**Catchgate Primary School – 0 – 5 Childcare and Early Years Provision**

**Job Description**

Job Summary

We are an exciting and dynamic school providing quality integrated care and education for children aged 0-11 years. The Senior Childcare and Early Years Practitioner will be based in our 0 – 3 years’ room. The post holder will: -

* Be the Senior within the 0 – 3 setting and have responsibility for raising the quality of early years’ provision exploring all aspects of education and care for children in the setting.
* To promote excellent practice at all times, working in partnership with the Head Teacher and Qualified Teacher.
* To support high quality practice across the Early Years Foundation Stage (EYFS).
* To support other practitioners in the skills and behaviours which safeguard and promote good outcomes for all children.

KEY DUTIES/RESPONSIBILITIES

The post holder must be capable of working on his/her own initiative, sometimes to strict deadlines, whilst maintaining a high level of confidentiality and discretion at all times.

• To be accountable for the delivery of high quality provision within the setting.

• Encourage other practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.

• Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn.

• Promote the use of informed observation and other strategies to monitor children’s activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision.

• Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.

• Select, prepare and use a range of resources suitable for children’s ages, interests and abilities, taking account of diversity and promoting equality and inclusion.

• Actively support the development of children’s language and communication skills.

• Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children’s social, emotional and behavioural skills.

• Promote children’s rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.

• Establish and maintain a safe environment and employ practices that promote children’s health, safety, physical, and emotional well-being.

• Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them.

• Support the process of effective assessment, recording and reporting on progress in children’s development and learning and use this as a basis for differentiating provision.

• Be responsible for being a key holder during the school holiday time.

• Be responsible for overseeing the setting during holiday times, school INSET days and any other time when school is closed or the Head Teacher 0 - 5 Childcare and Early Years Provision Leader are not present within school.

Relationships

• To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children from birth to the end of the foundation stage.

• Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.

• Ensure all staff demonstrates the positive values, attitudes and behaviour which the setting expects from the children.

• Ensuring centres are inclusive, and ensuring adequate resources are in place for implementation.

• Ensure centres are in line with environmental, Health & Safety and Fire Safety regulations.

• Administrative tasks such as weekly or monthly reports, maintaining staff and child records, preparing information for the School Governors or OfSTED.

• This list of duties is not intended to be exhaustive, but indicates the main areas of work and may be subject to change after consultation with the post holder to meet the changing needs of the service.

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Person specification

Essential:

• Experience within a day care setting or early years unit.

• Detailed knowledge of the emotional, physical, psychological and educational development of children, in order to provide an environment in which the child’s full potential can be developed, and in which parents/carers can be supported in their relationship with their children.

• Detailed knowledge of the particular requirements of children with special needs in terms of their support, development and care planning.

• Experience of working with parents and carers from a range of cultural backgrounds, encouraging full participation in their children’s play and learning opportunities.

• Experience of working with trainees and/or volunteers.

• Knowledge of all legislation relating to childcare.

• Knowledge of child protection issues and policies and relevant 9787uhSafeguarding Children Board procedures- to keep up-to-date with relevant training.

• Knowledge of the Code of practice for Special Educational Needs – liaise with school SENCO.

• A working knowledge of relevant Health & safety and Basic Food Hygiene requirements.

• Able to motivate, lead teams.

• Plan team/specialist meetings together with the Early Tears Lead.

• Ability to communicate effectively both orally and in writing, including the writing of reports and records.

• An empathetic, supportive and non-judgemental attitude towards children, parents/carers, staff and trainees/volunteers.

• Able to communicate effectively with a wide range of users, partners, providers, volunteers and staff.

• Ability to contribute to ideas and strategic planning for the ongoing development and improvement of services.

• An understanding of the needs of volunteers and trainees.

• Responsive to change and ideas.

• Committed to continuing professional development.

• Able to plan and prioritise in a flexible and informed way.