Job Description
Lead Practitioner

Pay Scale Band 5

The key focus of the Lead Practitioner is to lead practice within the company. This means that the Lead Practitioner should model effective practice to better the outcomes for children and have a sound theoretical understanding of child development and implement this in their daily work.

It also requires the Lead Practitioner to support others to develop effective practice through discussion, reflection and the identification of additional training and reading. Lead Practitioners will also be required to support training and mentor others as well as taking part in audits and piloting new strategies within the centre. They will also be required to take a lead in the daily running of the centre and the daily routines of the children.

This role is to focus on evidence based practice and to effectively ensure this is implemented in the centres with our children.

It is a pre-requisite for this role to have completed a recognised level 3 qualification in Early Years and to be working on or completed the Foundation Degree with an immediate progression onto the BA Hons and the Early Years Teacher award.

General Duties

- To, at all times, work to achieve the best possible outcomes for Our Monkey Club C.I.C and the children and parents that we provide a service for.
- To place the child at the centre of our provision and your daily work to ensure that your priority is the duty of care to the child and ensure that the child feels respected, valued and cared for in our setting.
- To ensure all administration that is applicable to their daily duties is completed accurately and promptly.
- To understand and work to all OMC’s Policies and Procedures at all times in the setting and to ensure a safe and secure environment at all times for the children and to ensure practitioners under your supervision also work within OMC’s Policies and Procedures at all times in the setting.
- To adhere to and monitor Health and Safety standards at all times reporting any areas of concern immediately and to evaluate the efficacy of current systems, feeding back into development.
- To understand the requirements of the Early Years Foundation Stage and adhere to these at all times and ensure the centre meets these requirements within the daily provision of our services. To ensure that all practitioners also work within these requirements and are supported to understand practice as outlined in the EYFS.
• To act in a manner that is professional and appropriate at all times with the children as defined by our Professional Conduct Policy and to ensure all practitioners are supported to meet these requirements.

• To take responsibility for the centre opening and closing routines effectively to ensure that it complies with the cleaning schedule and Health and Safety Requirements and to maintain the centre in a clean and tidy manner throughout the day.

Working with our children

• To understand the requirements of the Revised Early Years Foundation Stage and adhere to these at all times. To be responsible for highlighting any areas for development to ensure our successful achievement of the standards outlined by the EYFS.

• To understand the nature of play and the importance of the child’s individual learning journey and to implement this understanding and support each child as a unique child. To lead others in their understanding and implementation of the nature of play and how they can further their practice.

• To understand the importance of secure, supportive relationships to children’s emotional and cognitive development and to work sensitively using this understanding in your daily interactions. To support other practitioners to reflect on their interactions and develop effective skills in developing relationships.

• To play with and support the children in all planned activities and to support them appropriately in all child-initiated and child-directed play they develop and to guide other practitioners to develop and support activities effectively.

• To meet the daily basic needs of the children in the setting and to ensure that other practitioners are also meeting needs identified and completing daily routines effectively.

• To work closely with all parents and endeavour to develop and maintain collaborative working relationships that best meet the needs of the child.

• To work in multidisciplinary teams and take a lead role as necessary to best meet the needs of the child. To cascade all relevant information to the team and to ensure correct and effective implementation of any planned interventions or support.

• To understand the importance of the environment on the learning and development of our children and ensure it is maintained in a manner that enables children to effectively operate within the setting. To take responsibility for the development of new resources, audit existing provision and continually contribute to the development of the centre and the environment.

Key Person Duties

• To develop a close, supportive and effective relationship with each child and their families.

• To have a detailed knowledge of the child’s background and developmental abilities.

• To complete diaries and observations ensuring that all areas of development and learning are covered in sufficient depth.
• To produce effective assessments and planning for the individual child to ensure that their learning and development is supported effectively according to their motivations, learning styles and particular characteristics.

• To represent their key children’s needs and developmental targets in the planning system, drawing attention to key activities and experiences each child needs to maximise their motivation and development.

• To be a key member of a multi-disciplinary team in cases where further support is needed and complete and necessary paperwork in collaboration with the EY Manager.

• To ensure that the child has a voice in all matters in the centre and empower the child to affect and direct the quality of the provision.

• To be attentive to each child’s needs and identify any concerns or issues to the EY Manager for further support.

• To attend weekly supervision with a Senior Staff member to review all children’s files and development.

Curriculum Specialism

• To oversee the creation, development, implementation and evaluation of the activities and resources for the children attending the setting within the curriculum area of ??.

• To ensure that provision of all resources for ?? meet the requirements of the Early Years Foundation Stage and the Development Matters Framework to ensure our children can access all opportunities outlined within these documents.

• To understand the breadth and depth of ?? and be able to introduce new concepts, theories, strategies and opportunities to the centre and the practitioner team to ensure constant development of practice and provision. This includes maintaining a current understanding of all research and strategies within the sector.

• To lead audits in the current provision and implementing identifies outcomes for the successful development of the provision.

• To represent this area of curriculum within development meetings, budgeting meetings and planning meetings.

• To contribute to the development of training to cascade current understanding throughout the team and to contribute to induction programmes and practitioners continuous professional development.

Continuous Professional Development

• To attend all basic training within 1 year and to attend other specific training as deemed necessary.

• To work towards the further qualifications as deemed necessary for your role such as leadership training and to be on and successful meeting the requirements for an undergraduate degree course.
To attend weekly supervision with a senior practitioners and complete tasks, learning objectives and further training or reading as required developing competence and deeper understanding of role.

To be a mentor as required for practitioners completing Level 2 and Level 3 qualifications.

To guide and develop the practice and knowledge base of the Apprentice within their daily routines within the centre with children, other employees, parents and with the policies and curricular requirements of the role.

To input into the role development of the Apprentice and the appraisal process.

To provide evidence for their witness testimonies for Level 2 Certificate and Level 3 Diploma training.

To meet any additional responsibilities as agreed with the senior team to develop your role.

To be accountable for your own career progression to include training, development and performance improvement management.

**Area Leader**

- To ensure the area you are working in is running within OMC’s Policies and Procedures at all times in the setting and to ensure a safe and secure environment at all times for the children.
- To ensure practitioners are appropriate and working well with the children and parents at all times.
- To ensure the activities are being conducted appropriately and effectively with children.
- To ensure the room is maintained in a safe and clean state.
- To ensure the practitioners are meeting ratios and room requirements at all times and that children are being supervised effectively and safely.
- To ensure all daily routines such as children arriving and leaving, hygiene practices and meal times are supporting safely and effectively.
- To ensure the on site manager is informed of any issues on the floor that need to be addressed.
- To know and implement all the daily requirements of the Senior Team within the room and allocate roles and responsibilities within the team.
- To support practitioners within the room work to a high standard and manage the room effectively.

The above is not an exhaustive list of duties and you will be expected to perform different tasks as necessitated by your changing role within the organisation and the overall business objectives of the organisation.

**Relationships:**

Responsible to: Centre Manager and the Directors team.
Role description approved by:
Managing Director, Diana Lawton
Director, Michelle Asling
Finance Director, Katy Robson

03 March 2014