

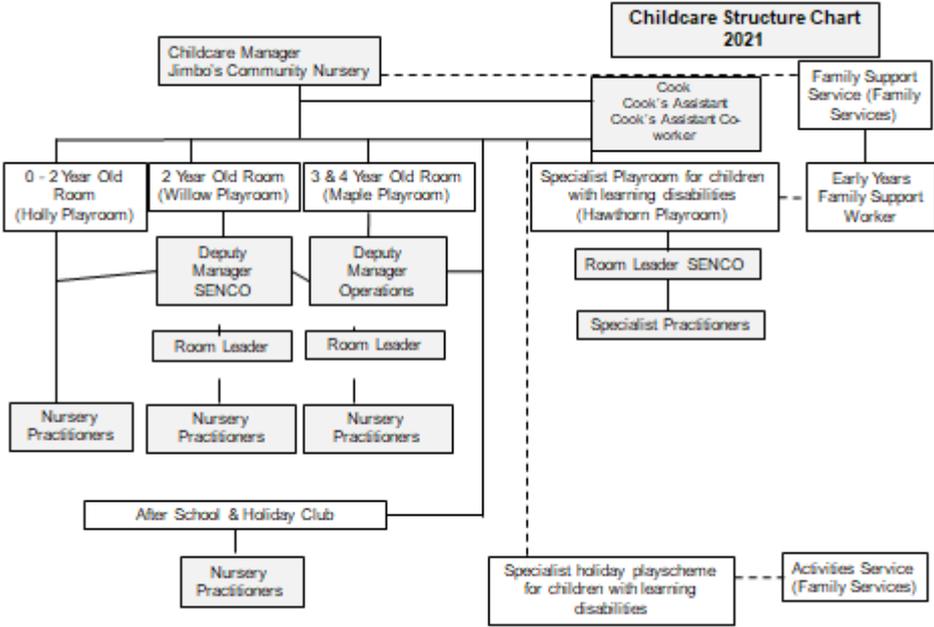


**Jimbo's Community Nursery  
Room Leader**

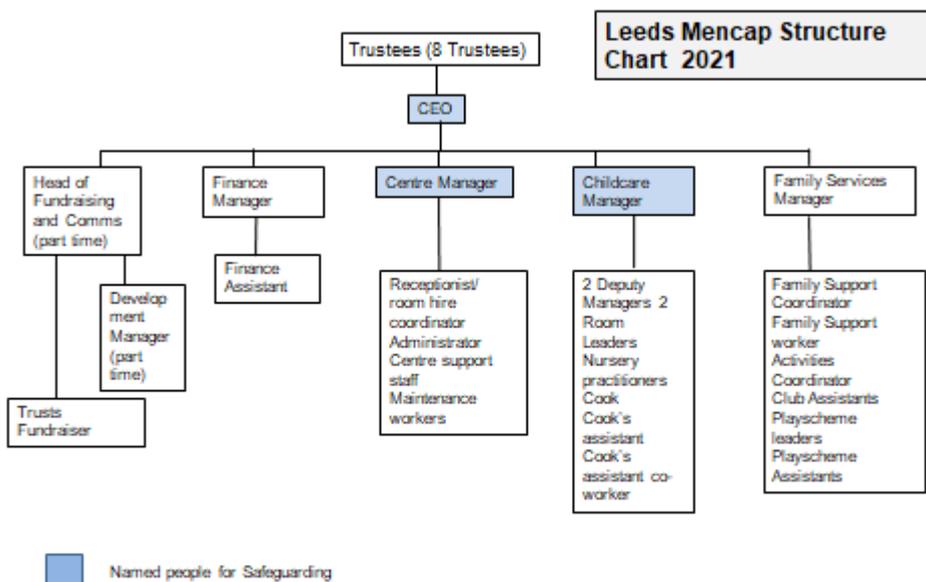
**APPLICATION PACK**

|                        |   |
|------------------------|---|
| <b>Closing date:</b>   | <b>Sunday 18th April 2021</b>               |
| <b>Shortlisting:</b>   | <b>Tuesday 20<sup>th</sup> April 2021</b>   |
| <b>Interview date:</b> | <b>Wednesday 28<sup>th</sup> April 2021</b> |

# Childcare Structure



## Where Childcare sits in Leeds Mencap





Leeds Mencap opened a purpose built nursery, Jimbo's Community Nursery, in 2016. The nursery, after school club and holiday club offers childcare to children aged 0- 11 years. Jimbo's Community Nursery includes a specialist playroom for children with additional needs. We are looking for a confident Room Leader to support the childcare team to deliver high standards of care and education within the mainstream nursery.

The nursery is busy and vibrant and you'll need to be positive, flexible, creative and conscientious. You'll have a track record of providing high quality care and education to children. Team working is an essential requirement of the role and we'll expect you to be able to build positive relationships with colleagues and parents to support the development of the children attending the nursery. You'll be skilled at planning and carrying out a range of fun and exciting activities in line with the Early Years Foundation curriculum and be able to adapt these to a diverse range of needs. It is essential that you have an empathetic, supportive and non-judgemental attitude towards others.

You will hold at least a Level 3 Childcare Qualification.

This is a fantastic opportunity to work for an ambitious local charity that is passionate about all children achieving their potential.

We are committed to safeguarding children and all posts are subject to an enhanced DBS check.

To apply please download application pack from our website <http://www.leedsmencap.org.uk/> Please note we do not accept CVs.

For more information please contact Abigail Cunningham on 0113 2475030 or e-mail [abigail.cunningham@leedsmencap.org.uk](mailto:abigail.cunningham@leedsmencap.org.uk)

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|----------------------|--|
| <b>Job Title:</b>    | Room Leader (Temporary)                                    |
| <b>Post:</b>         | 35 hours per week, Monday to Friday, all year round        |
| <b>Reporting To:</b> | Deputy Manager   |
| <b>Salary:</b>       | £9.58 per hour, £19,980 pa pro rata (actual £17,482.50 pa) |
| <b>Annual Leave:</b> | 28 days per year, plus public bank holidays                |
| <b>Playroom:</b>     | Willow Playroom (children aged 2-3 years)                  |

**Main duties and responsibilities:**

**Strategic:**

- To keep up to date with relevant legislation, policy and practice.
- To work under the guidance of the Deputy Managers and Childcare Manager.
- To promote and encourage users of the setting to participate in decision making processes relating to the on-going development of services.
- To establish positive working relationships with other professionals that work with the children and their families.

- Plan and work with other childcare providers to promote the successful transition of children into other settings and schools.

### **High Standards of Care and Education for the Children:**

- Ensure that all staff understand the principles and content of the Early Years Foundation Stage and know how to put them into practice.
- Support staff and volunteers in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting.
- Planning inductions and settling in of new children.
- To ensure that staff comply at all times to the settings policies, procedures and standards including health and safety, hygiene, inclusion, confidentiality, child protection, etc. and practice and promote at all times current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the wellbeing of children.
- Encourage practices that promote children's health, safety and physical, mental and emotional wellbeing.
- Inspire all staff and volunteers to recognise when a child is in danger or at risk of harm and know how to act to protect them.
- Liaise with parents/carers, other family members, staff and professionals to help ensure that the particular needs of children are met and that parental choice is considered in terms of care given.
- Encourage all staff and volunteers to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn to achieve their full potential.
- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision.
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision.
- Encourage all staff and volunteers to talk to children giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next.
- Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
- Actively support the development of children's language and communication skills.
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.
- Ensure all staff can demonstrate the positive values, attitudes and behaviour which the setting expects from the children.
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.
- Work in partnership with parents, colleagues and other professionals to ensure co-ordinated support for children with additional needs.

**Relationships with children and families:**

- To ensure that all staff and volunteers establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children.
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.
- Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them.
- To work in partnership with parents/carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.
- To ensure effective means of communication to families using the centre regarding the provision, including through letters home, notice boards, etc.

**Staff and Team Development:**

- To support the Deputy Managers and Childcare Manager with on-going staff development activities.
- To manage staffing levels within the room to comply with required ratios.
- To ensure regular and recorded team meetings take place.

**General Operational:**

- To ensure that all Ofsted requirements are met.
- To work with Centre Manager to ensure the efficient and hygienic upkeep of the room and facilities.
- Ensure the confidentiality of information about families accessing the setting, complying with Data Protection Act.
- Maintain stock of resources / equipment stock checking and assessing the safety of equipment and resources within the setting – maintain an inventory of all stock and equipment.
- Keep up to date with the nutritional needs of the children. Liaising with the Catering department to ensure that specialist diets are adhered to and to ensure individual feeding programmes are implemented.
- To provide cover to deliver within the setting as needed.
- Any other duties and tasks as requested, to support organisational activities, such as fundraising events and staff meetings.

**Business, Marketing and Administration:**

- Liaise with the Deputy Managers and Childcare Manager to ensure vacant places are filled.
- Work with other early years providers to promote referrals.
- Be responsible for administrative duties associated with the management of the room, such as attendance registers.
- To manage the development and implementation of systems to monitor and record child development.
- To provide data and reports as required.

**JOB TITLE: Room Leader.**

**Person Specification**

In order to fulfil the requirements of the post, applicants must meet the following criteria. Candidates will only be short listed for interview if they can demonstrate in their application that they can, or have the potential, to meet these criteria (essential criteria are marked (E) and desirable criteria are marked (D)).

| <b>Criteria</b>   | <b>How this will be assessed</b>                 | <b>Essential/Desirable</b> |
|---|--|----------------------------|
| <b>Experience</b>   |  |                            |
| At least 2 years' experience of working with young children in the 0-5 age range and their families                                 | Written application and interview and references | E                          |
| Experience of supporting staff, students or volunteers to effectively implement the Early Years Foundation Stage                    | Written application and interview and references | E                          |
| Experience of curriculum planning, assessment, differentiation and recording outcomes to ensure children reach their full potential | Written application and interview and references | E                          |
| Experience of working with children with a range of learning disabilities   | Written application and interview and references | D                          |
| Experience of working to safeguard and protect children   | Written application and interview and references | D                          |
| Working with parents and carers from a range of backgrounds   | Written application and interview and references | D                          |
| Working effectively in partnership with other agencies  | Written application and interview and references | D                          |
| Team leading/Staff training and development   | Written application and interview and references | D                          |
| Working with management committees, partnership groups, etc.  | Written application and interview                | D                          |
| <b>Skills</b>   |  |                            |
| Clear communication skills with both adults and children, in writing and verbally   | Written application and interview                | E                          |
| Creative in approach to children's learning and development   | Written application and interview                | E                          |
| Ability to adequately complete essential record keeping, which are required by Ofsted to meet EYFS framework, such as registers.    | Written application and interview and Test       | E                          |
| Model good practice and engage in self reflection   | Written application and interview                | E                          |
| Clear commitment to equality and diversity  | Written application and interview                | E                          |
| Ability to work collaboratively with colleagues and other professionals   | Written application and interview                | E                          |
| Proficient in the ability to produce reports  | Written application and test                     | D                          |
| Ability to analyse a situation, identify the key issues   | Written application                              | D                          |

|   |                                   |   |
|---|-----------------------------------|---|
| and find solutions to problems.   | and test                          |   |
| <b>Knowledge and Qualifications</b>   |                                   |   |
| Level 3 childcare qualification or above  | Sight of qualification            | E |
| GCSE Maths and English at Grade C or above or evidence of equivalent aptitude   | Sight of qualification            | D |
| EYFS Observation, Assessment and Planning training  | Sight of certificate              | D |
| Paediatric First Aid Certificate  | Sight of certificate              | D |
| Knowledge of the Code of Practice for Special Educational Needs   | Written application and interview | D |
| Knowledge of the particular requirements of children with additional needs in terms of their support, development and care planning | Written application and interview | D |
| Knowledge of all legislation relating to childcare and the inspections process for approval of day care settings                    | Written application and interview | D |
| Knowledge of child protection issues and policies and relevant Safeguarding Children Board procedures                               | Written application and interview | D |
| Working knowledge of relevant Health and Safety and Basic Food Hygiene requirements   | Written application and interview | D |
| Data protection requirements  | Written application and interview | D |
| Understanding of voluntary sector/not for profit organisations  | Written application and interview | D |