

# Job description

Post title: Senior Early Years Nursery Education Worker  
Service area: Fairer Together  
Grade: Scale 5 – 6  
Reports to: Executive Head/Head of Centre/Deputy Head of Centre  
Your team:  
Number of supervisees: N/A

## Our ambition

We're determined to make Islington fairer. To create a place where everyone, whatever their background, has the opportunity to reach their potential and enjoy a good quality of life.

We also have an ambitious goal – to be the best council in the country – with every employee clear about the part they play and inspired, focused and supported to give their very best.

We want to build an organisation where employees feel valued, inspired and empowered to help us achieve our goals and provide the best services possible to our residents.

## Our values and behaviours

'Be Islington' is about setting a clear challenge about what it means to be an Islington employee and sets the standard for every new recruit.

We ask our employees to 'Be Islington' – playing their part in working together for a fairer borough and to always be collaborative, be ambitious, be resourceful, and be empowering ('CARE').

## Our commitment to challenging inequality

We are committed to tackling inequality, racism and injustice and creating a fairer borough for all. In order to do this, we need to set the example by being a fair employer and creating a workplace environment, which is free from discrimination, racism and inequality. Our approach needs to be proactive, consistently learning to create a fairer workplace and foster a culture, which empowers all staff to challenge inequality.

Fairness is at the heart of what we do. We want to celebrate and embrace our differences by:

- Ensuring our workforce is representative of the people we work on behalf of, our residents
- Creating equitable working environments and diverse teams
- Understanding our residents in order to design and deliver services that help tackle inequality and improve life chances for our residents
- Getting to know people and their differences
- Interpreting issues and concerns from a cultural perspective and address situations or problems from the points-of-view of multiple cultures
- Supporting people with long-term health conditions and/or disabilities
- Recognising the value of flexible working to support staff where possible

# Key responsibilities

1. To take responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with completing child protection training at a level commensurate with role.
2. 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.
3. Foster positive relationships and close working links with the range of professionals in the children's centre in order 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.
4. 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.
5. 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).
6. Contribute to the development of appropriate positive behaviour strategies with children maintaining consistency in practice.
7. Attend and participate in relevant Continual Professional Development (CPD) events, share the knowledge and ideas gained with colleagues in the setting and lead on further development in this area if required.

8. 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
9. Contribute to the development and consistent use of systems for planning, observation, assessment and record-keeping
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. To attend 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.
13. Keep up to date with best early years practice, local and national policy contributing to the achievement of agreed service outcomes, and personal appraisal targets, as agreed by the line manager.
14. Scale 5: take responsibility for the development of a specific area of the curriculum or practice and report back to senior managers.
15. Scale 6: Take responsibility for leading and co-ordinating an area of the centre's service. The potholder 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
15. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of Centre/Deputy and lead practitioner including working flexibly (eg. weekends and evenings).
16. To undertake other duties commensurate to the grade of the post.
17. 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).

## Resources and Financial management

Ensure the environment and resources are well managed and effectively deployed to the best possible effects contributing to maintaining a high quality centre.

## Compliance

Ensure legal, regulatory and policy compliance under GDPR, Health and Safety and in area of your specialism identifying opportunities and risks and escalating where appropriate. Contribute

to the application of the appropriate steps to ensure the statutory safeguarding and welfare requirements are consistently maintained.

## Budget responsibilities

Contribute to the safe handling and maintenance of centre resources, including and not explicit too ICT equipment.

## Work style

Frontline Role



# Person specification

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

## Essential criteria

### Qualifications

Essential criteria	Criteria description	Assessed by
1	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 )	Application/Interview/Test
2	Substantial post qualifying experience of working with children under 5 in an early years setting	Application/Interview/Test
3	Educated to English GCSE (A-C) or equivalent or able to pass the Council's literacy tests	Application/Interview/Test

### Experience

Essential criteria	Criteria description	Assessed by
4	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.	Application/Interview/Test
5	Contributing to Early Help Assessments with a secure knowledge of child development, the importance of early identification and intervention including the range of factors that can inhibit children's learning and development and ability to act as lead professional.	Application/Interview/Test
6	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	Application/Interview/Test
7	Ability to create a stimulating learning environment using knowledge and understanding of the national early years framework and the importance of play in young children's development and learning, including for children with SEND	Application/Interview/Test

Essential criteria	Criteria description	Assessed by
8	Ability to relate easily and communicate effectively with children aged birth to 5 using an understanding of the importance of the child's well-being with the ability to meet their physical and emotional needs. Including those with additional social, emotional or special education needs.	Application/Interview/Test

## Skills

Essential criteria	Criteria description	Assessed by
9	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	Application/Interview/Test
10	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their children's learning and development in the home	Application/Interview/Test
11	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	Application/Interview/Test
12	Demonstrate a knowledge of current developments and issues in the education and care of young children, including those who are vulnerable or disadvantaged	Application/Interview/Test
13	High level of written and verbal communication and interpersonal skills	Application/Interview/Test
14	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	Application/Interview/Test
15	Demonstrate the ability to support and motivate colleagues in specific areas of practice, as required.	Application/Interview/Test

## Special requirements of the post – Scale 6

Essential criteria	Criteria description	Assessed by
14	Demonstrate the ability to lead, develop and support services and staff members.	Application/Interview/Test
15	Demonstrate the ability to contribute to and analyse data identifying any future actions for development.	Application/Interview/Test

# Our accreditations

Our accreditations include: the Healthy Workplace award, Timewise, London Living Wage Employer, Disability Confident Committed, The Mayor's Good Work Standard, Stonewall Diversity Champion, and Time to Change.

