

# Job description

## Senior Early Years Education Worker

- Grade: 5/6
- Reports to: Executive Head of Nursery/Head of Nursery/Early Years teacher P01
- Direct reports: None
- Your team: Packington Children's Centre
- Service area: Learning and Achievement / Early Years and Childcare
- 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

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

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

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

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## 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

Use this section to write a short description of the role, responsibilities, and impacts. Keep it brief and no more than 100 words.

## 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).

## 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

#### 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/
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	Application/Interview/ Test

Essential criteria	Criteria description	Assessed by
	intervention including the range of factors that can inhibit children's learning and development	
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
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

Essential criteria	Criteria description	Assessed by
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 Disability Confident Leader, The Mayor's Good Work Standard, London Living Wage Employer, Stonewall Diversity Champion, and Employer with Heart.