in an early year setting	<b>A/I</b>
<b>E3</b>	Educated to English GCSE (A-C) or equivalent	<b>A/I</b>
KNOWLEDGE, SKILLS and ABILITY		
<b>E4</b>	Demonstrate the ability to safeguard and promote the welfare of children, and provide a safe learning environment and recognise when a child is in	<b>A/I</b>

	danger or at risk of abuse	
<b>E5</b>	Secure knowledge of early childhood development and the importance of early identification and intervention including the range of factors that can inhibit children's learning and development	<b>A/I</b>
<b>E6</b>	Knowledge and understanding of the national early years framework and the importance of play in young children's development and learning	<b>A/I</b>
<b>E7</b>	Demonstrate the ability to promote and create a stimulating learning environment that promote all aspects of children's learning and development, including for children with SEND, through a range of effective strategies	<b>A/I</b>
<b>E8</b>	Knowledge and an understanding of the importance of the child's well-being and ability to meet the physical and emotional needs of young children. Including those with additional social, emotional or special education needs	<b>A/I</b>
<b>E9</b>	Demonstrate a knowledge of how to share information appropriately and safeguarding practice, policy and procedure and the ability to recognise when a child is in danger or at risk of abuse	<b>A/I</b>
<b>E10</b>	Demonstrate the ability to effectively contribute and support staff with the observation, assessment, tracking and planning systems in place	<b>A/I</b>
<b>E11</b>	Demonstrate the ability to relate easily and communicate effectively with children aged birth to 5, listening and responding sensitively.	<b>A/I</b>
<b>E12</b>	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their children's learning and development in the home	<b>A/I</b>
<b>E13</b>	Demonstrate the ability to communicate effectively with multi-agency staff and to work as part of a team contributing to policy development and evaluation where appropriate	<b>A/I</b>
<b>E14</b>	Demonstrate a knowledge of current developments and issues in the education and care of young children, including those who are vulnerable or disadvantaged	<b>A/I</b>
<b>E15</b>	Demonstrate the ability to analyse data and identify future actions for development.	<b>A/I</b>
<b>E16</b>	High level of written and verbal communication and interpersonal skills	<b>A/I</b>
<b>E17</b>	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	<b>A/I</b>
<b>E18</b>	Demonstrate the ability to support and motivate colleagues in specific areas of practice, as required.	<b>A/I</b>
<b>E19</b>	An understanding of the process of the common assessment framework and ability to act as lead professional	<b>A/I</b>

<b>E20</b>	Demonstrate the ability to lead, develop and support staff and services	<b>A/I</b>
<b>COMMITMENT TO EQUAL OPPORTUNITIES</b>		
<b>E21</b>	Ability to adhere to the equal opportunities policy and confident to highlight to others when there are actions which are in contradiction to the policy	<b>A/I</b>
<b>SPECIAL REQUIREMENTS OF THE POST</b>		
<b>E22</b>	This post will require an Enhanced satisfactory clearance from the Disclosure and Barring Service formally known as the Criminal Records Bureau (CRB) Disclosure	<b>A/I</b>
E=Essential		
Assessed by: A= Application I= Interview T= Test		