

Key tasks, knowledge and responsibilities:

- Engage in a child-centred approach to early learning and care in partnership with children promoting children's agency and participation at their early learning and care environments.
- Maintain highly reciprocal, responsive and respectful relationships & interactions with babies, toddlers and young children and foster the development of their peer relationships.
- Maintain high quality stimulating learning environments indoors and outdoors for children that ensure their safety and security; promote child centred learning and offer engaging and enriching experiences that support and promote their health, wellbeing, identity and belonging and learning and development.
- Value play as a life enhancing experience for children.
- Contribute to the development of long-term and short-term plans to meet the diverse needs of children both at group and individual level based on observations, experience working with the child and reflection.
- Use a range of appropriate observation strategies to identify babies' and young children's needs.
- Work in partnership with parents, families and guardians in the care and learning of their children.
- Contribute to the maintenance of continuous compliance with statutory regulations, legislation, contractual obligations and practice frameworks relevant in an ELC setting.
- Engage in learning opportunities to improve knowledge and skills at a personal and professional level.
- Maintain effective working relationships with colleagues and actively participate in and contribute to team activities.
- Be aware of anti-bias policies, procedures and practices that adhere to equality legislation.
- Contribute to the maintenance of a comprehensive records management system
- Support children's transitions, into, out of and within the setting.

CHILD DEVELOPMENT

- Knowledge of a range of theories on child development.
- Knowledge of babies' and children's overall holistic needs and development.
- Knowledge of atypical development in babies and children (0-6).
- Understanding of the significance to practice, of family, social, cultural and environmental factors and their impact on child development, wellbeing, identity and learning.
- Ability to provide for babies and young children's holistic development and learning.
- Ability to carry out and record in-depth observations of babies and children (0-6).

PLAY AND LEARNING

- Ability to engage in enquiry based pedagogical practice.
- Ability to implement a range of play based strategies in the provision of all experiences and activities for babies and young children.
- Knowledge of assessment of learning in early years' education in line with national guidelines.
- Ability to implement pedagogical strategies to support children's emergent language, literacy, (including digital literacy), numeracy, creativity, early science, technology engineering, arts and mathematics (STEAM).
- Ability to contribute to the development, implementation and evaluation of an appropriate curriculum for babies and children (0-6).
- Ability to set up and introduce a wide variety of suitable educational/play activities.
- Ability to record and share observations in planning processes for children's future learning.

SOCIAL ENVIRONMENT

- Knowledge of social and environmental factors and their effect on babies and children (0-6).
- Knowledge of national social policy and current legislation and its implications for ELC.
- Knowledge and understanding of equality issues and different customs, cultures and family structures in society today; and the ability to take account of these when working with babies and young children.
- Knowledge of some of the methods available for improving adverse social and environmental factors for babies and young children, including knowledge of the public services available locally and nationally and the ability to use these appropriately for the benefit of children.
- Knowledge of and ability to implement child protection policy, procedures and practice.
- Ability to perform varied tasks, some complex and non-routine, in the maintenance of the environment (indoors and outdoors) for babies and children (0-6).
- Ability to engage in ethical, rights based, inclusive and participatory practice ensuring the voice of the child is heard, listened to and acted upon.

SAFETY, HEALTH AND WELLBEING

- Ability to undertake activities to support and promote high quality practice in relation to the safety, health and wellbeing of babies, toddlers and young children ensuring knowledge is relevant and current.

SAFETY, HEALTH AND WELLBEING continued

- Ability to perform a range of procedures, some complex and nonroutine in the care of babies and young children (0-6).
- Knowledge of the nutritional needs of babies and children (0-6).
- Ability to plan and prepare a balanced nutritional diet for babies and children (0-6).
- Ability to perform basic first-aid procedures in an emergency with a child.
- Ability to perform routine tasks in the care of an ill child.
- In-depth knowledge of safety precautions and regulations with regard to ELC services for babies and children (0-6).
- Ability to take responsibility for the enforcement of safety procedures within ELC services for babies and young children and perform competently the tasks to support these procedures.
- Knowledge of child protection policy and procedures.

PERSONAL PROFESSIONAL DEVELOPMENT

- Self-awareness and a sensitivity as to how this affects interaction with young children.
- Ability to manage oneself in a working situation with limited autonomy and responsibility.
- Ability to manage continuing personal and professional development.
- Ability to collaborate with others in teamwork.

COMMUNICATION, MANAGEMENT AND ADMINISTRATION

- Ability to engage in high quality interactions with children.
- Ability to communicate effectively with adults and children including barriers to communication & how these might be overcome.
- Ability to communicate using literacy and numeracy skills.
- Ability to contribute effectively to the implementation and maintenance of the ELC environment.
- Ability to maintain interpersonal, intrapersonal and self-awareness skills in all interactions with a variety of stakeholders. Including parents, staff and children.
- Awareness of a range of methods of technical communication and the ability to use these at a basic level in the operation of an ELC setting.
- Ability to perform varied tasks, some complex and non-routine, in the maintenance of the environment (indoors and outdoors) for babies and children (0-6)