**Ducklings Day Care Early Years Practitioner**

**Childcare and Early Years Provision**

**Job Description**

**Job Title**: Ducklings Day Care Early Years Practitioner

**Reporting to**: Head Teacher / Early Years Lead

**Salary**: Grade 6 £21,166 - £23,836 pro rata

**Job Description**

The Early Years Practitioner (Room Leader) will be based in our 0 – 3 years room.

The Room Leader is a qualified childcare professional with responsibility for the day to-day running of their room. They perform an important role caring for children, maintaining a high-quality, stimulating learning environment, supervising staff and imparting their knowledge and skills to others. They are creative and reflective leaders able to implement new ideas and use a range of strategies to continually improve practice and support the management team

The post holder will:

* Be a room leader 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.
* Promote excellent practice at all times, working in partnership with the Head Teacher, Early Years Leader and Ducklings staff.
* 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.
* Attend training as requested by the Head Teacher or EYFS Lead.

**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.**