

Title of Job: Childcare Officer**Grade:** Day Grade 2

JOB SPECIFICATION

PERSON REPORTS TO: Senior Childcare Officer (day-to-day questions), Setting Manager for all other areas**PERSON SUPERVISES:** None.**PURPOSE OF JOB:**

To provide high quality care and education for children at the setting.

EQUAL OPPORTUNITIES:

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

DUTIES AND RESPONSIBILITIES

1. To care for children, and actively promote their physical and medical health, intellectual development, welfare, safety and security.
2. With support of other practitioners to support, observe, record and monitor children's social, physical, intellectual and emotional development, independent learning, self-esteem and self-confidence in order to help children achieve their full potential.
3. To be part of a key person system, working to meet the best interests of the children at the Centre; as key person, to plan, record and evaluate each child's developmental needs with support of other practitioners.
4. With support of other practitioners to plan and provide a wide range of indoor and outdoor play, care and educational activities and experiences for children appropriate to their individual age, stage of development, interests and abilities, as set out in the EYFS Statutory Framework and Development Matters guidance document.
5. To work with other staff, parents, carers, the children and others to record programs of activities, themes and events, which enrich the curriculum offered to children.
6. To display children's work and 3D displays to stimulate exploration and with the general preparation and care of the room.
7. To encourage the autonomy of each child and friendship between children;
8. To supervise and encourage independence at meal time, toileting and packing away.
9. To ensure that all children are clean and well cared for including changing nappies and keeping appropriate information in relation to this
10. To promote care and consideration between children and to others through positive behaviour management.
11. To encourage the acquisition and development of language and speech by all children, particularly for those children whose mother tongue is not English.
12. With support of other practitioners to share information with parents and carers and other staff as appropriate about children's development, learning interests and wishes; to give information to parents, including termly parents open evenings
13. To promote positive images of disabled children and adults and work in an anti-discriminatory way.
14. With support of other practitioners to keep such records and write reports as required.
15. To regularly attend staff meetings to discuss work and practice.

16. To set up, prepare and clear away after meals, activities (indoors or outdoors) and rest periods, this will include moving light furniture and equipment and cleaning/wiping down surfaces, care for and maintain centre resources; to prepare light meals at breakfast and at tea time and carry out associated tasks.
17. To comply with procedures and practice; to be aware of the physical safety and well being of the children and to report all accidents to children or self so they can be logged in the accident book and to administer basic first aid and comfort children for minor injuries; to administer prescribed medicines to children and keep appropriate records with support of other practitioners
18. With support of other practitioners to report and record any physical or mental problems or other concerns according to the setting's agreed policies and procedures and in compliance with corporate child protection policies and procedures.
19. To assist in crèches if required.
20. To have a good understanding of safeguarding procedures and put the wellbeing and welfare of children and families at the center of your practice. To identify and report any concerns appropriately.
21. To help induct new staff into procedures, methods, standards and practices at the setting.
22. To work professionally & positively with staff & parents.
23. To accept advice and guidance from senior staff.
24. To take part in training and staff development as required.
25. Such other duties, within the competence of the post holder, which may be required reasonably, from time to time.

YOU ARE ADVISED TO READ THE FOLLOWING NOTE CAREFULLY

The requirements listed below are all essential to the job, so you must show how you meet all of them. Where application form is shown as a method of assessment, you **must show on the form how you fulfill the criteria, even if other methods of assessment are shown. If you do not, you will not be shortlisted. Rather than simply repeating your career history, look at the skills and experiences required by the job and provide evidence that you possess them, by giving specific examples.**

Please read the guidance notes that accompany the application form carefully, as the decision to shortlist you for the interview will be based solely on the information you provide on your application form.

ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Recognised childcare qualification (including NNEB, B/TEC CC, CSS (Childcare and NVQ Childcare and Education Level 2 – essential, Level 3 desirable).	Application form and Documentation
2. Pediatric first aid (desirable)	
EXPERIENCE	
3. Experience of group work with under eights in a multi-racial / cultural community. (essential),	Application form
4. Experience of work with under 5's (desirable)	
5. Experience of working in a key person role	
6. Experience of working with a range of different professionals and agencies.	Application form
KNOWLEDGE	
7. Sound knowledge of needs of under fives including EYFS	Application form
8. Knowledge of the needs of children with special educational needs the ability to identify children at risk.	Application form
9. Awareness and commitment to the Council's Equal Opportunities Policy.	Application form
SKILLS (SETTING)	
10. Ability to carry out basic care of children	Application form and Interview
11. Ability to keep the setting's rooms and equipment clean, tidy and in order whilst remaining responsive to the children and maintaining their well-being as a priority.	
12. Ability to undertake a variety of tasks during a working day, to work with children of differing ages, stages and abilities	Application form and Interview
13. Ability to observe, assess and plan next steps for children in your care	Application form and Interview
14. Ability to devise interesting and developmental activities following their interests	Application form and Interview
15. Ability to communicate professionally and calmly with young children	Application form and Interview
SKILLS (PERSONAL)	
16. A strong comprehension of written and spoken English	
17. Ability to reflect on own practice.	Application form and Interview
18. Ability to prepare reports.	Application form and Test
19. Ability to work on own initiative and to know when to seek help, or refer on to others.	Application form and Interview
20. Ability to work flexibly on a rota.	Application form and Interview
21. Ability to work under pressure, prioritise tasks and use own initiative.	Application form and Interview
22. Ability to use email and basic IT programs	Application form and Interview
RELATIONSHIPS	
23. Ability to build appropriate professional relationships with children	Application form and Interview
24. Experience of building positive partnership with parents and carers.	

25. Experience of working well as a team member	
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PHYSICAL REQUIREMENTS

26. Fit enough to carry out normal childcare tasks and to lift children and light furniture and equipment.
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27. SAFEGUARDING REQUIREMENTS

28. Commitment to promoting and safeguarding the well-being and welfare of pupils

29. Have the ability to form and maintain appropriate relationships and personal boundaries with children and young people, including those with challenging behaviour
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30. Evidence of ongoing engagement with safeguarding training and understanding of statutory responsibilities
