

JOB DESCRIPTION

JOB TITLE	School Readiness Worker
GRADE	Band E
REPORTING TO	School Readiness Co-ordinator
JD REF	PC0027G

PURPOSE

Work in partnership with families and other early year's professionals through the provision of high quality one to one support/group activities delivering integrated play and learning opportunities that work toward ensuring that every child under 5 has the emotional, social and developmental skills to be ready for school and learn.

To develop and deliver packages of support for families which specialise in the development of children, to provide early intervention in order for children to start school ready to learn.

To work collectively with colleagues across Early Help & Prevention Services to ensure: children and young people are safer; the daily-lived experience of children and young people gets better; outcomes for children and young people improve; and wherever possible, family breakdown is prevented.

MAIN DUTIES AND RESPONSIBILITIES

- Engage with parents and carers of a child under 5 and prospective parents to facilitate access to children's centre and other early years services, ensuring that families who services find most difficult to engage are targeted and their rights to access services promoted.
- Identify and respond to opportunities to intervene early on a range of issues to provide help and support to parents and carers on identified issues relating to early years child development, parenting and family life. This may include visiting families in their homes as well as working with families at the children's centre and other venues, as required.
- Plan, lead and deliver a range of early years high quality activities to help children fulfil their potential including speech and language, health/development, behaviour, social and other issues which may impact on school readiness.
- Lead, plan and deliver high quality crèche sessions whilst parents and carers attend adult learning sessions, parenting and other relevant courses.



- Work in partnership with parents and carers promoting their involvement in children's centre activities ensuring key healthy lifestyle messages are embedded.
- Work in partnership with a range of other early years professionals in order to provide an integrated service to families on an individual and group basis.
- Through an integrated approach and in partnership with parents plan, observe, monitor and evaluate children's responses to learning and celebrate achievements, and where necessary assist other professionals in the development of suitable programmes of support.
- Encourage families to become involved in their communities including providing support to participate as a volunteer.
- Be aware of and comply with statutory safeguarding requirements, corporate and departmental policies and procedures ensuring compliance of GDPR processes in dealing with sensitive and personal data when recording.
- In partnership with parents develop and lead a play based home learning package in the home with carers and children- to improve outcomes for children and provide skills to parents to support them as the primary educators of their children
- Promote and consult with families, and the wider community, including those defined as 'hard to reach' to shape and inform the decision making processes of Children's Centres.
- Support parents in accessing funding entitlements by conducting assertive outreach to promote funding opportunities, and liaising with childcare providers to ensure sufficiency of places.
- Support with the delivery of parents forum, identifying parents to access this group this shaping the centre with the families voice.
- Ensure the centre environment is of high quality, effective in meeting the needs of our families, enhances child development and is inclusive.
- Lead specific projects identified by the school readiness co-ordinator such as: baby box, speech and language etc.

ROLE SPECIFIC KNOWLEDGE, EXPERIENCE AND SKILLS

Qualifications:

- NVQ level 3 in early education and childcare or equivalent
- Evidence of recent relevant professional development

Knowledge & Skills:

- Good understanding of OFSTED standards
- Good understanding of child protection policy and procedure
- Knowledge of the Early Years Foundation Stage
- Basic IT skills
- Ability to work as part of a multidisciplinary team

- Ability to work in partnership with parents/carers
- Understanding of information sharing (confidentiality) and record keeping issues
- Ability to organise and motivate staff

Experience:

- Demonstrable experience of working with children aged 0-5 in more than one type of setting
- Working with children aged 0-3 years
- Working with children with special/additional needs
- Working in partnership with parents
- Implementing OFSTED standards
- Assessing children's needs and implementing relevant frameworks

DESIRABLE KNOWLEDGE, EXPERIENCE AND SKILLS

Qualifications:

- Advanced level qualification in early education and childcare (Level 4/ Foundation degree/ degree level or equivalent)
- First aid for babies and children
- Food hygiene certificate
- NVQ assessor's award or working towards it
- Willingness to undertake further professional development

Knowledge & Skills:

- Knowledge of "Continuous Provision" model of practice
- Understanding of the 'Child Concern' model of practice
- Ability to implement information sharing and record keeping procedures
- Ability to observe, assess and plan following the EYFS practice guidance
- Ability to organise and motivate staff
- Specific training in babies, foundation stage curriculum or special needs

Experience:

- Working within a multiagency team
 - Developing an Individual Development Plan for children with additional needs
 - Experience of supervising staff
 - Implementing child protection policy and procedure
 - Experience of providing good quality placement experiences for volunteers and students
- Working with and implementing the EYFS Framework

ADDITIONAL INFORMATION

Work flexibly across the borough to meet delivery requirements of the early childhood service.

Ability to plan rich, creative and varied learning and development activities.

Emotional resilience.

DATE OF APPROVAL: 1/4/2019

APPROVED BY: ASSISTANT DIRECTOR