

Job description

Early Years Nursery Education Worker

- Grade: Scale 3
- Reports to: Executive Head of Nursery/Head of Nursery/Early Years Teacher
- Direct reports: None
- Your team: Bemerton Children's Centre
- Service area: Learning and Achievement
- Directorate: Children and Young People

Special requirements of the post

Workstyle: Frontline (Full presence, working in the borough full time)

- Colleagues whose role is delivering frontline services to residents, visitors, businesses and/or other colleagues while present in the borough and activities cannot be done remotely.

This post requires a DBS check at the appropriate level (Enhanced with Barring)

This is a safety critical post and will be subject to the council's drug and alcohol policy

This post is subject to the council's declaration of interest procedure

This post is designated as politically restricted

Our mission

Islington is a place rich with diversity and culture. As a council our sense of purpose couldn't be clearer: we serve. It's in the logo. We are committed to challenging inequality in the borough and as one of the largest employers we know that to look after the place and the planet, we have to look after our people. **Together we can change the future.**

To do this, everyone who works at Islington Council lives by a set of values which guide us in everything that we do: collaborative, ambitious, resourceful, and empowering. They spell out 'CARE', which is what we think public service is all about.

Overview of the role

The role of the Early Years Nursery Education Worker is to support the learning and development of children from birth to five years old. The role involves creating safe, inclusive, and stimulating environments that promote children's physical, emotional, and cognitive growth, acting as a key person, building strong relationships with children and families, observing and assessing progress, and planning tailored learning activities. The role also requires collaborating with colleagues and external professionals to support children with additional needs, ensuring compliance with the Early Years Foundation Stage (EYFS) framework.

Key responsibilities

Under the overall direction and management of the Executive head, Head of nursery and Early Years Teacher, 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.

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 lead practitioner 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 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 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 aged 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 Senior leadership team (SLT) 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 depending on Centre).

Additional Responsibilities

- To use and assist others in the use of information technology systems 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 Council'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 Council'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 Council's Health and Safety Policy and relevant Health and Safety legislation.
- At all times carrying out responsibilities/duties within the framework of the Council's Dignity for all Policy. (Equal Opportunities Policy).

Compliance

Ensure adherence to legal, regulatory, and policy requirements under GDPR, Health and Safety, Employee Code of Conduct and in your area of expertise by identifying opportunities and risks, and escalating issues as necessary.

Person specification

Your application form needs to demonstrate how you fulfil the role's requirements. It is essential to address the criteria, as this will be used to evaluate your suitability for the position.

Essential and desirable criteria

Essential: the basic requirements that must be met for someone to be considered for a particular job. These criteria are mandatory and cannot be negotiated. Essential criteria directly impact the core qualifications or skills necessary to perform the job effectively.

Desirable: the additional qualities, skills, or qualifications that would be advantageous for a candidate to possess but are not mandatory. Not meeting them does not automatically disqualify someone from consideration for the job. This also allows candidates who do not possess certain desirable criteria the opportunity to explain how their other knowledge, experience and skills relate to these and what they may be in the process of doing or willing to do to achieve these.

Knowledge, experience, and skills

Point	Criteria description	Essential/desirable
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)	Essential
2	Educated to English (GCSE A-C) or equivalent or able to pass the Council's literacy tests	Essential
3	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.	Essential
4	Knowledge and understanding of the early years framework and the importance of play in young children's development and learning	Essential
5	Demonstrate the ability to create a stimulating learning environment	Essential
6	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	Essential

Point	Criteria description	Essential/desirable
7	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.	Essential
8	Knowledge of how to share information appropriately	Essential
9	Knowledge of how a range of factors can inhibit children's learning and development and how these can be overcome	Essential
10	Demonstrate the ability to effectively contribute to and work with the observation, assessment, tracking and planning systems in place	Essential
11	Knowledge of how to keep children safe and the requirements of safety in the workplace	Essential
12	Demonstrate the ability to relate easily and communicate effectively with children aged birth to 5, listening and responding sensitively	Essential
13	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their child's learning and development at home	Essential
14	Demonstrate the ability to communicate effectively with staff and to work as part of a team	Essential
15	Knowledge of and ability to contribute to multi-agency working	Essential
16	Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community.	Essential
17	Good level of written and verbal communication and interpersonal skills.	Essential
18	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	Desirable

Our accreditations



Our accreditations include Disability Confident Leader, The Mayor's Good Work Standard, London Living Wage Employer, Stonewall Diversity Champion, and Employer with Heart.