

## Early Years and Childcare

### Room Leader

---

September 2018

<b>Division:</b>	<b>TEP Early Years and Childcare</b>
<b>Salary:</b>	<b>KR5</b>
<b>Reporting to:</b>	<b>Nursery Manager</b>

#### **Purpose of Role:**

Be knowledge in all aspects of nursery operation including an in-depth understanding of Early Years Foundation Stage; the regulatory and practice requirements; staff deployment and customer service.

To work closely with the Nursery Manager and the leadership team in all aspects of the nursery and act as cover for the Nursery Manager and Early Years Teacher in their absences. \_

#### **Safeguarding requirement:**

Kent County Council is committed to safeguard and promoting the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedure to continuously promote a culture of safeguarding across the whole organization.

***Please note:*** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

## **Annex A: Main duties and responsibilities:**

---

1. Lead the promotion of securing all staff members knowledge, understanding in respect of their responsibility of ensuring all aspects of safeguarding policies and procedures are adhered to as well as the health, safety and wellbeing of the children across the nursery.
  
1. Contribute to building a strong cohesive team, which are motivated to provide outstanding practice by encouraging and motivating individual and team participation and engagement in all aspects of the nursery development
  
2. Provide quality care, teaching and learning, to support the implementation of the Early Years Foundation Stage to the highest possible standards.
  
3. Support children's learning and development needs by providing stimulating and age-appropriate play, learning and development opportunities in the setting and outdoors.
  
4. Ensure the provision of a high quality environment to meet the needs of individual children, having an awareness of any disabilities, family cultures, and medical histories.
  
5. Motivate, inspire, and role model best practice and fostering a coaching and mentoring ethos. Foster a culture of continuous improvement through reflection and self-evaluation, encouraging teams to be responsive learners.
  
6. Ensure positive partnerships with all parents and families, which are built on respect and empowerment, throughout the nursery. Lead and promote the principles and ethos of Enhancing Families Involvement in Children's Learning (EFICL).
  
7. Communicate effectively with both adults and children. Foster and develop positive relationships with internal and external professionals relating to the sector.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you, without change to the level of responsibility appropriate to the grading of the post.

**Annex B: Person Specification**

	<b>MINIMUM</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• A minimum of level iii relevant Early Years qualification and a commitment to achieving a relevant degree level qualification</li> <li>• Previously attended relevant first aid and safeguarding training and show willing to update these when required.</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Substantial post qualifying experience in working with children.</li> <li>• Significant experience in working with families to enhance their involvement in children's learning</li> <li>• Successful implementation of EYFS 0-5 curriculum.</li> <li>• Experience in a leadership role</li> <li>• Experience of working in a good regulated environment</li> <li>• Experience of providing a high quality inclusive education and the ability to translate this into setting practice.</li> <li>• Influencing change within the concept of continuous improvement</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively at all levels including professional, practitioner level, and to engage with children, parents and families</li> <li>• Able to be an effective leader and work as part of a team</li> <li>• Sound knowledge of the early year's regulatory environments in which the PVI sector operate</li> <li>• Excellent organisational and time management skills.</li> <li>• Ability to demonstrate successful experience of working with multi-agency professionals.</li> <li>• Knowledge of child development and children's needs across the 0-5 age range.</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge of EYFS 0-5 curriculum.</li> <li>• Knowledge of national and local issues in relation to early years and childcare and commitment to best practice in all aspects of child development, including play and learning.</li> <li>• An understanding and commitment to promoting and supporting equality and anti-discriminatory practice.</li> <li>• Be able to demonstrate significant knowledge and understanding of safeguarding.</li> </ul>

## Annex C: Company Values and Expectations

---

At The Education People we are guided by our shared values:

- **Moral Purpose:** We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances.
- **People First:** We are committed to always putting people first: our staff, clients and partners, and above all, the people we serve.
- **Stronger Together:** We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we embrace challenge and work together – with each other, our clients and partners.
- **Excellence:** We strive to excel in the delivery of high quality services that produce lasting outcomes: balancing pace, precision, practicality and cost.
- **Spirit of Innovation:** We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery.
- **Integrity:** We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values.