



Job title	Senior Early Years Practitioner	Job family and level	CCS Level 2
School/ Department	Campus and Commercial Services	Location	University Park, Childcare Services

Purpose of role

The Senior Early Years Practitioner provides day-to-day management within the nursery. You will ensure children receive high-quality care, learning and development opportunities in a safe, nurturing and inclusive environment. You will manage, support and develop practitioners, promote high-quality practice in line with the Early Years Foundation Stage Framework. You will work collaboratively with families and colleagues to support positive outcomes for every child.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	People Management and Development - Support practitioner performance and professional development through coaching, supervision, induction, observations, feedback and objective setting. - Lead team meetings, monitor implementation of CCS policies and procedures. - Refer to senior managers any concerns over performance and to participate in any individual improvement plans for individual staff / teams. - Take immediate action as required regarding any safeguarding concerns.	50%
2	Safeguarding and Health and Safety - Maintaining high standards for health and safety, conducting audits, risk assessments, development of individual medication plans, staff rotas, cleaning of units, food hygiene procedures and following all safeguarding policies and procedures. - Carrying out induction, training and reviewing of all health and safety records and practices. - Ensure that good personal hygiene is practiced and promoted by all staff in the unit.	10%
3	Operational Management Coordinate staffing, resources and operational processes to ensure safe, effective and compliant service delivery that supports high-quality care and education.	15%

4	Quality of Education and Care • Overview of tracking progress, accuracy of development reports, identifying gaps and identify improvements where required. • Overview of the educational environment, individual interests, engaging curriculum, reflective practice, development of high order skills and sustaining a child-centred approach. • Provide support, advice and guidance for parents and carers. • Secure resources to enable practitioners to deliver a high quality service. • Development of action planning	15%
5	Stakeholder partnerships • Contribute to Senior meetings, lead on projects, ownership of key responsibilities, action planning, liaise with external agencies. • In the absence of other Senior practitioners, support other key areas of responsibilities, conduct open up and lock up responsibilities and act up in the absence of the Operational Manager.	10%

Person specification

	Essential	Desirable
Skills	▪ Able to communicate effectively with children, families, colleagues and external professionals using a range of communication methods ▪ Ability to build positive relationships, demonstrate empathy and professionalism when engaging with children and families ▪ Ability to build positive relationships, demonstrate empathy and professionalism when engaging with children and families ▪ Working as a member of a team ▪ Leading, coaching, supporting & developing others ▪ Reflective practitioner, can engage others in active problem solving & reflection ▪ Ability to use 0365 ▪ Able to fulfil the practical requirements of the role, with reasonable adjustments considered in accordance with equality legislation	▪ Tracking individual / group / cohort development & action planning to address gaps
Knowledge and experience	▪ Demonstrate knowledge of the Statutory Framework for the Early Years Foundation Stage ▪ Experience working within an Early Years setting, including experience supporting or supervising colleagues ▪ Broad knowledge of health and safety legislation relevant to the role ▪ Experience in developing and reviewing risk assessments ▪ Safeguarding	▪ Experience in working with children who have English as an additional language ▪ Experience of working with International parents ▪ Experience of working with children who have SEND (special educational needs and / or disability)
Qualifications, certification and training (relevant to role)	▪ Level 3 Full and relevant early years qualification (approved on the DfE database)	
Statutory/legal	▪ Enhanced Disclosure and Barring check	



Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

Valuing people	Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.
Taking ownership	Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as H&S, EDI and other considerations.
Forward thinking	Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.
Professional pride	Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.
Always inclusive	Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others

