



Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Early Years Senior Practitioner	Grade: Proposed: PO2-PO3
Section: Early Years (Children Centres)	Directorate: Children Services (Early Help)
Responsible to following manager: Children Centre Lead	Responsible for following staff: Early Years Practitioner and Support Officers
Post Number/s:	Last review date:

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

The borough has three Children's Centre Teams which are part of the Early Help Services within Children Services. Early Help Services include, Early Education and Childcare Places, Early Childhood and Early learning, Early Years Inclusion, Youth Services and Family Support.

Job Purpose

The Early Years Senior Practitioner will work as part of the management team in the Children's Centre teams within Early Years. The postholder will support the team in providing lead professional support and supervision; delivery reflective practice for early years, children development assessment and support for families, engaging with partners to ensure the best outcomes for children and families who need early

interventions to improve outcomes, school readiness and prevent stepping up to children's statutory services. The postholder will support the use of the Early Years Foundation Stage, Developmental Matters and the Best Start for Life – a Vision for the 1001 critical days. All staff are expected to support the Council's Early Help delivery model and use of direct tools for working with children and families required. The postholder will be a role model of good practice, they will be open and responsive to the needs of the services and flexible in how services are delivered and developed to meet the changing needs of families and children.

Specific Duties and Responsibilities

- Provide the supervision and day to day management of the Early Years Practitioners and Support officers, ensuring that they are provided strong oversight and supervision.
- To support the team on undertaking child development assessments of targeted children and their families in line with Early Year and Early Help support model
- To support the team in understanding the risks to children development when families live in areas of deprivation and how to provide a programme of intervention which identifies services that can support and improve outcomes.
- To support the team in developing a standardise programme across the borough which works in partnership to support targeted children and families that will have a positive impact in narrowing the gap and improving school readiness.
- To support staff team to act as lead professional for targeted children. This includes building a relation with parents and professionals to coordinate and sharing information, agree a programme of activities and intervention which focus on the child's development and skill parents need to gain to ensure the child's needs are being supported.
- Undertake regular audits of child's plans and programmes are addressing needs, the actions support improved outcomes and the quality of recording reflects the lived experience of the child.
- Regularly observe the practice of the staff in the team to ensure that they are providing good quality direct work and provide feedback about what needs to change where work falls below this standard.
- Work with partners to ensure that any professional difference are addressed quickly and solutions found to ensure the best outcome for children and parents.
- Ensure that that safeguarding and health and safety processes are in place and understood by the team, that all new staff have had induction that covers



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safeguarding and health and safety processes and any issues arising out of the safeguarding section 11 audit for early help are implemented.

- To ensure that the team keep high quality case records for all the family, ensuring that assessment, plan and consent sharing protocol are uploaded / entered promptly onto the case management system.
- Contribute to the analysis of data and the performance framework of the Early Help Offer.
- Awareness of the financial challenges facing services and a pro-active approach to making the best use of limited resources across and with both internal and external partners.
- Be a Practice Lead for Early Help, offering supervision for staff groups and participating in any multiagency processes which are supported by early years, health and community where there are concerns regarding a child and their family so that a share plan of action is developed
- Be committed to continuous improvement, and able to have difficult and challenging conversations that will improve the quality of work of staff within Early Help.
- You will support the councils policies and adopt all models and applications which are roll out to ensure staff are non-judgmental and sensitive to the impact of their own beliefs on the families they work with.
- To work closely with our partners in early years, education, health and social care to ensure a strong collaborative partnership to support Team Around the Child plans across a range of services.
- To lead on the development and delivery of targeted early years programming in partnership with Educational Psychology, Health Visiting, Therapies and Mental Health colleagues ensuring they comply with service requirements.
- To work flexibly across a range of sites and settings, delivering sessions in the evening and at weekends as required.

Progression for PO3

- To be pro-active in working with the Children Centre Leads and Local Authority Senior Management in managing budgets and having an approach to making the best value use of resources across and with both internal and external partners.
- To have completed an ILM Level 3 Managers Diploma within a relevant Early Years or Local Authority



- Take the lead on managing the training of staff undertake training in line with accredited national frameworks

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

Team structure

When advertising externally please add the current team structure here and remove the sentence above.

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Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/T/C (see below for explanation)
Knowledge	
Of the Early Years Foundation Stage, and Developmental Matter	A I
The Best Start for Life: A Vision for the 1,001 Critical Days	A I
Of Safeguarding children and risk assessment	A I
Of Early Help and working in diverse communities	A I

Of working with children and knowledge of child development in relation to emerging needs and SEND	A I
Of relevant Ofsted inspection for Early Years	I
Experience	
Of delivering programming for targeted early years services	A I
Of delivering plans for children with emerging or identified needs	A I
Of recording and using IT systems and digital tools to improve outcomes	A I
Of solution focused planning for children and families	A I
Of delivering early year services to children and parents from diverse cultural, linguistic and religious backgrounds	A I
Skills	
Excellent communication skills	A I
An effective inquisitive, persistent and non-judgemental approach when working with vulnerable children and families and the ability to translate this to support programme to address gaps and improve outcomes	A I
Ability to construct a good quality written report or plan and to use language that is accessible and easy to understand	A T
Ability to provide effective supervision that supports staff to provide a consistently good service	A I
Qualifications	
Qualification at level 4 or above in Early Year, Early Childhood Education, and/or Child Development with proven experience of working within a relevant professional early years capacity.	A C
Demonstration of continuing professional development and how this has informed your early years practice	A I C

A – Application form / CV

I – Interview

T – Test

C - Certificate