

## **Early Education Practitioner Job Description**

Job Title: Early Education Practitioner

Service Area: Early Education & Childcare

Salary: £15,000 p/a, depending on skills and experience 40 hours/52 weeks

Date Last Updated: October 2016

### **EQUALITY AND DIVERSITY**

We are committed to and champion equality and diversity in all aspects of employment with the Early Start Education Ltd. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

### **PROTECTING OUR STAFF AND SERVICES**

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately; communicating concerns to management.

### **Core Purpose of Job**

To provide high quality childcare and early education for children at the setting.

### **Job Context**

This post reports to the Senior Early Education Practitioner on a day to day basis and is accountable to the Setting Manager.

### **Key Tasks and Accountabilities:**

*Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.*

1. To care for children and actively promote their learning, development, health and well-being, welfare, safety and security.
2. To engage, observe, assess, record and monitor children's social and emotional, physical, and intellectual development. Enabling independent learning, self-esteem and self-confidence in order to help children achieve their fullest potential.

3. To be a keyworker; ensuring the best interests of the children at the setting are met. As keyworker, to plan, record and evaluate each child's developmental needs and plan next steps to stimulate learning and support them to make progress.
4. To provide a wide range of indoor and outdoor play, care and educational activities and experiences for children appropriate to their individual age, stage of development, interests and abilities.
5. To work with other staff, parents, carers, the children and others to record programmes of activities, themes and events, which enrich the curriculum offered to children.
6. To display children's work to stimulate learning and exploration and with regard to the general preparation and care of the room.
7. To encourage the autonomy of each child and friendship between children.
8. To supervise and encourage independence at meal time, toileting and packing away.
9. To ensure that all children are clean and well cared for including changing nappies and keeping appropriate information in relation to this.
10. To promote care and consideration between children and to others through positive behaviour management.
11. To encourage the acquisition and development of language and speech by all children.
12. To collect, safely store and share information with parents and carers and other staff as appropriate about children's development, learning interests and wishes; to give information to parents/carers, including termly parents at open evenings.
13. To promote positive images of children and adults and work in an anti-discriminatory inclusive way.
14. To keep accurate records and write reports as required.
15. To regularly attend staff meetings, supervision and training as required and actively contribute to discuss work and improve practice.
16. To set up, prepare and clear away after meals, activities (indoors or outdoors) and rest periods, this will include moving light furniture and equipment and cleaning/wiping down surfaces, caring for and maintain resources.
17. To prepare snacks and light meals such as breakfast, and tea time and carry out associated tasks in line with standards, policies and procedures.
18. To comply with policies and procedures and best practice guidelines issued.
19. To be aware of child protection and safeguarding and ensure the physical safety and well being of the children.
20. To report all accidents to children or self so they can be logged in the accident book and to administer basic first aid and comfort children for minor injuries; to administer prescribed medicines to children and keep appropriate records with support of other practitioners.
21. To report and record any physical or emotional problems or other concerns according to the setting's agreed policies and procedures and in compliance with corporate child protection policies and procedures.
22. To assist in after school clubs, if required.
23. To support the induction of new staff to policies, procedures, methods, standards and practices at the setting.
24. To supervise and train apprentices and volunteers.

25. To attend case conferences and review meetings, if required.
26. To work with and implement the recommendations of other professionals working with the children at the setting. For example, by assisting children on a one-to-one basis to carry out exercises recommended by a Speech & Language Therapist.
27. To work professionally and positively with staff and parents; to consider new admissions, unforeseen problems arising and children not collected at the end of the day.
28. To accept advice and guidance from senior staff.
29. Such other duties, within the competence of the post holder, which may be required reasonably, from time to time.

## **IMPORTANT INFORMATION FOR APPLICANTS**

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

## **CRITERIA**

### **KNOWLEDGE**

- Sound knowledge of needs of under fives - Application Form
- Knowledge of the needs of children with special educational needs in mainstream schools and the ability to identify children at risk - Application Form
- Knowledge and understanding of the issues raised by the Children Acts - Application Form
- Knowledge of partnership with parents and carers - Application Form
- Awareness of and commitment to Equal Opportunities and Inclusion - Application Form
- Knowledge of the Early Years Foundation Stage - Interview/Test

### **EXPERIENCE**

- Experience of group work with under eights in a multi- cultural community - Application Form
- Experience of working with a range of different professionals and agencies - Application Form

### **SKILLS AND ABILITIES**

- Ability to carry out basic care of children and to keep the settings rooms and equipment clean, tidy and in order whilst remaining responsive to the children and maintaining their well-being as a priority - Application Form/Interview
- Ability to reflect on own practice - Application Form/Interview
- Ability to prepare reports - Application Form/Test
- Ability to work on own initiative and to know when to seek help, or refer on to others - Application Form/Interview
- Ability to undertake a variety of tasks during a working day, to work with children of differing ages, stages and abilities in different situations, alongside other staff, parents/carers, students, trainees and volunteers - Application Form/Interview/Test
- Ability to build relationships with children and to liaise closely with and support parents and carers - Application Form/Interview
- Ability to devise interesting and developmental activities for children, to identify unmet needs and possible remedies - Application Form/Interview/Test
- Ability to work flexibly including shifts on a rota basis - Application Form/Interview
- Ability to work under pressure, prioritise tasks and use own initiative - Application Form/Interview
- Fit enough to carry out normal childcare tasks and to lift children and light furniture and equipment - OH Assessment

#### **PERSONAL STYLE AND BEHAVIOUR**

- Ability to communicate effectively with children and adults - Application Form/Interview
- Ability to work both as part of a team and independently - Application Form/Interview
- Ability to establish good relationships with children, staff and parents / carers - Application Form/Interview

#### **QUALIFICATIONS:**

- Recognised childcare qualification (including NNEB, B/TEC CC, CSS (Childcare and NVQ Childcare and Education Level 2/3) - Application Form/Documentation
- Paediatric First Aid - Application Form/Documentation
- Food Hygiene Training - Application Form/Documentation

#### **OTHER SPECIAL REQUIREMENTS**

- Willingness to work flexible hours - Application Form/Interview
- Willingness to take on further training as required / identified - Application Form/Interview
- This post is subject to an enhanced DBS check and Childcare Disqualification Disclosure - Satisfactory clearance required at conditional offer stage