

# Job description

<b>Post title:</b>	Early Years Nursery Education Worker
<b>Service area:</b>	Fairer Together
<b>Grade:</b>	Scale 3/4
<b>Reports to:</b>	Executive Head of Nursery/Head of Nursery/Early Years Teacher
<b>Your team:</b>	Under 3's
<b>Number of supervisees:</b>	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

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 (eg 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).

## 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
E1	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
E2	For Scale 4 - Level 3 qualification with substantial experience in an early years setting, including experience as a key person.	Application
E3	Educated to English (GCSE A-C) or equivalent or able to pass the Council's literacy tests	Application/Test

### Experience

Essential criteria	Criteria description	Assessed by
E4	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.	Application/Interview/Test
E5	Knowledge and understanding of the early years framework and the importance of play in young children's development and learning	Application/Interview
E6	Demonstrate the ability to create a stimulating learning environment	Application/Interview
E7	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	Application/Interview/Test

## Skills

Essential criteria	Criteria description	Assessed by
E8	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.	Application/Interview
E9	Knowledge of how to share information appropriately	Application/Interview
E10	Knowledge of how a range of factors can inhibit children's learning and development and how these can be overcome	Application/Interview
E11	Demonstrate the ability to effectively contribute to and work with the observation, assessment, tracking and planning systems in place.	Application/Interview
E12	Knowledge of how to keep children safe and the requirements of safety in the workplace	Application/Interview
E13	Demonstrate the ability to relate easily and communicate effectively with children aged birth to 5, listening and responding sensitively	Application/Interview
E14	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their child's learning and development at home	Application/Interview
E15	Demonstrate the ability to communicate effectively with staff and to work as part of a team	Application/Interview
E16	Knowledge of and ability to contribute to multi-agency working	Application/Interview
E17	Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community.	Application/Interview
E18	Good level of written and verbal communication and interpersonal skills.	Application/Interview/Test
E19	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software	Application/Interview

## Special requirements of the post

Essential criteria	Criteria description	Assessed by
E20	This role will require you to obtain an	Application/Interview/Test

Essential criteria	Criteria description	Assessed by
	Enhanced/Standard satisfactory clearance from the Disclosure and Barring Service	

## 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.

