

# **SUSSEX COMMUNITY DEVELOPMENT ASSOCIATION**

## **Job Description:**

### **Denton Island Nursery Qualified Early Years Educator**

**Reporting to Nursery Manager**

**Work pattern is part time, 20 hours per week, 9am till 1pm Mon-Friday & permanent.**

**Based at Denton Island Nursery, Newhaven.**



# **The Organisation**

SCDA was founded in 1997. Its primary purpose is the development of sustainable community-based regeneration initiatives addressing the economic, environmental, and cultural and community needs, and particularly addressing complex & multiple need.

SCDA now runs a range of projects and services aimed at supporting community involvement across East Sussex. Funding has been secured from a range of sources including National Community Lottery Fund and charitable trusts as well as contracts to deliver services and run projects in both Newhaven and elsewhere in East Sussex.

To support its core activities SCDA also runs a number of Social Enterprises. These include Denton Island Nursery, rated as 'Good' by Ofsted, and two charity retail shops.

There are 12 main service areas grouped under 3 broad headings:

Employability – supporting unemployed people across East Sussex, specialising in those who find it hardest to find and sustain paid work.

Community Advice & Wellbeing – delivering a variety of services aimed at promoting inclusion for people from culturally diverse communities; supporting people at risk of anti-social behaviour and hate crime; offering mental health support via affordable counselling services, befriending and support for those bereaved by or at risk of suicide, and offering access to a range of specialist advice provision through partners.

Community Development & Health – delivering targeted and general Youth provision locally; delivering a range of services around emergency and community food & food security; green and open spaces; promoting physical activity and mental health; raising the profile of communities in which we work through regular community events; offering Family Learning and Inclusion activities for parents and carers of Under 5's.

SCDA has a strong track record in partnership working and in the quality of service delivery to meet the needs of the most vulnerable in the community: making a difference in our community.

## **The context of the job**

The organisation, though fairly small in terms of staff at approx. 95 employees, continues to grow. As a result of its size, however, SCDA expects all members of staff to demonstrate flexibility within their specified job role and offer continued support to all other team members as and when required. All staff are expected to reflect SCDA Core Values and aims in their work and are expected to support all families to improve along SCDA's 7 pillars of change.

On an exceptional basis, the post holder will be required to work evenings and weekends, mostly for staff training or full staff meetings, and limited overtime may be available.

## **Job Purpose**

The purpose of the role of Denton Island Nursery Qualified Early Years Educator is to work under the guidance of the Nursery Management Team to ensure that the physical, emotional, social and intellectual education and care provided to children in your charge is of the highest standard.

# Main Tasks

- To bring to life the Nursery Ethos across all aspects of the provision including: -

## Physical and Emotional Care Needs

- Work as a key person to a group of children in the nursery.
- Create un-hurried personalised care routines for your key-children
- Supervise play and mealtimes, to wash and change children as required and generally to always provide thoughtful and affectionate childcare.
- Use these one-to-one care routines to teach valuable skills across the EYFS with especial focus on the core areas of CL, PSED and PD
- Assist in the child's development of independence and self-help skills such as washing, toileting, dressing and feeding where applicable.
- Develop a genuine emotional bond with your key-children to provide emotional security and a safe-base for exploration,
- Bring to life the nursery's Behavior Management Policy to promote all aspects of children's wellbeing and support them with emotional regulation through the process of co-regulation,
- Promote healthy lifestyles for children and establish positive patterns from a young age using the HALO and Phynky Foods tools,
- Help to look after the physical wellbeing of the child, dealing with minor injuries, providing initial first-aid where necessary.

## Observation, Assessment and Planning

- Fully participate in the nursery's OAP cycle and its policy: -
  - Monitor children's development in observations using the Tapestry Online learning Journey tool,
  - Assess children's progress against the EYFS milestones and identify appropriate next steps for their learning and development.
  - Plan developmentally appropriate experiences to support children to meet their next steps and move on in their explorations.
- Participate in weekly and termly planning sessions for your base room, making the most of this opportunity to gain advice and guidance if needed,
- Create snap-shot Summative assessments for your key-children at set points in their development
- Contribute towards the planning and assessment for the whole room by participating in the delivery and evaluation of the planning on a moment-to-moment, daily and weekly basis.
- Support the SENCo in the creation, implementation, and review of Setting Based Support Plans for any children with SEND in your key-group.

## Promoting Learning and Development

- Deliver the nursery curriculum in its fullness of depth and breath across the EYFS and all learning areas
- Support and enrich the play, development and needs of all the children attending.
- Provide challenging, engaging, and rich learning opportunities for all children encouraging playful exploration, critical thinking and active learning making the most of each teachable moment.
- Develop & promote children's speech, vocabulary, communication, and language skills through the communication friendly setting processes
- Promote a lifelong love of reading by sharing a wide range of books and deep-diving into our 'Core Stories' with children
- Help children develop a 'Growth Mindset'.
- Show a deep value of child-directed play by using the OWL (Observe, Wait & Listen) approach to supporting children's self-guided explorations.

- Extend, enrich and expand children's play, thinking and experiences through sensitive interventions.
- Implement adult-initiated activities carefully planned to build on children's learning both in and out of the setting.
- Deliver developmentally appropriate adult-led activities planned to teach needed skills or impart knowledge to children, such as Letters and Sounds, Group-times, or Pre-school activities.
- Support the emotional, social, learning and development needs of all children through implementing our behaviour management policy, learning through play policy, equality and diversity policy, and settling-in and transitions policy.
- Support all children by implementing Setting Based Support Plans and other individually tailored learning plans as required within your room space.
- Provide rich teaching and learning opportunities and adult-led activities for the Core Areas of the EYFS (to include PSED, PD, C&L) and the Specific Areas of learning and Development.

### **Enabling environments**

- Embrace the nursery ethos by creating a fun, vibrant learning space that is fully inclusive of all children's needs.
- Contribute towards the Core Provision within your room space by engaging with the Continuous Provision Cycle and taking responsibility for an aspect of the provision both indoors and in the outdoor environment,
  - Focus on creating an environment within your area of responsibility which supports children's free-access to resources, challenges their thinking and builds on their previous experiences
  - Replenish and restock resources in your area (with the support of the nursery Management Team)
  - Refresh displays in the area using children's work, photographs of activities, images to inspire or with interactive displays.
  - Add to the 'Provision Stories' in your area when the display is taken down.
- Facilitate free flow by supporting the movement of the children through the indoor and outdoor areas.
- Ensure the indoor and outdoor environment remains tidy, attractive and supports children's free access to resources.
- Ensure the nursery's resources, including all nursery supplies, books, and other equipment, are kept in a good, clean and safe condition, reporting any problems to the Manager or Deputy.

### **Health and Safety**

- Ensure the highest standards of safety and security within the nursery.
- Ensure the proper use of security systems, reporting any faults to the Manager or Deputy
- Report all accidents in accordance with Policy ensuring the Manager or Deputy is made aware as soon as reasonably possible.
- Operate highest standards of cleanliness and hygiene within the nursery.
- Fully understand and comply with the Health and Safety Policy
- Be aware at all times of ratios within the room and communicate with the room lead before leaving the room.
- Continuously evaluate any potential risks in the environment and act appropriately to minimise those risks.

### **Safeguarding**

- Always be aware of your personal responsibility regarding safeguarding the welfare of the children and to follow nursery procedure regarding reporting any concerns to the team of Designated Child Protection Leads
- Be aware of and follow the nursery's whistle-blowing policy.

- Ensure close monitoring of children about whom there are concerns.
- Promote all aspects of Equality, Diversity, and Inclusion alongside British Values and PREVENT Duty within working ethos.

### **Partnership working**

- Develop an open, honest, and respectful three-way partnership with nursery families, providing feedback on child's progress, their next steps and development points,
- Give supportive and honest feedback to nursery families
- Support the provision of home-learning by providing suggestions, tips, and ideas for families to try at home,
- Weave in information provided by nursery families about their child to support their explorations at nursery.
- Ensure all messages, observations and relevant communication is passed to appropriate persons.
- Maintain appropriate levels of confidentiality in relationships with staff, children, and families.
- Give feedback to nursery families using a variety of methods employed within the nursery, including holding review meetings, participating in the 27-month Health Checks and attending parents' evenings as required
- Support multi-agency working by providing sign-posting services, linking with and working alongside other relevant agencies to support children's learning and development and to support families to meet SCDA's 7 pillars of change.

### **Team Working**

- Work flexibly across the age ranges and in all rooms of the nursery when required
- Work with the nursery to be flexible in your availability across the full nursery day and week.
- Co-ordinate activities under the guidance of the room leader to ensure all routine tasks are completed across the day without impacting on the level of care, education, or supervision of the children.
- Work as a secondary keyperson to support colleagues and children.
- Undertake responsibility for specialist areas of nursery practice as required (e.g., health and safety, behaviour management, special needs co-ordination, PSED lead, Physical Activities lead).
- Supervise and assist in the professional development of less experienced Nursery staff as required by the Manager or Deputy.
- Ensure all sessional staff, nursery volunteers and students are made aware of any relevant information regarding the needs and welfare of a child or of any changes in routine or practice within the nursery.
- Ensure that key activities and issues are reported to the Nursery Manager in a timely manner.
- Maintain a supportive and professional working environment by being respectful of your colleagues at all times.
- Always maintain Professional Boundaries

### **Continuous Professional Development**

- Attend and contribute to staff meetings, case conferences and training sessions as appropriate outside working hours.
- Take responsibility for keeping updated with new research and pedagogy in the provision of high-quality early years education and care

### **General**

- Carry out other duties appropriate to the grade and character of the work as may reasonably be required.

- Fully understand and ensure the application of all nursery policies, procedures, and practices, ensuring that all requirements of Ofsted and the Statutory Framework for the Early Years Foundation Stage are met, advising the Manager of any concerns.

### **EQUAL OPPORTUNITIES**

Sussex Community Development Association is working towards equality and has policies relating to the equality of opportunity in employment and service delivery. All staff are expected to comply with these policies.

### **HEALTH AND SAFETY**

All staff have responsibility to maintain the health and safety of themselves and others within the performance of their duties in accordance with SCDA health and safety policies and to undertake specific health and safety responsibilities as necessary.

**This job description will be reviewed from time to time or as necessary and may be amended to meet the changing needs of the organisation. It will also be used as the basis for the determination of objectives and the content is subject to annual review.**

## **Person Specification**

### **Qualifications:**

#### Essential

- Relevant professional qualification, at least an EYE or equivalent (e.g., NVQ in Early Years) Level 2, or equivalent and/or substantial equivalent experience
- GCSE C or above in English and maths for level 3 practitioner from those qualifying from 2016 onwards.

#### Desirable

- Full and relevant Paediatric first aid qualification
- Evidence of maintaining skills and knowledge base post qualification

### **Experience:**

#### Essential

- Some post qualifying professional experience of delivering services to children in the community.
- Recent and relevant experience of working with children within the Early Years Foundation Stage (EYFS) and/or with children aged 0-5

#### Desirable

- Post-qualification experience at an Early Years Educator (nursery practitioner) level
- Level 3 Early Years Educator with some experience of taking responsibility or supervising others (either voluntary work or paid employment)
- In person specialism - experience of working with 2 year olds

### **Ofsted Specifications:**

#### Essential

- Meet all Ofsted suitable people requirements from the statutory framework as part of the EYFS.
- Undertake a staff suitability check in accordance with the above Ofsted requirements, and appropriate enhanced DBS check.
- Willingness to undertake health checks where necessary to full fill job description.

## **Skills, Abilities and Knowledge:**

### **Knowledge of**

- Legislation and regulations relating to services for children and families.
- Relevant regulatory requirements, good nursery practice, and an interest in keeping up to date.
- Demonstrate an understanding of child development for 0-5's.
- Demonstrate an understanding of how to support transitions.
- Understand confidentiality and information sharing principles.
- Current 'best practice' and quality principles in working in early education and/or with children aged 0-5 and the ability to turn these principles into effective working actions.
- The Children's Act, EYFS, OFSTED requirements, PREVENT duty.
- Understand the role of a children/community centre in the local area.
- Have an understanding of the principles of and commitment to providing a high level of Customer Service.

### **Able to**

- Prioritise and manage own workload to meet required standards.
- Communicate and engage with children, parents, colleagues, and other professionals.
- Work on a shift basis covering the hours of 9am to 1pm Monday to Friday with potential for hours increase.

### **Skills**

- Good level of English both spoken and written
- Basic ICT skills
- Organisational and workload management skills

### **Essential personal qualities:**

- To embody the SCDA's core values of:
  1. Care and Respect,
  2. Skill and Thoughtfulness,
  3. Teamwork and Supporting Colleagues, and
  4. Commitment and Enthusiasm,
- Motivated and passionate in delivering quality early years education and care.
- Approachable and open to working with a range of people, parents, professionals, and children.
- Commitment to team working and to the values of SCDA.
- Understanding of and personal commitment to implementing equality of opportunity and anti-discriminatory practice
- Understanding of and personal commitment to community and parental empowerment
- Be confident in dealing with parents and carers.
- Have patience and a good sense of humour.
- Good timekeeping and reliability.

**Role is subject to an enhanced DBS check and a health check.**