

JOB DESCRIPTION

Qualifications required:

- Relevant Childcare qualifications with suitable experience.
- DBS check and written references dependent
- Salary is reviewed yearly and is performance based.

Job Title:	Senior Childcare Leader
Hours:	Days and hours worked as per contract
Reporting to:	The Childcare Managers
Key Responsibilities:	<ul style="list-style-type: none">• Be responsible for ensuring your staff follow all St. George's policies, procedures and staff handbook requirements.• Be confident and able to challenge staff who are not adhering to St. George's policies and procedures and escalate to childcare managers if necessary.• Role model outstanding practice at all times.• Have a good knowledge of the EYFS and Statutory Requirements.• Be responsible to ensure your team are across all key person's procedure's, internal policies and aware of and governing statutes relating to childcare.• Be responsible for your teams 6 weekly supervisions and in conjunction with the childcare managers provide constructive feedback for their performance reviews.• Recognise staff training needs.• Mentor your team, students and volunteers and be a positive point of contact for them to raise any escalations and concerns.• To check the teams learning journals are current, consistently of a high standard and up to date• Organise and lead staff meetings.• Maintain clear and concise files and records of internal meetings.• Work closely with other SCL's to ensure smooth transitions for the children.• Be 3rd in charge and a keyholder.• Regularly check first aid boxes and ensure they are full and in proper order requesting whatever needed before it runs out.

	<ul style="list-style-type: none"> • Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child • Supports staff to see children develop numeracy and language skills through games and play • Has overall key person responsibility to help ensure each child feels safe and secure • Observes each child and shapes their learning experience to reflect their observations • Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine • Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child
Behaviours:	<ul style="list-style-type: none"> • Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice • Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience. • Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude. • Commitment to improving the outcomes for children through inspiration and child centred care and education • Work in a non- discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. • Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
A Senior Childcare Leader Knows and Understands:	<ul style="list-style-type: none"> • the expected patterns of children’s development from birth to 5 years and have an understanding of further development from age 5 to 7. • the significance of attachment and how to promote it effectively. • a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.

	<ul style="list-style-type: none"> • how children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care • the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances. • the importance to children’s holistic development of: - speech, language and communication - personal, social and emotional development - physical development • systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics. • the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. • the current early education curriculum requirements such as the Early Years Foundation Stage. • when a child is in need of additional support such as where a child’s progress is less than expected. how to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/ or carers. • the importance of undertaking continued professional development to improve own skills and early years practice. • the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. • why health and well-being is important for babies and children • how to respond to accidents, injuries and emergency situations. • safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual. • how to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.
<p>A Senior Childcare Leader is able to:</p>	<ul style="list-style-type: none"> • analyse and explain how children’s learning and development can be affected by their stage of development

	<p>and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures</p> <ul style="list-style-type: none">• promote equality of opportunity and anti-discriminatory practice.• plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.• ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.• provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.• encourage children's participation, ensuring a balance between adult-led and child-initiated activities.• engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.• support and promote children's speech, language and communication development.• support children's group learning and socialisation.• model and promote positive behaviours expected of children such as turn taking and keep reactions and emotions proportionate.• support children to manage their own behaviour in relation to others.• plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.• carry out and record observational assessment accurately.• identify the needs, interests and stages of development of individual children.• make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.• discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.• communicate effectively in English in writing and verbally. For example, in the recording of administration of
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	<p>medicine, completing children’s observational assessments and communicating with parents and other professionals.</p> <ul style="list-style-type: none"> • engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages). • plan and carry out physical care routines suitable to the age, stage and needs of the child. • promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day. • undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment. • carry out risk assessment and risk management in line with policies and procedures. • maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural. • identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children. • work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress. • work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child’s health, well-being, learning and development. • encourage parents and/or carers to take an active role in the child’s play, learning and development.
<ul style="list-style-type: none"> • General: 	<ul style="list-style-type: none"> • You will understand budgets and the need to be sustainable • You will have a basic understanding of IT, and be able to complete online learning journals • You will have a ‘can do’ attitude and really promote St George’s at all times remembering you are an ambassador both inside and out.

	<ul style="list-style-type: none">• You will take part in fund raising activities as they arise and use these events to build a stronger relationship with your team, children and their families.• You will ensure all areas are clean, inviting and stimulating for the children.
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