

Tufnell Park Primary School



JOB DESCRIPTION

POST TITLE: Lead Practitioner for 2 year olds

GRADE: SO1, Point 23-25

SERVICE AREA: Children's Services

DIVISION/UNIT: Tufnell Park Primary School

REPORTS TO: Headteacher

PRIMARY JOB FUNCTION

- The role of the lead practitioner is to work alongside colleagues under the direction of senior management, to guide and advise on practice, ensuring the best possible progress for all children. Senior management is responsible for strategic direction and all line management functions.
- Develop and lead high quality practice and provision for 2 yr olds to support all children to reach their full potential, particularly in the prime areas of learning and development.
- Identify children in need of additional support to meet age-related outcomes and support the implementation of a range of intervention and support strategies.

DUTIES AND RESPONSIBILITIES

1. To take responsibility for promoting and safeguarding the welfare of children and young person's / vulnerable adults in your care and those who you come into contact with.
2. To undertake regular Child Protection training at a level commensurate with role.
3. To contribute directly to the delivery of the ECM agenda both for individual children/young people, and as part of an approach to delivering services.
4. Through hands-on practice under the direction of senior managers, lead the development of high quality child centred play-based provision, developmentally appropriate for children from 24 to 36 months, which provides a nurturing environment to promote children's emotional stability, independence, autonomy and creativity.
5. Support the establishment of a culture of reflection through continuous review of strengths and areas for development which leads to actions for improvement which impact on quality.

6. Contribute to developing positive relationships and close working links with the range of professionals in the local children's centre in order to promote access to wider integrated services for all families and children and support a multi-disciplinary team around the child and family approach. This includes completing and using common assessment frameworks (CAF) and participating in Team around the Child (TAC) meetings where appropriate.
7. Act as a role model for other practitioners in developing and maintaining a partnership with parents that values their contributions and involves them in their child's education, including support for the home learning environment and ensuring smooth transitions and continuity for the child and parents into, within and out of the setting.
8. Have a sound knowledge and understanding of and uphold safeguarding procedures and strategies ensuring that all children are safeguarded and appropriately supervised at all times
9. Act as a role model in developing and maintaining appropriate positive behaviour strategies with children and staff.
10. Where appropriate, lead in-service training and advise on individual CPD opportunities for other members of staff.
11. Uphold the principles of and model good practice in inclusion and equal opportunities in all aspects of the role, supporting early identification and intervention strategies at all times.
12. Play a key role in leading, developing and evaluating effective systems for planning, observation and assessment; drawing on the knowledge of the keyworker, parent, other professionals and staff to support the development of and make an accurate and informed assessment of the individual child.
13. Contribute to the development of relevant policies and procedures.
14. Keep up to date with best early years practice, local and national policy, in order to disseminate to colleagues in the setting
15. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of Primary school.
16. To promote the safeguarding of Children
17. To undertake other duties commensurate to the grade of the post.

ADDITIONAL:

- To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
- To achieve agreed service outcomes and outputs, and personal appraisal targets, as agreed by the line manager.
- To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.

- To carry out duties and responsibilities in accordance with the council's commitment to customer service excellence and ensure compliance with the customer care standards.
- To be committed to the Council's core values of public service, quality, equality and empowerment and to demonstrate this commitment in the way duties are carried out.
- To ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.
- To carry out duties and responsibilities in accordance with the Council's Health and Safety Policy and relevant Health and Safety legislation.
- At all times to carry out responsibilities/duties within the framework of the Council's Dignity for all Policy. (Equal Opportunities Policy).

Post holder Declaration

Name:	
Signed:	
Date:	

Tufnell Park Primary School



PERSON SPECIFICATION

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

You should demonstrate on your **application form** how you meet each of the following essential criteria. Please ensure that your address each one of the criteria as this will be used to assess your suitability for the post.

Service Area: Children's Services		DIVISION / UNIT
Post Title: Lead Practitioner for 2 year olds		Grade: SO1
REQUIREMENTS		
EDUCATION and EXPERIENCE		A/I/T*
E1	Early Years Professional (EYP) or Early Years Teacher (EYT) Status or recognised pathway to EYT	A
E2	Substantial successful experience of working within an Early Years Foundation Stage setting, including children from birth to three.	A
E3	A sound knowledge of child development and early childhood education.	A/I
E4	An understanding of, and commitment to, integrated education and care and knowledge of the role that children's centres play in achieving the best start in life for children.	A/I
KNOWLEDGE, SKILLS and ABILITY		
E5	Ability to identify and model the delivery of high quality practice and provision in which 2 year old children can thrive	A/I
E6	Proven commitment to meeting the needs of the whole child and his/her family, particularly an understanding of the importance of the child's well-being, personal, social and emotional development.	A/I
E7	Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community.	A/I
E8	Understanding of the importance of appropriate information sharing and confidentiality in supporting children's and families well-being.	I
E9	Ability to contribute to evaluating provision and initiate and manage appropriate change.	I
E10	Ability to develop wider partnerships and support a multi disciplinary team approach around the child and family to ensure best outcomes.	A/I
E11	Evidence of commitment to fostering equality and inclusion in relationship with parents, and staff.	A/I

E12	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	
E13	Sound knowledge of current developments and issues in the education and care of 2 year old children, including those who are vulnerable or disadvantaged and to meeting the needs of families.	A/I
E14	A sound knowledge and understanding of how to meet the needs of more vulnerable 2 year olds including those with SEND	A/I
E15	Displays an awareness, understanding and commitment to the protection and safeguarding of children.	I
E16	Ability to motivate and support colleagues to identify their own strengths and areas that need development.	A/I
E17	Knowledge and understanding of effective observation, assessment and tracking progress systems and their use in improving outcomes of young children.	A/I
E18	High level of communication and inter-personal skills, combined with energy, enthusiasm and good humour.	A/I
E19	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software	A/I
E20	Understanding of the process of the common assessment framework and ability to act as lead professional, if required, in team around the child meetings.	A/I
E21	Ability to work in accordance with national and local Child Protection and Safeguarding policies and procedures.	A/I
COMMITMENT TO EQUAL OPPORTUNITIES		
E22	Ability to adhere to the Council's Dignity for All policy.	A/I
SPECIAL REQUIREMENTS OF THE POST		
E23	This post requires an enhanced level of Criminal Records Bureau (CRB) Disclosure	A/I
E= Essential D= Desirable		
*Assessed by: A= Application I= Interview T= Test		