

Baby Room Lead Job Description

POST TITLE	Baby Room Lead
SALARY	£37,509 - £38,637per annum
CONTRACT	35 hours per week, all year round. Shifts between the hours of 8am- 6pm
REPORTS TO	Head of Children's Centre

PURPOSE OF THE POST

Under the overall direction and management of the Head of Children's Centre, take responsibility for the day-to-day operations of the baby room (0–2 years). This involves leading a team of early years practitioners to provide outstanding care and early education for our youngest children, so that reach their full potential, particularly in the prime areas of learning, and develop their Characteristics of Effective Learning.

MAIN DUTIES

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 appropriate to the role.
2. Lead and support with the planning and implementation of responsive, inclusive, and developmentally appropriate activities following the EYFS framework.
3. Act as a key person for a designated group of babies, forming strong, secure attachments to support their emotional well-being and development, monitoring the progress of each child and maintaining accurate records, observations, and assessments.
4. Oversee the development and well-being of all other children in the baby room, monitoring observations and assessments completed by the team and supporting practitioners in identifying children who may need additional support or early intervention.
5. Build trusting relationships with parents and carers, ensuring consistent communication and shared understanding of each child's needs, routines, and progress, including support for the home learning.
6. Manage room routines such as feeding, changing, and sleep schedules in accordance with individual children's needs.
7. Support transitions for babies settling into the setting and when moving to new rooms or external environments. Maintain open and ongoing communication with parents, providing guidance and reassurance during each transition stage and work collaboratively with external professionals to support children with additional needs during transitions.
8. Lead room discussions and contribute to staff meetings focused on tracking children's progress and planning next steps.
9. Contribute to the development of appropriate positive behaviour strategies with children maintaining consistency in practice.
10. Foster close working relationships with the range of professionals in order to promote access to wider services for all families and children and support a multi-disciplinary team around the child and family approach.

11. Take responsibility for the development of a specific area of the curriculum or practice.
12. Use evaluative tools to improve practice and measure impact and report on the service provided analysing available data as appropriate.
13. Attend and participate in relevant Continual Professional Development (CPD) events, share the knowledge and ideas gained with colleagues in the setting and contribute to the continuous improvement of the setting.
14. Contribute to the development of relevant policies and procedures.
15. 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.
16. 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.
17. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of Centre, including working flexibly (e.g., weekends and evenings).
18. To undertake other duties commensurate to the grade of the post.
19. 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:

- Be aware of key school plans, policies and procedures, especially the School Priorities, Health and Safety Procedures and Child Protection Procedures.
- Behave professionally and in compliance with the Code of Conduct
- 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. In particular, respecting the confidentiality of pupil information and respond sensitively to pupils' needs.
- 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).

- Ensure the environment and resources are well managed and effectively deployed to the best possible effects contributing to maintaining a high-quality centre.
- 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.
- Contribute to the safe handling and maintenance of centre resources, including and not explicit too ICT equipment.

PLEASE NOTE

This job description is a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment.

All staff at Ambler Primary School and Children's Centre are expected to accept reasonable flexibility in working arrangements, including undertaking duties commensurate with the scale of the post and duties normally allocated to posts at a lower scale.

Person Specification

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

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

EDUCATION and EXPERIENCE		
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)	A/I
E2	Minimum 2 years of post-qualifying experience of working with children under 2 in an early year setting	A/I
E3	Knowledge of child development, especially ages 0–2	A/I/T
E4	Proven leadership and management skills	A/I/T
E5	Educated to English GCSE (A-C) or equivalent or able to pass the Council's literacy tests	A/I/T
KNOWLEDGE, SKILLS and ABILITY		
E6	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.	A/I/T
E7	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	A/I/T
E8	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	A/I/T
E9	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.	A/I/T
E10	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their children's learning and development in the home	A/I/T
E11	Demonstrate the ability to communicate effectively with multi-agency staff and contribute to Early Help Assessments	A/I/T
E12	Demonstrate a knowledge of current developments and issues in the education and care of young children, including those who are vulnerable or disadvantaged	A/I/T
E13	High level of written and verbal communication and interpersonal skills	A/I/T

E14	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	A/I/T
E15	Demonstrate the ability to support and motivate colleagues in specific areas of practice, as required.	A/I/T
ADDITIONAL REQUIREMENTS OF SCALE 6		
E16	Demonstrate the ability to lead, develop and support services and staff members.	A/I/T
E17	Demonstrate the ability to contribute to and analyse data identifying any future actions for development.	A/I/T
COMMITMENT TO EQUAL OPPORTUNITIES		
E18	Demonstrate the ability to adhere to the Council's Dignity for All policy.	A/I/T
SPECIAL REQUIREMENTS OF THE POST		
E19	This post will require satisfactory clearance from an Enhanced Disclosure and Barring Service (DBS) check.	✓
E = Essential		
*Assessed by: A= Application I= Interview T= Test		