

JOB REMIT FOR EARLY YEARS PRACTITIONER DUMFRIES & GALLOWAY

The Early Years Practitioner has responsibility for providing and promoting EYS Stay, Play and Learn services, and in some cases baby massage services, through the adoption of a multi-agency approach by:

- Developing participative, facilitated play and learning opportunities involving parents/carers and their children together
- Promoting the understanding of the importance of play and learning in young children's learning and development
- Developing an understanding of the importance of an enriched home learning environment for young children
- Addressing the attainment gap for our most disadvantaged children and families, supporting positive outcomes for all children
- Supporting a programme of baby massage courses with parents and young children (where appropriate)
- Working flexibly in a variety of settings including in communities, nurseries and primary schools
- Meeting geographic targets within a designated area
- Supporting the line manager through agreed tasks
- Any other duties as required

The Early Years Practitioner will promote and adhere to the values, philosophy and policies of Early Years Scotland at all times.

In recognition of the value placed on volunteering within Early Years Scotland, the early Years Practitioner will encourage volunteers to be involved in the work of the organisation.

ACCOUNTABILITY

The Early Years Practitioner is accountable to the Board of Directors through the Chief Executive and will be line managed by the Service Manager.

PRINCIPAL RESPONSIBILITIES

1. Developing participative, facilitated play, and learning opportunities involving parents/carers and their children by:

- establishing contact and forming positive and supportive relationships with parents/carers and their children
- encouraging interaction and participation between parents/carers and their children through shared play and learning sessions on an individual family and/or a group basis
- working collaboratively with local workers including Family Support Workers, Family Learning Co-ordinators, Health Visitors, Social Workers, Educational Visitors and Early Years Scotland staff to promote social inclusion through a positive start in young children's lives.

2. Promote the understanding of the importance of play and learning in very young children's learning; developing an understanding of the importance of an enriched home learning environment for young children; address the attainment gap for our most disadvantaged children and families to support positive outcomes for all children by:

- facilitating a range of interactive sessions to develop further the participation and understanding of parents with regard to their child's overall learning and development
- working with parents/carers to develop their understanding of adult participation in play and of child development through play
- supporting parents to replicate a range of play and learning activities to enrich and improve the home learning environment
- working with other team members to develop the importance of adult participation in play in relation to child development (where appropriate)
- promoting Early Years Scotland's Stay Play and Learn and Baby Massage programmes (where appropriate) as an effective and positive resource for parents/carers

3. Working flexibly in a variety of settings including in communities, nurseries and primary schools; meet geographic targets within a designated area by:

- agreeing and delivering target numbers of sessions/families within a designated area identified by the line manager
- promoting and publishing details of the services offered
- networking with relevant agencies providing support services to families
- engaging with families to establish/deliver sessions
- identifying, raising awareness of, and reducing barriers to service delivery.

4. Support the line manager through agreed tasks by:

- maintaining up to date session plans and monitoring information as required and producing evaluation reports as agreed by the line manager
- ensuring you engage in relevant professional learning for your role
- identifying need for the formation of new provision within the local authority area
- networking at an operational level as agreed by the line manager
- promoting and raising awareness of the value of the service to appropriate agencies and organisations.

WIDER RESPONSIBILITIES

To take responsibility, along with other staff members, for ensuring that operational policies are observed, and for carrying out other duties as requested by senior staff, as appropriate to this post. This will include active participation in supervision, review and planning meetings, team meetings and to accept responsibility for identifying and meeting professional development and training needs as part of an on-going process.

This job remit is intended to outline the post at this stage of development. It is not an exhaustive list, and it is recognised that jobs change and evolve over time. Post holders will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job, and to respond positively and flexibly to changing organisational needs.

WORKING RELATIONSHIPS

The Early Years Practitioner will:

- meet and communicate regularly with the line manager and attend regular Review and Planning meetings
- develop relationships and work in collaboration with the relevant agencies
- work in collaboration with colleagues at local and national level and participate in working groups as and when requested by line manager
- participate in designated team meetings as agreed by the line manager
- liaise with other local authority/agency personnel as directed by line manager.

TRAINING AND DEVELOPMENT

The Early Years Practitioner will be given the opportunity to develop professional interests within the limits of time and resources available and in accordance with furthering the aims of the organisation.

CORE COMPETENCIES

The competencies have been described under three headings: knowledge and understanding, skills and abilities and values and personal commitment. They are inherently linked to each other and the interrelationship among the three is core to ensuring that the Early Years Practitioner takes appropriate professional action during the course of their work with Early Years Scotland.

Knowledge and Understanding

- Organisational priorities, needs and values
- Organisational policies and procedures governing working practice and performance.
- Quality management and leadership practice
- Current policies and frameworks at national, local and establishment level including Curriculum for Excellence, Realising the Ambition, GIRFEC, How Good is our Early Learning and Childcare? and other relevant frameworks and initiatives
- Knowledge of SSSC, Care Inspectorate and Education Scotland regulations and inspection requirements
- Communication processes
- Organisational publications and resources
- How children learn and develop
- Keep up to date with current sector developments, documents, and initiatives

Skills and capabilities

- Build and maintain effective and positive working relationships
- Provide a range of written reports as required
- Excellent communication (oral, written, ICT, presentational)
- Effective organisational, time management and prioritisation skills
- Excellent IT skills
- Monitor, evaluate and assess own performance in line with work priorities

Values and Personal Commitment

- Show commitment to the values and philosophies of Early Years Scotland
- Ensure a highly professional and positive attitude is presented at all times
- Take responsibility for own professional learning and value constructive feedback
- Show a commitment to reflection, self-evaluation, and self-development

- Value, appreciate and respect the contribution of others
- Show commitment to achieving high standards and objectives which are planned and agreed
- Demonstrate flexibility, working on own initiative and self-reliance.
- Observe confidentiality at all times in line with policy
- Value and promote fairness, diversity, social inclusion, and anti-discriminatory practice