



JOB DESCRIPTION

First Step is committed to working with children, parents, staff, volunteers and the community to safeguard and promote the welfare of children and vulnerable adults. We have a duty to carry out the appropriate procedures if we believe that a child or vulnerable adult may be subject to any form of abuse.

First Step is committed to making sure it provides equality of opportunity through employment and service delivery. First Steps approach to Equality and Diversity is based on the principle of inclusion (increasing the diversity of people actively involved in and contributing to the development of sustainable communities). At its heart is a commitment to the value that all staff bring to the organisation because of their diverse characteristics. These cover race, gender, disability, age, marital status, sexuality, religion, background, personality and work style.

Please be aware that a Disclosure and Baring Scheme (DBS) check will be required under the provision of the Rehabilitation of Offenders Act 1974.

Post Title: Early Years Session Leader
Post Salary: FS Band 3 Pt 14 - 18 Pro Rata
Hours of Work: As advertised
Reports to: Early Years Leader

PURPOSE OF THE POST:

The Room Leader is a experienced childcare professional with responsibility for the day-to-day running of their sessions allocated to them. Together 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.

To work as part of a team supporting children with special educational needs and disabilities with their educational and social development, ensuring their welfare within a safe, reassuring and happy environment. Directly working with parents and carers actively providing a high level of family support.

Main Duties & Responsibilities

- Provide regular supervision of a small group of Early Years workers supported by The Early Years Coordinator and Early Years Leader
- Actively support the Early Years Coordinator in embedding new initiatives and ensuring all pre-school plans, procedures and policies are followed in sessions
- Conduct themselves as a role model for Early Years Workers
- Lead support and guide Early Years Workers in the sessions responsible for
- Work as a part of the Team in delivering sessions

- Actively participate in developing the services of First Step, researching opportunities and taking part in the evaluation and implementation of new or updated working practices

Supervision and Care of Children

- Provide appropriate levels of individual attention, reassurance, help, stimulation and encouragement for children as identified in their Individual Education Plans (IEP) and as directed by the Early Years Coordinator.
- Assist appropriately with first aid, administering medication/treatments, toileting programmes, nappy changing and personal care needs of children, ensuring the child's right to respect and dignity.
- Keep equipment clean, safe and serviceable, advising the Early Years Coordinator of any concerns regarding, repair of equipment or replenishment of first aid box.
- Assist with the preparation of snacks and ensure that food provision and logging is carried out within food hygiene guidelines and regulations.
- Raise safeguarding concerns as detailed within the First Step Safeguarding Policy.

Activities and Planning

- Actively participate in planning appropriate activities to assist in children's development and enjoyment, ensuring all areas of the Early Years Foundation Stage are incorporated into plans under the guidance of the Early Years Coordinator.
- With other members of the Early Years team plan and deliver an innovative and creative range of multi-sensory activities targeted to meet specific needs, and enhance individual education plans.
- Using a strengths based approach, plan and deliver individual activities to meet targets identified in IEP.
- Develop themed wall displays in the playroom and multi-sensory room, as directed.
- Assist in the preparation and layout of materials, equipment and resources in the playroom before children arrive and tidy up after they leave.
- Commit to personal development, leading on sessions and activities as directed with appropriate guidance and supervision.
- In the absence of the Early Years Coordinator, if appropriately qualified and trained, to be prepared to act up and cover the role.

Key Person Duties

- Act as Key person for identified children, ensuring each child has an Individual Education Programme and Health Care Plan, where appropriate, in place
- Identify children's daily targets and encourage and help children to achieve these through activities within all areas of the setting, playroom, multi-sensory room and outdoor play area.
- Undertake sessional observations linked to EYFS Outcomes and update Learning Journal and Developmental Checklists

- Maintain child records, ensuring that progress against targets is identified and the child's individual Learning Journal is updated regularly.
- Regularly update parents and carers on progress and consult regarding IEP targets and development.
- Maintain a log of interactions with parents and carers, reporting appropriately any areas of concern
- Contribute to discussions on child development with other Early Years staff and professionals, on a regular basis, both in the setting and at external meetings.
- Compile IEP's, Termly Progress Reports, Case Studies and other information as requested
- Adapt learning strategies within the Early Years framework, to meet the needs of each individual child.

Family Support

- Develop positive relationships with parent/carers, being fully aware and sensitive to family dynamics, and cultivating a relationship of partnership, mutual trust and respect, taking into consideration cultural backgrounds and diversity.
- To work with other professionals as directed to support the child and family.
- Promptly report any difficulties in communication to the Early Years Coordinator
- Follow up on a daily basis any unplanned or ongoing absence
- Actively support Families attending Group sessions and Family Activities
- Maintain a log of interactions, reporting appropriately any areas of concern, and where necessary develop plans for support with the setting SENCO.
- Provide support for parents and carers to access necessary advice, information and guidance

Organisational

- Be familiar and comply with organisational policies and procedures including Safeguarding, Health and Safety.
- Ensure that all services are accessible and comply with First Step Valuing Diversity Policy.
- Maintain confidentiality regarding children and families in compliance with the First Step Data Protection Policy and Codes of Practice.
- Attend staff meetings, First Step training courses and other training courses.
- Demonstrate sensitivity and a positive attitude towards disability and special needs, adopting a strengths based approach.

- Be aware of Health and Safety regulations and Risk Assessment responsibilities and report any areas of concern to your Line Manager or a more senior manager if they are not available.

This job description is subject to change and may include other duties as discussed with your line manager commensurate with the grade identified for this post.

First Step enjoys the support of many volunteers who assist the organisation in fundraising and other activities. We expect all staff to commit to the First Step ethos of offering some time each year on a voluntary basis to work alongside our volunteers.

Early Years Worker Person Specification

Qualifications / Education / Training

Essential

Demonstratable track record of working in an Early Years environment

Understanding of Safeguarding in a Early Years Setting

Good written and spoken English and arithmetic skills

Willingness to undertake training for Paediatric First Aid Qualification

Willingness to obtain Food Level 2 Qualification

Willingness to undertake training as a Fire Marshall

Commitment to ongoing CPD

Desirable

NVQ 3 or above in Early Years or equivalent or willingness to work towards

Level 2 Safeguarding Qualification

GCSE in Maths and English or equivalent

Current Paediatric First Aid Qualification

Food Hygiene Level 2 Qualification

Fire Marshall Trained

Evidence of ongoing CPD

Knowledge

Essential

Understanding of Ofsted standards

Understanding of Child Development

Working Knowledge of Safeguarding and Child Protection Procedures, Health & Safety Policies and Procedures and the professional confidence to implement them appropriately

Understanding of Data Protection and Data Protection principles

Desirable

Understanding of Child Development with regards to SEND

Professional Skills and Experience

Essential

Experience of working with under 5's

Experience of incorporating EYFS into daily activities

Experience of providing information to enable the monitoring and evaluation of services

To create a positive environment that facilitates self-directed play and provides children with the opportunities to explore a wide range of activities and experiences, develop friendships and have fun.

Good Observational skills and the experience to know when and how best to intervene in children's play and social interactions.

Polite and courteous at all times, regardless of the situation.

Desirable

Experience of working with SEND children

Awareness and sensitivity to disability issues.	
Experience of working in partnership with parents, carers and other professionals	Experience of Multi Agency working and/or provision of Family Support
Understanding and commitment to the application of Equal Opportunities and Equality and Diversity.	
Good IT and keyboard skills, familiar with the Microsoft Office package	
Maintaining appropriate professional boundaries maintain confidentiality and information sharing protocols	
Personal Attributes	
Essential	Desirable
Ability to lift and physically support children	
Sensitive and Caring	
Show empathy, patience and understanding	
Adopts a friendly, happy and welcoming approach	
Motivated and passionate with a commitment to the First Step Values and Ethos	
Excellent communication skills	
Reliable and committed	
Creative and Innovative	
Well organized	
Able to work as part of a team	
Adaptable, flexibility and open to change	