# Job Definition

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| The Lloyd Park Children’s Charity Vision: We will keep working until every child has the best start in life  Our Charitable Mission: Our Charity builds brighter futures for children and families in our community |

**Role Title Early Years Practitioner Level 3**

**Location London Borough of Waltham Forest**

**Reports to Senior Early Years Practitioner**

**Mission:** Implementing the delivery of the Early Years Curriculum to ensure that all children reach their full potential. Responsible for supporting the Senior Early Years Practitioner and supervising and nurturing level 2 practitioners, apprentices and students.

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| **What is the job’s core purpose?** | To deliver the keyworker responsibilities, as part of a family group, building relationships with children and families to promote the child’s learning, development and wellbeing. |
| To implement the Early Years Curriculum in line with current statutory guidance and the processes adopted by the charity. |
| To work as part of the team in sustaining high quality services and implementing the charities vision, mission, values and strategic plans and objectives. |
| To support the development and practice of named level 2 practitioners, and take overall responsibility for the progress for their key children. To support apprentices and students. |
| To implement all policies and procedures. |
| **What constitutes success in this role?** | Children progress well and every child has the opportunity to reach their full potential. |
| Children are safeguarded and demonstrate high levels of wellbeing. |
| Children facing adversity or at risk of poor development are identified quickly and appropriate support is secured for the child and family at the earliest possible time. |
| Staff, students and apprentices report feeling supported, effective communication and demonstrate good team work. |
| Families report high levels of satisfaction. |
| **What are the implications of not having this role?** | Children do not reach their full potential. |
| Children’s needs are not met. |
| Children are not safe and their wellbeing is at risk. |
| Level 2 Practitioners are unsupported and do not progress in their role. |

**OUTCOMES:** What this person needs to accomplish in their role in order of importance and

how this will be measured. (*note that most roles at whatever level should have between 3 – 8*

*outcomes)*

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| **Key outcomes for the role** | **Measures** |
| Children progress well. | Number of key children achieving age related expectations.  Number of children below what is expected for their age and stage of development who make progress based on an individualised plan of next steps.  Regularity and quality of observations and assessments. |
| Parents report increased knowledge and understanding of supporting their child’s learning and development. | Survey and feedback from parents.  Number of parents who engage and contribute to children’s learning journeys.  Records of parental involvement in the setting. |
| Good teamwork with effective communication. | Annual staff survey. |
| Parent satisfaction levels are high. | Annual survey. |
| Good standard of practice across the setting. | Individual Continuous Professional Development is maintained.  Regular feedback from Level 2 keyworkers, apprentices and students about their experience and the support they receive.  Practice observation. |
| Effective implementation of the statutory guidance. | Ofsted judgement is good or outstanding. |
| The charity makes good progress towards its vision, mission, values and strategic plan and objectives. | Individual levels of knowledge about the charity vision, mission, values and strategic plan and objectives and how this is implemented in daily practice. |

**SKILLS:** define the context of the skills and how they will be used

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| **Skills required** | **How they will be used: E-essential, A-advantageous, D-desirable** |  |
| Early Years Learning and Development Qualification and Experience. | Qualified to at least Level 3 in Children’s Care, Learning and Development or equivalent with a demonstrable successful track record of working in an early years setting.  Hold a current Paediatric First Aid Certificate.  Holds a current food hygiene and health and safety certificate. | E  E  D |
| Safeguarding and Child Protection | You will ensure safeguarding and child protection is prioritised and the safety, health and welfare of children paramount at all times.  You may take the Designated Lead Safeguarding role. | E  D |
| Delivery of the Early Years Curriculum | You will have thorough knowledge of the current statutory guidance and curriculum framework, with a passion for excellence in early years. | E |
| Team Working | Working as part of a team you will need good communication skills, flexibility and reliability.  You will attend and contribute to regular team meetings. | E  E |
| Organisational skills | You will have to be organised, have good time keeping and be able to manage your own workload. | E |
| Communications | You will be able to record and share information and communicate confidently to a range of stakeholders using clear and concise written, verbal and IT methods. | E |
| Data and confidentiality | You will deal with all data and information sensitively and in line with data protection and safeguarding policies and procedures. | E |
| Inclusive practice and diversity | You are able to demonstrate your ability to differentiate activities to meet the individual needs of all children and will have a passion for promoting inclusion and celebrating diversity. | E |
| Leadership | You will be able to effectively support and supervise level 2 practitioners, apprentices and students to learn and develop their skills and knowledge.  You will use your initiative and make and communicate decisions relevant to your role. | E  E |
| Policies and Procedures | You will understand and implement the charities policies and procedures. | E |
| Working in partnership with parents. | You will be committed to working with all parents to ensure children meet their full potential. | E |
| Continuous Professional Development | You will engage in continuous professional development. | E |

**COMPETENCIES/TALENTS/BEHAVIOURS:** the way in which someone does something and

## why they do it that way. This is important when matching to the skills above and for cultural fit.

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| Safeguarding children is prioritised | E |
| Promote learning through play | E |
| Children are central to everything we do | E |
| Work collaboratively and in partnership | E |
| Celebrate diversity | E |
| Promote reflective practice and see every day as an opportunity to learn and grow | E |
| Communicate professionally with people of all levels | E |
| Provide a welcoming and friendly environment | E |
| Ethical – a clear understanding of right and wrong. High integrity and honesty. | E |
| Flexibility – able to respond quickly and easily to changing requirements and priorities | E |
| Planner – needs to be able to plan and prioritise workload for self and others and understands the importance of meeting agreed targets and outcomes | E |
| Stimulator/Motivator – an ability to create enthusiasm and energy in others | E |

A satisfactory enhanced DBS check is required for this post