

Role profile

Job Title:	Nursery Officer	Grade:	7
Department:	Children's Services	Post no.:	
Directorate:	Children and Adults	Location:	Windmill Children's Centre

Role reports to:	Nursery Manager/ EY Lead / Lead practitioner for learning differences
Direct reports:	None
Indirect reports:	None

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Purpose of role

- To work directly with children, in partnership with parents/carers and other professionals, to deliver high quality childcare and education on a daily basis in Centre settings.
- To Work as part of a multi-disciplinary team in a positive and pro-active way to ensure the provision of high-quality care and education for all children in the centre, in the context of listening to children culture.
- To ensure day to day practice values each child's race, religion, language, culture, gender, social background, and ability.
- To encourage continued personal, social, emotional and all-round development of children.
- To work as a member of the Children's Centre team in providing services which comply with national legislation and guidance and Council and the Centre's procedures and policies.

Key accountabilities

- To take responsibility as the "key person" for a group of children as designated by the manager/senior team. Ensuring that children's overall needs are met and new children are settled into the group.

As a Key Person actively taking part in:

- Observing, assessing, recording, and reporting on the progress and achievements of each child in your group, through systems set up by the Head of Centre.
- Planning, review and evaluating session activities to meet children's needs and interests.
- Working with the team to ensure a smooth transition from home to Centre and between rooms.
- Maintaining case files for children and families for the assigned key group
- Preparing reports and participating in TAF meetings, Case Conferences or court appearances as required
- To prepare reports and participate in multi-agency review meetings, including Education, Health and Care Plans (EHCP).
- To ensure that any differentiation or adaptation is made to enable children to fully participate in quality first teaching and learning experience.
- To incorporate children's programmes devised by other professionals (for example, Speech and Language Therapist) into a play-based approach within the Early Years Foundation Stage Curriculum.
- To establish and maintain effective relationships with parents/carers and lead on home visits to support parents and carers to develop parenting skills and strategies and promote a positive home learning environment.
- To work in partnership with parents and or carers to empower them to understand the next steps for their children's learning and development.
- To devise and implement targeted programmes for families such as, school readiness workshops, parenting programmes and Makaton groups.
- To support the Children's Centre offer by facilitating inclusive, targeted, universal Stay and Play and activity sessions.
- To develop links with local PVI nurseries and mentor on high quality inclusive practice in collaboration with Ealing SENAS team
- To ensure that any concerns for the health, learning, safety, and/or wellbeing of a child are reported immediately and in accordance with the Safeguarding procedure.
 - a. To be conversant with indicators of abuse and identification of factors that could influence health and wellbeing in children.
 - b. To identify the social, environmental, health, learning, psychological and family risk factors that may impact on children's' development outcomes.
- To report safeguarding issues or matters of concern (such as injuries and other significant incidents) to the Manager /Senior team. Where appropriate, assist with making referrals to other professionals or agencies in consultation with managers.

- To provide support for children being transported to and from the Centre, ensuring that transport health and safety checks and risk assessments are carried out on each journey.
- To develop and implement care plans and Individual Education Plans (IEPs as required by the Special Educational Needs and Disability Code of Practice: 0-25) for children in partnership with parents/carers and other professionals.
- To manage the meal and snack times for a group of children including the provision of light snacks, drinks, baby food, etc where appropriate, ensuring that the dietary needs of the children are met including those on special feeding programmes.
- To be aware of the syllabus requirements of students on placements in the centre. To provide appropriate professional support and guidance, undertake assessments and work co-operatively with tutors/colleges and agencies.
- To act as lead and ensure best practice in administering all prescribed medications, medical care and dietary needs (i.e. naso-gastric and gastrostomy feeding, inhalers, epi-pens and anti-seizure medication). Administer and maintain accurate records in accordance with procedures and medical advice.
- To take on additional responsibilities as required such as:
 - a. Deputy Designated Safeguarding Lead (DSL)
 - b. Lead Fire Warden
 - c. Support in the development of Quality First Teaching within your designated room
 - d. Ensure day to day running of the room meets the statutory EYFS requirements and the needs of the children within the setting (arranging cover, staff/child ratios and rotas)
 - e. Facilitating room meetings and keeping accurate minutes of the meeting
 - f. Health and Safety responsibilities including lead on Daily Checks for designated area.
 - g. Key holder responsibilities for nursery if required.
- To contribute to the evaluation for the service in consultation with parents, children and the staff team and adhere to action plans to improve the service.
- To develop a good knowledge and understanding of local resources and services; and offer family support to empower, support, and encourage parents/carers to access relevant information and services.
- To comply with and contribute to the development of policies and procedures on issues such as confidentiality, equality and diversity, health and safety procedures (for example, **manual lifting and handling**), record keeping and data protection.
- To maintain and enhance knowledge, skills, and competence by participating in regular supervision, staff meetings, training, learning and development sessions and sharing knowledge and best practice with colleagues.

- As per service demands, to provide cover and care at short notice in the event of unforeseen circumstances to maintain adequate staffing levels to meet the needs of the children and to be statutory compliant.
- To ensure the Council's policies on Equality and Diversity are reflected in day to day practice and behaviour with colleagues, members of the public and external agencies.
- To undertake other tasks commensurate with the level of the post which, from time to time, may be necessary.
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Key performance indicators

1. Assessing children's development:

Implement effective use of observation and assessment tools to inform children's interests, strengths, and areas for development to support their learning journey's, capture significant achievements by closely observing how children interact with their environment and peers, and tailoring support accordingly.

2. Parental Engagement:

As a key person develop and maintain a positive relationship with both the child and their parents/carers, ensuring effective communication and understanding of the child's unique needs. This will include home visits, meetings to support with home learning experiences and sharing parenting strategies for use at home.

3. Inclusion Practices:

Create an inclusive environment where all children will have access to learning opportunities, by differentiation or adaptation of a high quality curriculum.

4. Collaboration with Professionals

Collaborate with Therapists and other professionals to create a holistic approach and implement therapy programmes on a daily basis and embed these into the curriculum

5. Safeguarding:

To be able to identify and recognise signs and symptoms of abuse and/or neglect, reporting concerns early to prevent escalation of issues, in accordance with the Safeguarding Policies.

6. Professional Development:

Actively Participate in regular supervision, staff meetings, training, learning and development sessions and share knowledge and best practice with colleagues.

7. Policy Compliance:

Ensure compliance with policies and procedures on issues such as confidentiality, equality and diversity, health and safety procedures, record keeping, and data protection

Key relationships (internal and external)

- Children and their families
- Staff

- Students
- Other professionals

Authority level

- There are no direct reports.
- Postholder follows established policies, procedures, and protocols.
- No financial responsibilities.

Additional Requirements

- Any other duties appropriate to the post and grade

Person specification

Candidates please address the criteria marked () 1-10 only in your application. Please give examples**

Community and partnership working are essential for all roles as are a commitment to Equality, Diversity and Inclusion and ensuring Health and Safety at Work for everyone working at Ealing Council.

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES:

1. ** Understanding of the main principles of the Children Act 1989
2. ** Understanding the principles of the EYFS framework (2024), particularly the role of safeguarding and welfare.
3. ** Understanding of the role of OFSTED and its requirements in the early years setting.
4. ** Good team working skills and a flexible approach in order to deliver effective support to all children in the Centre.
5. ** Commitment to and understanding of the development of young children especially those with significant needs.
6. ** Ability to communicate effectively (verbally and in writing) to a range of professionals and parents.
7. ** Effective organisational skills and the ability to implement the Early Years Foundation Stage curriculum, by focusing on the intent, implementation, and impact to ensure that individual children's needs are effectively met.
8. ** Ability to record data relating to children accurately and in a timely way.
9. ** Knowledge, understanding and experience of the principles of inclusion, diversity and integration for children and families.
10. ** Practical skills and strategies in working with children with additional needs on an individual basis (for example, Makaton or visual support techniques).
11. Ability to form and maintain constructive relationships with parents/carers and other Early Years Professionals.

12. Ability to maintain confidentiality and observe the principles of the Data Protection Act.

ESSENTIAL QUALIFICATION(S) AND EXPERIENCE:

NNEB certificate, NVQ level 3 in Childcare and Education, BTEC diploma in Nursery Nursing or an equivalent Level 3 qualification as outlined by DfE.

1. Substantive experience of working with children in an Early Years setting.
2. Comprehensive experience of working with children with additional needs.
3. Trained in the use of Makaton.

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> • Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues 	<ul style="list-style-type: none"> • Does what they say they will do on time • Is open and honest • Treats all people fairly 	<ul style="list-style-type: none"> • Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents 	<ul style="list-style-type: none"> • Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures 	<ul style="list-style-type: none"> • Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards