** Job description: 2-Year-Old Provision Lead**

Esh Winning Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

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| **Job details** |
| **Salary:** | SCP 11-17 |
| **Reporting to:****Responsible for:** | Early Years LeadWith Liaison with Headteacher/Head of School and Designated Safeguarding Leads2-Year-Old Provision Teaching Assistants |

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| **Job purpose** |
| To lead the 2-Year-Old Provision, to ensure effective service delivery, including managing and providing for the effective education, care and welfare of specified children within the unit and effectively monitoring the EYFS provision.To supervise the 2-Year-Old Provision staff team, ensuring the effective organisation and management of the Provision. |

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| **Duties and Responsibilities** |
| **Leadership** |
| **1.** | To promote the safeguarding of children and to react to any safeguarding concerns raised, liaising with the Designated Safeguarding Lead regarding these, attending meetings and providing relevant information as required, in accordance with the School’s safeguarding policy. |
| **2.** | To ensure CPOMS is kept up to date and the correct people informed. |
| **3.** | To provide, develop and create an effective environment which is appropriately differentiated and meets the physical, social and emotional development and communicate and language needs of the children. |
| **4.** | To ensure that long, medium and short term planning (including personalised pupil planning), the Statutory framework for the early years foundation stage policies and procedures and local and national teaching strategies are supported. |

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| **5.** | To undertake planning for the medium and short term and for termly and weekly relevant activities, acknowledging and using children’s own interests to inform these and to produce and manage a weekly plan for the staff team to deliver and evaluate throughout the week. |
| **6.** | To ensure 2-Year-Old Provision indoor and outdoor learning environments are calm, that stimulating and resources are set up which are age related appropriate, organised and accessible to all children and to ensure learning environments are safe and the appropriate cleanliness of the Provision is maintained at all times, completing risk assessments as required. |
| **7.** | To undertake an initial baseline assessment of each child. |
| **8.** | To ensure that target setting, the analysis of targets and their review is carried out by the 2-Year-Old Provision Team. |
| **9.** | To oversee and undertake the maintenance and correct completion of children’s evidence and progress records, including where applicable: Seesaw, Development Matters; monitoring and tracking individual children’s needs, analysing data and contributing to the evaluation and reporting processes of the school (in a variety of forms, including attending pupil progress meetings). |
| **10.** | To provide an action plan to support planning for meeting children’s development areas. |
| **11.** | To work in partnership with parents and the 2-year-old provision team to complete the 2-year- old’s statutory progress check. |
| **12.** | To be aware of and cater for children’s individual needs, liaising with the School SENCO, EYFS Team and parents or carers. |
| **13.** | To develop positive relationships and work with various agencies supporting the needs of individual children, collecting evidence and liaise with the SENCO. |
| **14.** | To liaise with the EYFS team and organise and oversee new starters and the smooth transition from home to the 2-year -old Provision and when transitioning into Nursery; including home visits, securing funding, induction and ‘settling in’ programmes and paperwork. |
| **15.** | To monitor the quality and consistency of provision in the 2-Year-Old Provision. |
| **16.** | To be responsible for the completion of all relevant children’s forms eg personal care, and other administration documents |
| **Support for the Team** |
| **1.** | To supervise the daily activities of the staff team. |
| **2.** | To communicate relevant updates and disseminate information to the staff team. |
| **3.** | To discuss daily and weekly plans with the staff team. |
| **4.** | To support staff team to work with the EYFS team to ensure a smooth transition from home to the Provision and when transitioning into Nursery |
| **5.** | To support staff in the carrying out of home visits. |
| **6.** | To ensure that the 2-Year-Old Provision Team perform a key role in developing and maintaining effective partnerships with parents/carers, the EYFS Team and external agencies |
| **Support for the Pupil** |
| **1.** | To have in-depth knowledge of the Statutory Framework for the Early Years’ foundation stage, child development, pedagogy and how to deliver the early years curriculum, through first hand experiences, personalised to the needs of all age ranges including SEND, as determined by the SEN Code of Practice for the particular needs of the pupils. |
| **2.** | To demonstrate an in-depth knowledge of the typical development and characteristics of learning for 2 and 3 year olds, including their emotional and physical dependence on adults. |

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| **3.** | To be responsible as a key worker for a designated group of children, for some periods, throughout the school day. |
| **4.** | To deliver pre-determined educational activities, work programmes and other relevant activities with either individual, or groups of children. While doing so, ensuring the safety of children and facilitating and supporting their physical, social and emotional development and communication and language needs, their emotional/wellbeing and educational development, promoting independent learning, giving sensitive support and relevant intervention and using specialist knowledge to support the needs of individual children. |
| **5.** | To undertake observations of the children to monitor individual progress and accurately record learning, identifying next steps to inform planning and maintain the progress records of a designated group of children and contribute to the evaluation process of the school both verbally and in written reports. |
| **6.** | To establish and maintain supportive, respective relationships with children and parents. |
| **7.** | As a key practitioner, to attend and contribute to informal daily contact and formal meetings (open days, stay and play) concerning the education and welfare of all children within the Provision to include parent/carers, professionals and outside agencies eg Speech and Language, Social Workers or Educational Psychologists and to provide referrals, relevant written and verbal reports for these meetings, as required. |
| **8.** | To provide general care and welfare to the children, responding appropriately to their physical, social, emotional and educational needs. To include attending to sick or injured children, administering medication, cleaning, changing soiled nappies, re-dressing children and being responsive when children need comforting, and to provide support, appropriate to the individual needs of the child. |
| **9.** | To provide encouragement and assistance from children coming out of nappies whilst liaise with parents/carers regarding appropriate timeframes and support for this. |
| **10.** | Liaising with the SENDCo, parents/carers and professional agencies. |
| **11.** | To promote and ensure the inclusion of all children in relevant activities, including the child with special needs. |
| **Support for the School** |
| **1.** | Participating in meetings to review pupil progress and reporting to the meeting as required, on involvement with pupils |
| **2.** | Liaising with educational and health specialists, and outside agencies as required |
| **3.** | Supporting the Senior Management Team in deployment and/or mentoring of TA Level 2. |
| **4.** | Assisting the school in promoting, developing and enhancing its strategies and objectives |
| **5.** | Contributing to the school’s self-evaluation processes. |
| **6.** | Being aware of the school’s policies and procedures |
| **7.** | Being aware of confidential issues to home/pupil/teacher/school work and to keep confidence as appropriate. |
| **Professional Values and Practices** |
| **1.** | Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement |
| **2.** | Treating pupils consistently with respect and consideration, and being concerned with their development as learners |
| **3.** | In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment |

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| **4.** | Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues |
| **5.** | Reflecting upon and seeking to improve personal practice |
| **6.** | Working within the school’s policies and procedures and being aware of legislation relevant to personal role and responsibility in the school |
| **7.** | Recognising equal opportunities issues as they arise and responding effectively, following the school’s policies and procedures |
| **8.** | Building and maintaining successful relationships with pupils, parents/carers and staff |
| **9.** | Assist in planning the curriculum |
| **10.** | To inform the Designated person (Child Protection) of any concerns |
| **Other** |
| **1.** | To safeguard and actively promote the welfare of children |
| **2.** | To carry out the duties and responsibilities of the post, in accordance with the school’s Health and Safety Policy, relevant Health and Safety Guidance and Legislation and the Statutory Requirements of the early years foundation stage. |
| **3.** | To promote and implement the school’s Equality Policy in all aspects of employment and service delivery. |
| **4.** | To understand and comply with the requirements of all School policies, procedures and processes, including the Data Protection Act and Freedom of Information Act. |
| **5.** | To maintain appropriate confidentiality at all times. |
| **6.** | To undertake any training or CPD necessary, or appropriate for the effective discharge of the role. |
| **7.** | To attend relevant school meetings. |
| **8.** | To undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation. |
| **9.** | The post-holder is required to respect the confidentiality of matters relating to learners and other members of staff. The post holder must be aware of and comply with the requirements of the Data Protection Act and Freedom of Information Act |
| **10.** | The post holder must comply with the school’s Health and Safety policies and procedures |
| **11.** | The post holder is required to undertake any training or CPD necessary or appropriate for the effective discharge of their responsibilities |
| **12.** | The post-holder will comply with the school’s policies on equality in all areas of activity |
| **13.** | To undertake such other reasonable duties as may be reasonably required within the school. |
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| **Generic Duties relevant to all members of Staff** |
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| **1.** | **Working with colleagues and other relevant professionals*** Communicate effectively with other staff members, and any key stakeholders
* Collaborate and work with colleagues and other relevant professionals within and beyond the school team.
* Develop effective professional relationships with colleagues
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| **2.** | **Professional development*** Keep personal knowledge and understanding relevant and up-to-date by reflecting on personal practice, liaising with the line manager and identifying relevant professional development to improve personal effectiveness
* Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
* Take part in the school’s appraisal and performance management procedures
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| **3.** | **Personal and professional conduct*** Uphold public school in the education profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
* Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
* Respect individual differences and cultural diversity
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| **5.** | **Teaching and Learning**This is our core principle and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core principle. This may mean undertaking tasks outside of your area of responsibility where required. |
| **6.** | **Collective Responsibility**At Esh Winning Primary we are one team who, together, all commit to achieving our mission. All staff will be required to mirror our philosophy and take pride in offering a fantastic customer experience to all stakeholders As a school team, we always act with **Honesty**, **Integrity** and **Fairness** in everything we do. |
| **7.** | **ICT*** All staff will be expected to utilise ICT and to improve communication and reduce paper use
* Security procedures must be followed when using ICT systems
* All staff are expected to follow the procedures as laid out in the school’s Acceptable Use Policy. Staff are also expected to ensure that they follow school policies with regard to professional conduct when using ICT systems or school ICT equipment.
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| **8.** | **Health and Safety*** Employees are required to work in compliance with the school’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school
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|  | * In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.
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| **9.** | **Safeguarding*** Esh Winning Primary School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.
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| **10.** | **Data Protection*** Esh Winning Primary School takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The School requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the school’s Data Protection officer immediately.
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This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the school.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a **2-Year-Old Provision Lead:**

Signed:

Date:

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# Person specification – 2-Year-Old Provision Lead

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| **CRITERIA** | **QUALITIES** |
| **Qualifications and training** | * NVQ Level 4 or equivalent in relevant education/childcare qualification.
* Literacy and Numeracy skills to adult Learning Level 2 Standard.
* Successful collaborative and/or multi – agency working.
* Evidence of further development e.g. First Aid certificate
* Experience of managing, developing, inspiring and motivating staff.
* Experience in the role of Designated Safeguarding Lead
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| **Knowledge** | * Knowledge and understanding of the Early Years Foundation Stage framework
* Good understanding of the principles of child development, the learning process and the range of developmental needs of pupils.
* To have due regard for equal opportunities, confidentiality, child protection procedures and Health & Safety issues
* Ensure that pupil’s safety is a priority at all times
* Have due regard to confidentiality, child protection procedures, Health and Safety, other statutory requirements and the policies of Esh Winning Primary School.
* An awareness of statutory requirements and national teaching strategies
* Understanding of the need to use and keep clear records of intervention and progress.
* Ability to support, advise, guide other staff and volunteers as appropriate and required.
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| **Skills and Competences** | * Be able to work in line with school policies and procedures
* Be able to support pupils in a variety of situations
* Be able to prepare and review children with special education learning plans
* Be able to provide and maintain a purposeful learning environment suitable for Foundation Stage pupils
* Be able to monitor, record and evaluate pupils’ progress, including providing feedback on observations undertaken and adapting future planning
* Ability to assess individual pupils and to carry out individual observations together with a good knowledge of how children develop and learn effectively.
* Be able to apply effective approaches to manage behaviour and discipline problems
* Have high expectation of all pupils and be committed to raising their education achievement
* Undertaking duties in connection with personal hygiene and welfare of pupils as directed by the teaching staff
* Be able to use ICT to support learning
* Be able to use IT to produce data analysis reports
* Be a role model for pupils in terms of appearance and behaviour
* Be flexible and reliable
* Be able to undertake general hygiene routines in the environment
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| **Physical, Mental and Emotional Demands** | * Some periods of work –related pressures from deadlines, interruptions or conflict.
* Willingness to undertake training
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| **Personal qualities** | * Commitment to uphold the 7 principles of public life (the [Nolan principles](https://www.gov.uk/government/publications/the-7-principles-of-public-life)) at all times
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**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Line manager’s signature:**

**Date:**

**Postholder’s signature:**

**Date:**

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