



Role Profile

EARLY YEARS OFFICER

Reference No.	A4122	Type	Individual
Service	Education		
Job Family	Care 5	Grade	FC6

Purpose

Under the leadership and direction of the Headteacher and management team, working as a member of a team, supporting the delivery of a broad and balanced Early Years curriculum within a caring, safe and welcoming environment that enables each child to achieve their potential. To contribute to the creation of a positive early learning ethos which develops children's self-esteem and personal identity in a climate of trust and praise. To work with parents and carers, and with other agencies, to promote the welfare and development of every child.

Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:

Interacting effectively and enthusiastically with children, motivating and engaging them in learning activities appropriate to their needs.

Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility

E D

To ensure you achieve registration with SSSC as a **Practitioner in Day Care of Childrens Service** within 6 months of starting in a new role, you must apply to register within 3 months of your start date.

✓

To maintain your registration, you must hold the SSSC benchmark qualification for the role. This includes SVQ Social Services (Children and Young People) at SCQF level 7. The benchmark qualifications are listed here <https://www.sssc.uk.com/registration/help-with-register-parts-fees-and-qualifications/>

✓

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Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility	E	D
	Experience in delivering a child centred curriculum Experience working with a range of support agencies to support children and families Experience of working with parents and supporting or leading information sharing sessions on a range of topics/issues		✓
Observing and assessing children and recording of their progress.	Experience of working with children 3 to 5 years of age Experience of working with children under 3 years	✓	✓
Completing and maintaining Personal Learning Journey for a keyworker group, sharing observations and contributing to discussions about each individual child's progress.	Experience of writing reports and children's records	✓	
Supporting children's participation in learning experiences appropriate to their needs. Contributing to a wide range of learning activities (e.g. out of establishment visits), and the achievement of appropriate learning outcomes.	Knowledge of Curriculum for Excellence Knowledge of the Birth to Three curriculum and relevant training Knowledge of Building the Ambition	✓ ✓	✓
Supporting the achievement of appropriate learning outcomes for each child including planning and recording activities for individual children to extend their learning experience.	Evidence of additional learning or qualifications in Early Years Childcare and Education e.g. Professional Development Award (PDA), BA in Childhood Studies ICT skills	✓ ✓	✓

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Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility	E	D
Promoting equality and awareness of cultural diversity, ensuring that every child experiences a fair and friendly environment.	Experience of working with vulnerable children and families		✓
Promoting and valuing each child and supporting their welfare, including their personal, social and emotional wellbeing.	Knowledge of Getting it Right for Every Child (GIRFEC)	✓	
Carrying out personal care/cleaning tasks approximating to the home care of nursery age children.	Follow hygiene procedures	✓	
Looking after the physical needs of children, including escorting duties, where appropriate.	Ability to provide an effective service	✓	
Recording and reporting on concerns regularly, contributing to children's personal plans (IEPs) or other files, where appropriate.			
Contributing to team meetings and to the evaluation of the work of the service.			
Evaluating progress against identified priorities (including regular planning) and participating in activities which support evaluation of the establishment's work.	Knowledge of How Good is Our Early Learning and Childcare (HGIOELC) and improvement methodology	✓	
Promoting parental participation and effective partnerships with parents and the community.	Communication skills	✓	
Establishing positive working relationships with other staff, parents, carers and children, including where appropriate home visiting.	Initiative taking skills	✓	
Conducting parent/carer interviews in respect of a range of issues, e.g. advice and support, reporting on progress.			
Liaising with parents on day-to-day matters concerning their children's welfare and development.	Experience of working without supervision	✓	
Offering appropriate guidance and support, working with groups of parents on various issues e.g. supporting quality parenting.	Additional training in programmes e.g. PEEP, Incredible Years, Bookbug, Play Away		✓

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Liaising with and developing positive and productive relationships with professionals from a wide range of agencies, including health and social care. Contributing to joint reports, review meetings or case conferences as appropriate.	Team working skills	✓	
Liaising with staff working at other stages in Education or in other locations and services, to promote continuity for children at points of transition.			
Working with staff both within and beyond the establishment and to promote the development of children and their families.	Experience of leading workshops particularly for parents and colleagues		✓
Preparing, monitoring and maintaining resources to provide a safe, stimulating learning environment on a day to day basis. Where necessary carrying out daily checks and to request new resources to replace faulty <i>or damaged</i> items.	Experience of establishing learning areas Experience of identifying appropriate resources to extend learning	✓ ✓	
Contributing to the support and training of students, parent helpers and volunteers and provide basic advice and support to pupil support assistants, as required.			
Contributing effectively to the delivery of the early year's curriculum.	Knowledge of child development birth to 5 years Knowledge of attachment theory	✓	✓
Dealing with a wide range of parents/carers and to respond appropriately to challenging situations, or to support families in crisis.	Listening and de-escalation skills Experience of providing advice and information concerning access to appropriate support agencies		✓ ✓
Regular cash handling of petty cash/funds and maintain records of expenditure/receipts for the purpose of purchasing snack and small purchases to enhance <i>learning</i> outcomes.	Cash handling skills Numeracy skills	✓ ✓	

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Applying relevant health and safety regulations.eg; food handling, basic first aid.	Additional knowledge and training e.g. food hygiene, moving and handling, child first aid		✓
The main duties and responsibilities of the post includes the individual's responsibility for promoting and safeguarding the welfare of people s/he will be providing support or care for or comes into contact with.			
Undertaking all other duties as required for the role. Duties will be in line with the grade.			

Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required	
<p>Before confirming appointment: You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement.</p>	
Additional Information – the following information is available:	Expected Behaviours
<ul style="list-style-type: none"> • Skills Framework (if applicable) • How we work matters 	<p>Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.</p> <p>Please refer to How We Work Matters Guidance to learn more.</p>