

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Job details

Job title: Children's Centre Early Years Teacher

Directorate: Early Years & Play

Reporting to: Head of Centre

Grade: MPG + 2LR 2B

Job description

Purpose of the post:

- To provide high quality care and education for children throughout the Centre -birth to 5 years in partnership with parents, and early years practitioners, drafting and advising on written curriculum policies, and monitoring their effect, ensuring effective practice appropriate to the ages of the children is developed and sustained.

Main duties and responsibilities:

- In consultation with the Head of Centre and the staff team, develop the Early Years Curriculum in line with Early Years Foundation Stage Framework.
- Lead on the planning of appropriate learning activities which offer high quality learning experiences to children from birth to 5 years.
- Lead on developing and evaluating curriculum policies to ensure that good practice is documented, disseminated and consistently sustained.
- Work with the staff team to monitor and evaluate the quality of the learning experience for the children, providing models of good practice, supporting and advising individual staff to meet required standards.
- Contribute to the development of a multi disciplinary team and develop a team approach to planning, observation and assessment, sharing responsibility for record keeping and monitoring provision.
- Keep up to date with best practice in Early Years integrated provision and future legislation in order to disseminate good practice in the centre.
- Work within the Code of Practice for Special Educational Needs and to differentiate the curriculum to ensure that it is accessible to all children.
- Support the development of partnership with parents/ carers to ensure that the best practice of involving parents in the education of their children is implemented in accordance with the Children Act 1989 informing and consulting parents on their child's progress through daily contact, and regular review meetings, workshops, discussion groups. Organising smooth transitions from home to the Centre and from the Centre to School.
- Create and maintain, with the assistance of other staff, an attractive and cared for environment which allows children feel relaxed and motivated to explore, to make choices and decisions and to be independent and self reliant.
- Raise awareness throughout the centre of the importance of play both indoors and out.
- Together with the Head of Centre and senior staff, plan and deliver a programme of in-service training making sure it is in line with up to date theories and best practice for the ages of the children.

- Together with staff, support the development of the Centre as a community resource.
- Ensure that all children are shown respect for their languages, religions, culture and family diversity.
- Draw on the expertise and strengths of all colleagues within the Centre and outside agencies (e.g. Children & Family Services, Education Welfare, Speech Therapy) to draw up plans for individual children.
- Develop and maintain good relationships with other local under fives facilities, including schools and voluntary & private settings.
- Be responsible, as part of a team, for monitoring and supporting children who are subject to inter – agency child protection plans in accordance with the Children’s Act 1989 and the Learning Trust child protection procedures.
- Work, with the Head of Centre and staff team to ensure that the centre is appropriately resourced to meet the needs and interests of the children from birth to 5 years.
- Work with students on placement at the Centre and, where appropriate encourage their participation in planning and developing activities with the children.
- Ensure that all services are provided in accordance with the commitment to high quality service provision to the consumer.
- Adhere to all Health and Safety Policies and ensure that a safe environment is provided for children, staff and parents and other members of the public.
- Develop within the Centre, a culture of consulting and listening to children and where possible acting upon their contributions. Including establishing appropriate methods for consulting upon their likes and dislikes of the centre, preferred activities, outings and where appropriate some policies.
- Staff must be able to work outside normal office hours, and from time to time, take on other duties according to the demands of the service. This is especially the case where the front line services might operate mainly outside standard hours or with unusual shift patterns.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.

General requirements:

- To participate in one to one supervisions and appraisal with line Managers and to promote and sustain own personal and professional development.
- The post holder must at all times carry out his/her responsibilities with due regard to our policy, organisation and arrangements for Health and Safety at Work.
- It is your responsibility to carry out your duties in line with our policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Job title:

Children's Centre Early Years Teacher

Person Specification

| | Essential | Desirable |
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| Qualifications | ✓ | |
| 1. Qualified Teacher Status, and post qualifying experience in teaching 3 – 5 year olds. | ✓ | |
| Experience | | |
| 2. Experience of working with birth – 3 year olds | | ✓ |
| 3. Experience of working with non school settings | | ✓ |
| Knowledge | ✓ | |
| 4. Knowledge of working in a fully integrated Centre. | ✓ | |
| 5. Knowledge of how children learn in the early years and of child development from birth to 5 years. | ✓ | |
| 6. Knowledge and understanding of the Learning Trust's Equalities Policy and a commitment to putting it into practice. | ✓ | |
| 7. Knowledge of strategies to support positive behaviour and techniques to deal with unwanted behaviour. | ✓ | |
| Skills | ✓ | |
| 8. Awareness of an appropriate curriculum for birth to 5 years particularly in terms of play, language and literacy development, personal, social and emotional development, mathematical and technological understanding and creative and physical development. | ✓ | |
| 9. Ability to offer a stimulating learning experience for children at the same time as providing high quality care. | ✓ | |
| 10. Ability to lead in the development of curriculum policies at the direction of the Head of Centre and to monitor implementation. | ✓ | |
| 11. Ability to ensure that all children with Special Needs gain full access to the curriculum. | ✓ | |
| 12. Ability to assess staff development needs and to develop and deliver an in – service training programme within the Centre. | ✓ | |
| 13. Ability to be flexible and to work as part of a multi – disciplinary team drawing upon the complimentary skills of other team members. | ✓ | |
| 14. Ability to work with parents and carers and to involve them in their children's learning and the life of the Centre. | ✓ | |

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| 15. | Ability to plan and provide a range and variety of appropriate activities and play opportunities to enable children to make progress in socialisation and learning. | ✓ | |
| 16. | Ability to communicate effectively. | ✓ | |
| 17. | Awareness of the importance of carrying out effective observations, assessment and record keeping ensuring that adequate records are kept of the individual children's progress and that information is used as a basis for planning the curriculum. | ✓ | |
| 18. | A commitment to valuing diversity and challenging discriminatory actions or behaviours of other officers and service users. | ✓ | |
| 19. | To establish a culture of continuous improvement, initiating ideas, responding to change opportunities and National agendas. | ✓ | |
| 20. | Excellent literacy and numeracy skills. | ✓ | |
| 21. | Writes clearly and succinctly and conveys key information effectively | ✓ | |