



## **Minik Kardes Children's Centre Early Years Practitioner**

### **PRIMARY JOB FUNCTION**

Under the overall direction and management of the Head of Centre and Room leader, 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

### **DUTIES AND RESPONSIBILITIES**

1. To take joint responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with.
2. To undertake child protection training at a level commensurate with role.
3. Through hands-on practice under the direction of the Room leader and senior workers, 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. Contribute and assist in fostering 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 may include completing and using common assessment frameworks (CAF) and participating in Team around the Child (TAC) meetings where appropriate, with the support of senior practitioners.
5. Develop and maintain a partnership with parents that values 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 small group of 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, 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 key 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 age 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.
  
9. Uphold the principles of good practice in inclusion and equal opportunities in all aspects of the role, supporting early identification and intervention strategies at all times.
  
10. Contribute to the development of relevant policies and procedures.
  
11. Draw on the expertise of colleagues within the setting, and outside agencies to meet the needs of individual children
  
12. Keep up to date with best early years practice, local and national policy,
  
13. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of Centre/Senior practitioner including working flexibly (e.g. weekends and evenings).
  
14. To undertake other duties commensurate to the grade of the post.
  
15. Two weeks of the annual leave entitlement to be taken during the Centre closure period in summer (specific dates to be confirmed).

**ADDITIONAL:**

- To use information technology systems with support 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 organisation'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

**Linked role**

Depending on experience practitioner postholders may be a co-key person, working with a more experienced worker or key person for a smaller number of children. This will be detailed after appointment.

**CONFIDENTIALITY**

The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when giving or receiving information, which could be confidential.

**POST HOLDER DECLARATION**

<b>Name:</b>	
<b>Signed:</b>	
<b>Date:</b>	

# 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.

<b>REQUIREMENTS</b>		
<b>EDUCATION and EXPERIENCE</b>		
<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) experience in an early years setting, including some experience as a key person	A/I
<b>Knowledge skills and abilities</b>		
<b>E2</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 danger or at risk of abuse	A/I
<b>E3</b>	Knowledge and understanding of the early years framework and the importance of play in young children's development and learning	A/I
<b>E4</b>	Demonstrate the ability to create a stimulating learning environment	A/I
<b>E5</b>	Demonstrate the ability to promote all aspects of children's learning and development, prime and specific areas of learning, through a range of effective strategies	A/I
<b>E6</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	A/I
<b>E7</b>	Knowledge of how to share information appropriately	A/I
<b>E8</b>	Knowledge of how a range of factors can inhibit children's learning and development and how these can be overcome	A/I
<b>E9</b>	Demonstrate the ability to effectively contribute to and work with the observation, assessment, tracking and planning systems in place	A/I/T
<b>E10</b>	Knowledge of how to keep children safe and the requirements of safety in the workplace	A/I/T
<b>E11</b>	Demonstrate the ability to relate easily and communicate effectively with children aged birth to 5, listening and responding sensitively.	A/I

<b>E12</b>	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their child's learning and development at home	A/I
<b>E13</b>	Demonstrate the ability to communicate effectively with staff and to work as part of a team	A/I
<b>E14</b>	Knowledge of and ability to contribute to multi-agency working	A/I
<b>E15</b>	Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community	A/I
<b>E16</b>	Good level of written and verbal communication and interpersonal skills. To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	A/I/T
<b>Commitment to equal opportunities</b>		
<b>E17</b>	Demonstrate the ability to adhere to the organisations equal opportunity policy	A/I
<b>SPECIAL REQUIREMENTS OF THE POST</b>		
<b>E18</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>E= Essential</b>	
	<b>*Assessed by: A= Application I= Interview T= Test</b>	

**June 2018**