

### **Job Profile Information: Senior Early Years Educator**

**Job Title: Senior Early Years Educator**

**Job Grade: Level 3, Zone 1**

**Starting salary: £30,893**

**This supplementary information for *Senior Early Years Educator* is for guidance and must be used in conjunction with the Job Capsule for Job Level 3. Zone 1.**

*It is for use during recruitment, setting objectives as part of the performance management process and other people management purposes. It does not form part of an employee's contract of employment.*

#### **Introduction**

The Integrated Early Years' Service aims to reduce inequalities and improve outcomes for parents, carers and their children with a focus on the providing high quality early years experiences that will support children future learning and life chances.

#### **Role Purpose:**

To lead the provision of high-quality early years provision for children from birth to 5 years within a multi-disciplinary team and in line with the requirements of the Early Years Foundation Stage.

To take the lead for SEND children within the room and liaise with the SENCO working collaboratively with and according to their guidance.

#### **Example outcomes or objectives that this role will deliver:**

1. To plan, implementation and evaluation of a high quality early years curriculum which includes a full commitment to anti-discriminatory practice. This will include working in support of daily, weekly and termly planning to meet individual children's needs and interests and contributing to record keeping that tracks the development of the individual child.
2. To promote children's development within a secure, safe and stimulating environment, and with reference to good practice curriculum guidance appropriate to the ages and stages of development of the children.
3. To be responsible for the assessment of children's overall development, including carrying out observations, recording children's achievement, and contributing to developmental records to a high standard.
4. To undertake the responsibilities of a key person to a specific group of children within the centre and support the smooth transition from home to centre and from centre to school.

5. The post holder will take responsibility for leading the provision for SEND children within their group room and to implement planned interventions for children with SEND and additional needs while working collaboratively with the Deputy Head of Nursery
6. To effectively manage the behaviour of the children in line with procedural guidance
7. To provide appropriate physical care in areas of washing, toileting, changing, feeding, dressing, comforting and administering medication.
8. To work with due regard to Child Protection procedures and to report matters of concern to the designated safeguarding lead.
9. To assist in organising outings for children's interest, education and enjoyment and with regard to safety.
10. To regularly check the suitability and safety of play equipment and to work with due regard to the health and safety of the children, colleagues and all service users.
11. To assist with the wider developments of the centre as a community resource, including participation in drop-ins and toy library services, parent education and family support initiatives
12. To achieve successful outcomes the post holder must be an active member of a multi-disciplinary team of staff, communicating and working together to create an environment in which children's development is fostered and in which good relationships grow
13. The post holder must be able to develop strong relationships and work in partnership with parents, including home visits as part of the child's induction, maintaining close and regular contact as appropriate for the age of the child, holding regular meetings and presenting reports.
14. The post holder is required to liaise with outside agencies and other professionals and to contribute to relevant meetings on and off site. Contact with other professionals and parents can be at a variety of levels, from straight forward information transfer to detailed information within a case conference or Team around the family meeting. The outcome of these interactions can have a significant influence over decisions made regarding a child's development and care plan
15. Creativity and innovation is required in contributing to planning the curriculum and when encouraging, supporting and engaging with children at play that is emotionally, intellectually, physically and socially challenging. The post holder will contribute to individual planning for children and, will make decisions on day to day matters with the team and in conjunction with the line manager.
16. All Camden staff are required to participate in annual Performance Management meetings and regular support and supervision, attend group and staff meetings, and will receive appropriate training and staff development in line with Council policies and the Investors in People Scheme.

**People Management Responsibilities:**

Managing a small team of Early Years Educators

**Commented [MK1]:** Do they line manage?

**Commented [AD2R1]:** They will provide day to day supervision but not formal line management

**Relationships:**

- The post holder will be accountable to the senior the Deputy head/SENCO and the Head of Nursery
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Key Contacts include:

1. Other professionals working with children attending the centre including Family Support Services, Health, Family Support and Social Work and Care professionals
2. Parents/carers
3. Members of the public
4. Local schools and community groups

The post holder must be able to work to the shift pattern required by the centre, falling between 8am and 6pm. The post holder may be required to work outside of normal hours on occasion, with due notice.

**Work Environment:**

The work environment is busy and noisy and the post holder needs to adapt to frequently changing demands. This requires a degree of flexibility and can be both inside and out- side the nursery building. The post holder may on occasion be based as cover in an alternative maintained nursery according to staffing needs across the service. There will be situations requiring the post holder to resolve conflicting priorities. The post holder is required to undertake home visits as necessary.

There is a requirement to lift and assist in toileting and changing and in helping to transfer from seating to mobility aids. The post will help children to acquire and develop self- help skills including toileting and personal hygiene. Work may also involve implementing individual movement programmes, under the direction of other professionals.

The post holder will be required to help with first aid provision, comforting sick or injured children. In emergency situations he/she will need to liaise with the designated first-aider, senior staff and medical professionals, accompanying children to hospital or doctors as necessary. Any basic medical procedures that may need to be carried out will have training provided for.

## **Technical Knowledge and Experience**

### **Essential**

- Full and relevant level 3 Early Education & Childcare qualification
- A good standard of education, particularly in English
- To have knowledge of the Children Act 1989, 2004, relevant Education Acts and related legislation, and implications contained therein for service delivery
- To have at least 3 years' experience of working directly with children
- To have experience of working with children with SEND and additional needs
- Experience of working as part of a team in a childcare setting.
- To have excellent knowledge of the Early Years Foundation Stage
- To have a sound knowledge of child development for children aged from birth to 5 years and an awareness of curriculum guidance for this age group.
- To have knowledge and understanding of planning, implementing, and evaluating an early year's curriculum.
- To have knowledge of the ethnic, religious, and cultural diversities in the community, to understand the effects on the provision of services and how to respond when the needs of a particular group are not being met
- To have knowledge of the functions of agencies involved in the provision of care and education of young children and commitment to work in partnership.
- An ability to support the planning of an Early Years curriculum and implement the planned activities
- An ability to undertake record keeping and observation of children and to then use this to inform individual planning
- An ability to effectively manage children's behaviour within a group setting
- To have the ability to use information technology systems and equipment
- To have an understanding of the importance of confidentiality and to be able to listen and respond appropriately with tact and diplomacy in sensitive situations
- To have an understanding of child protection procedures and an ability to use this knowledge in practice
- To have the ability to communicate effectively with a wide range of people both orally and in writing
- Demonstrate our Camden Ways of Working (WOW) behaviours

**Desirable**

- Experience of supervising a small team and achieving a high standard of service delivery.
- Paediatric First Aid certificate

**Camden Way Five Ways of Working:** *To continue delivering for the people of Camden in the face of ever increasing financial pressure, we need to transform the way we do things. We call this the Camden Way. The Camden Way is a key part of our transformation strategy often referred to as the transformation triangle which links the Camden Plan, the Camden Way and the Financial Strategy together.*

**The Camden Way illustrates the approach that should underpin everything we do through five ways of working:**

- Deliver for the people of Camden
- Work as one team
- Take pride in getting it right
- Find better ways
- Take personal responsibility

For further information on the Camden Way please select the attached [HERE](#)

### Integrated Early Years Service Structure Chart

