

JOB DESCRIPTION

- Post Title:** Children Centre Room Leader (Level 3)
- Responsible to:** Executive Headteacher and Executive Principal
- Accountable to:** Children's Centre Supervisor, Teacher, EYFS Lead, Head of Centre
- Based:** Primary Advantage Federation
at
Gainsborough Community Primary School
- Contacts:** Executive Principal, Executive Headteacher, Deputy Headteacher, Assistant Headteacher, Senior Managers, Cluster Finance & Admin Manager, other school staff, pupils, the Local Authority, parents and care givers, church, community, and relevant agencies.
- Scale:** Scale 6 Point 18-20

JOB PURPOSE:

- Under the direction of the teacher or children's center supervisor, to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals, groups, or whole class.
- Monitoring, assessing pupils and recording and reporting their progress. Additionally, under guidance of a senior member of staff, taking responsibility for key worker role development, or whole-school policy development in a specific area.

MAIN DUTIES AND RESPONSIBILITIES:

Support for Children:

- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEP's).
- Prepare the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the teacher.
- Support children who are identified as having Special Educational Needs (SEN), or English as an Additional Language (EAL), by organising the implementation of IEPs set by other professionals.
- Accompany children on outside activities (eg. swimming, educational visits, etc.).
- Encourage children's development, independence, self-reliance, initiative and problem solving skills.
- Observe children's activities and contribute to their written records.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.

Key work:

- Oversee the introduction and settling in process for children and families into the centre, including initial home visit with parent and giving initial information on centre policies.
- Take responsibility in planning, tracking and evaluating.
- Set individual targets and monitor progress.
- Carry out a full record keeping programme for each key child according to centre policy.
- Be a point of contact for key parents.
- Set targets and review ECHPs and support plans, in collaboration with the Special Educational Needs Co-ordinator (SEND Co).
- Initiate and implement ECHPs through regular liaison with area SENCO.
- Liaise with outside agencies e.g. Speech Therapists.
- Liaise with other professionals involved in the child's welfare (speech therapist, health visitors).

- Support and including children with SEND and to attend case conferences and reviews with teacher as appropriate.
- Registration of the children.

Whole-school improvement:

- Timetable and plan group movement/dance sessions.
- Plan and implement provision for the movement and dance aspects of creative development.
- Work alongside the Healthy Schools co-ordinator, working towards achieving the Healthy Schools Award.
- Report back to Head Teacher on an ongoing basis to with reference to health and safety issues.
- Liaise with EAL / EMAS staff as required. Ensure that all children with EAL make good progress.
- Develop a close partnership with families from minority ethnic groups.

Safeguarding:

- Maintain high standards of hygiene.
- Attend to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.
- Attending in-service training, participating job reviews/appraisals in line with school and LEA procedures.

Personal Care:

- Dress and undress children whenever necessary throughout the day including during arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Prepare children for swimming and dress them afterwards if required.
- Feed children unable to feed themselves at lunchtime and supervise drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary.
- Move and handle children, where necessary, following Health and Safety guidelines.
- Assist individual children with their mobility and independence training, including the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
- Toilet children, with assistance from colleagues where it has been assessed that more than one member of staff is required. Occasionally, changing incontinent children who have soiled, with help from colleagues.

Mentoring/Advising:

- Assist the person responsible for work experience students, acting as mentor and adviser.
- Working with the class teacher, children's centre supervisor, Assistant Headteacher or Executive Headteacher in the supervision and assessment of students working towards recognized childcare qualifications.
- Induct, train and mentor less experienced staff.

General Requirements:

- Take part in the school's performance management system.
- Attend governing body meetings on a regular basis.
- Enhanced CRB Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

PRIMARY ADVANTAGE FEDERATION

PERSON SPECIFICATION

Children Centre Room Leader (Level 3)

	Essential	How Tested
Qualifications and Experience	<p>NNEB Level 3 qualification or equivalent.</p> <p>Working with or caring for children at Foundation Stage, including those who may have special needs.</p> <p>Significant experience in a child care role, ideally in a variety of early year's setting.</p>	<p>Application Form</p> <p>Certificates</p> <p>Interview (Test)</p>
Knowledge	<p>A sound understanding of early childhood development and learning.</p> <p>Training in the relevant learning strategies.</p> <p>First aid training/training as appropriate is desirable.</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.</p> <p>Knowledge of specialist techniques such as: Makaton signing, Picture Exchange, and Restraint.</p> <p>Understanding of Healthy Schools initiative and Every Child Matters framework.</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>

	An understanding of Child Protection / Safeguarding issues and procedures.	
Communication	<p>Possesses effective verbal communication skills.</p> <p>Presents information and ideas clearly and uses communication appropriate to the audience.</p> <p>Able to create an environment of trust by delivering on promises.</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>
Skills and abilities	<p>Good numeracy and literacy skills.</p> <p>Effective use of ICT to support learning.</p> <p>Use of other equipment technology.</p> <p>Ability to relate well to children and adults.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</p> <p>Ability/experience of undertaking individual assignments above routine Early Years Educator work.</p> <p>Displays commitment to the protection and safeguarding of children and young people.</p>	

Date of Issue: _____

Name of Postholder: _____

Signature of Postholder: _____

Signature of Head of School: _____