Early Learning Childcare Officer

JOB PROFILE

Incorporates

Section 1 **Post Descriptor**

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SECTION 1: POST DESCRIPTOR

1. JOB DETAILS

Job Title: Early Learning Childcare Officer	
Service Area: Education Learning & Attainment	**Section:** Early Years
Reports to: Head Teacher / Principal	**Grade:** 5
Position Number: ES9032	**Gauge Reference:**

2. JOB PURPOSE

To support the Head Teacher/or Principal (ELCO) to deliver an early learning childcare service suited to the needs of children aged 0-5 years

Work within a team to deliver the early level of Curriculum for Excellence within a caring, safe and welcoming environment that enables each child to achieve their potential, and to get it right for every child.

To work with parents and carers, and with other agencies, to promote the welfare and development of every child.

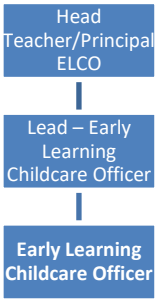
3. DIMENSIONS and SCOPE OF JOB
(including budgetary and staffing responsibilities)

Budget: N/A

Staffing Direct: N/A

Staffing Indirect: N/A

4. ORGANISATIONAL CHART
(shows levels directly above and below this post and includes grades of posts)



5. ROLE OF DEPARTMENT/SECTION

Education, Learning and Attainment is managed by the Chief Education Officer. The service is responsible for the delivery of all educational services to the people of West Dunbartonshire.

The Early Learning and Childcare section of provides early learning and childcare services to children aged 0–5 years, and Out of School Care for primary aged children.

6. KEY ACTIVITIES, RESPONSIBILITIES and OUTCOMES

- With the staff team implement a suitable programme of learning experiences responsive to children's interests, using all available resources currently available.
- Observe, monitor and evaluate children's progress over time in order to support their learning.
- Use observations to plan appropriate next steps.
- Ensure that children's learning journals are individual to each child.
- Record and report on individual children's progress in line with the Council's policy and procedure.
- Liaise with parents, carers, relevant agencies and professionals to support children's learning and development in all areas.
- Contribute to ensuring the delivery of an effective early learning and childcare service in line with the Council's policy and procedures, including preparation and care of resources and maintenance of cleanliness and hygiene.
- Contribute to all aspects of care which meets the needs of the individual child in line with the Council's duty of care.
- Plan and provide appropriate learning experiences for children with additional support needs. Ensure that all relevant paperwork for children with ASN is kept up-to-date.
- As part of a professional team, prepare and / or contribute to reports made available to relevant agencies as appropriate to the circumstances.
- Keep abreast of early learning and childcare initiatives and developments and participate in continuing professional development in line with Council's policy and procedures.
- Comply with SSSC regulations, maintaining SSSC registration.
- Work collegiately activities in order to maintain and update skills and knowledge.
- Participate in all aspects of improving the Early Learning and Childcare Centre, including contributing to staff meetings, parents' meetings, in-service.
- Undertake duties which involve mentoring, supporting and developing students and apprentices on placement.
- Reflect and evaluate practice using HGIOELC individually and as a team member to ensure continuous improvement and outcomes for children.
- Carry out any other duties relevant to the efficient and effective operation of the Early Learning and Childcare Centre.

7. PROBLEM SOLVING

The post holder will normally work to resolve problems which are predominantly covered by policy, procedure or practice. In instances where problems are outwith normal practice, or more complex nature, the post holder can seek advice from their Line Manager.

8. PLANNING

The post holder will assist in the development and implementation of planning for the pre-birth to 3 and 3-18 curriculum.

9. ASSIGNMENT AND REVIEW OF WORK

The post holder reports to the Lead – ELCO and annual objectives are jointly agreed and reviewed in line with the Council's performance/development framework.

Regular informal and informal meetings will be held.

10. COMMUNICATIONS AND WORKING RELATIONSHIPS

Internal communications and working relationships:
Early Learning and Childcare Officer will be communicating with colleagues and management within the nursery.

External communications and working relationships:
Early Learning & Childcare Officer will communicate with parents, carers and other agencies involved with the planning of the service for the children.

11. DECISION MAKING

Within the framework of agreed objectives, the post holder is expected to make decisions to progress the work as appropriate. This involves discussions with the Line Manager on day to day activities and planning for the children.

12. MOST CHALLENGING PART OF THE JOB

The post involves dealing with simultaneous and conflicting demands which needs to be dealt with whilst ensuring provision of pre-birth to 3, and 3-18 curriculum for the children.

13. GENERAL

Disclosure/PVG membership: PVG Children

Politically Restricted Post: N/A

The duties and responsibilities contained within this Post Descriptor are neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties commensurate with the level and grade of the post without changing the general character and nature of the post.

The Post Descriptor may be subject to revision, depending on the future needs of the post and the organisation, following appropriate consultation.

14. WDC TRAINING

West Dunbartonshire Council – Operates Skills Passports for all employees, which details the training available and timescales for undertaking courses. Skills passports are available via the Council's Intranet Organisational Development & Change

 Skills Passport A – New Entrant Employee Passport

Includes WDC Induction; Equality & Diversity; Data Protection (GDPR) & Security Awareness and relevant i-learn modules;
Policy Reading: Code Of Conduct; ICT Information Security Policy and Acceptable Use Policy

 Skills Passport B – WDC Employee Passport

Includes relevant i-learn modules

15. ROLE SPECIFIC TRAINING

Listed below are the training requirements which must be completed in order to undertake this position, with timescales where appropriate. Noting this is in addition to generic WDC training listed above.

- Ongoing mandatory training to meet national guidelines on curriculum, national priorities and Care Inspectorate regulations and guidance will be provided, this includes: food hygiene, moving and handling, infection control, child protection, safe guarding children, Step into Leadership, curriculum development in literacy, numeracy and health and wellbeing
- Corporate Induction session
- To meet the needs of SSSC registration requirements 60 hours of continuous professional development
- First Aid (if designated)
- Forest school (if designated)
- Care Inspectorate Regulations

SECTION 2: PERSON SPECIFICATION

Essential	**Desirable**
Qualifications/Professional Membership	
You must hold a relevant qualification: i.e. • NNEB (or modular equivalent) • HNC Childhood Practice (formerly HNC Early Education & Childcare) • SVQ 3 Social Services Children and Young People	
Practitioner registration with SSSC or gained within 6 months of date of appointment.	
Training	
Curriculum for excellence	Building the Ambition, Loose Parts, Forrest Schools, Learning through play, My World Outdoors, Space to Grow, HGIOELCC
Pre-birth to three	
Child Protection	
GIRFEC	
Experience	
Appropriate experience of working with children aged 0 – 5 years	IT Skills
Work as part of a team and be self-motivated	
Effective interpersonal and communication skills	
Able to relate well to children and adults.	
Able to make decisions and take appropriate responsibility	
Knowledge and Skill	
Knowledge and understanding of: • The individual needs of young children • The central role of parents / carers in young children's lives and respect this role • Current early learning and childcare provision and relevant policies and procedures	
Disposition	
Able to relate well to both adults and children	