

## JOB DESCRIPTION

<b>Job Title:</b>	Part-Time Early Years Teacher
<b>Salary Range/Grade:</b>	£16.41 per hour – part time, term time only, flexible working 3 days a week
<b>Reporting To:</b>	Chief Executive Officer – Lynn Evans
<b>Main Purpose of Job:</b> To narrow the attainment gap in the EYFS at the end of the Reception Year across the Reach Area with a particular focus on the most deprived Super Output Areas and on the progress of children in receipt of 2-year-old funding and the Early Years Pupil Premium.	
<b>Key Task List:</b> <ol style="list-style-type: none"> <li>1. To be responsible for building links and partnership agreements between all reach area Early Years settings and the Children's Centres in North Wiltshire – specifically Calne and Chippenham.</li> <li>2. To be responsible for developing smoother transitions between settings and local schools for parents and children.</li> <li>3. To be responsible for meeting parents in Early Years settings providing a link with Children's Centre services and ensuring that children are registered with their Children's Centres and seen regularly.</li> <li>4. To provide support to Early Years settings in signposting parents to outreach support from the Children's Centre and in enabling parents to access Centre services.</li> <li>5. To be responsible for visiting settings, to model and develop excellent practice and provision for Funded 2 year olds, EYPP children and any children susceptible to underachievement (especially in the prime areas PSED, CL and PD) and in so doing to develop more effective tracking systems to monitor these children.</li> <li>6. To be responsible for monitoring and tracking the progress of all Funded 2-year olds in the Reach Area and to challenge settings about appropriate interventions in ensuring children make good progress.</li> <li>7. To be responsible for the nurturing/mentoring of RISE Trust team members, encouraging them in their CPD and in taking roles within the team.</li> <li>8. To be responsible for meeting regularly with RISE teams to gather EYFS data and discuss/monitor children's progress.</li> </ol>	

To specifically support the development of high-quality provision for Funded 2-year olds within the RISE Trust services and across Funded 2 year old providers in the Reach Areas. Track and monitor these children in order to support good outcomes at the end of the EYFS by:

1. Providing funded twos network meetings for sharing practice (including moderation of assessment data).
2. Providing, maintaining and further developing good links with local schools through the hosting of the Area Transition Networks.
3. Analyse the data of the settings and work with the Local Authority to support the setting to meet the community needs.

### **Job Activities – Standard Terms Common to all Job Descriptions**

1. Promoting the organisation's Equal Opportunities policies.
2. Promoting the organisations quality systems.
3. To maintain services which are welcoming, culturally sensitive, accessible and reflect the RISE Trust's Christian values to local families with young children.
4. Discharging the duties of the post having due regard for the provisions of Health & Safety at Work legislation, as detailed in the Health & Safety manual.
5. Undertaking such additional duties as required which are commensurate with the grade and responsibilities of the post as directed by the CEO.

The RISE Trust is a Christian Community charity, which is totally diverse and inclusive. Members of staff are expected to have an empathy for, and understanding of, our values and beliefs.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment***

PERSON SPECIFICATION		
Factors	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Educated to at least Degree level (or equivalent)</li> </ul>	Teaching qualifications Social Work, Mental Health or Parenting qualification
<b>Experience / Knowledge</b>	<ul style="list-style-type: none"> <li>Minimum of 2 years working in the community to develop and deliver support services for children and their families.</li> <li>Experience of working with a range of partners and the ability to develop effective working relationships.</li> <li>Ability to produce clear and concise reports for a variety of audiences.</li> </ul>	Experience of organising committees/steering groups. Experience of partnership working with voluntary sector and local authority. Previous work within a Children's Centre. Previous line management experience including conducting reviews and appraisals of staff.
<b>Skills / Abilities</b>	<ul style="list-style-type: none"> <li>Understanding of and commitment to community development approaches in the participation of service users in service planning, delivery and evaluation.</li> <li>An understanding of relevant social policies concerning families and in particular of the government's agenda for children's services.</li> <li>Good organisational and management skills to ensure team members have workplans and meet deadlines.</li> <li>Ability to produce written material for a range of readerships.</li> <li>Ability to engage with individuals from a range of backgrounds.</li> <li>Good level of computer literacy, including Outlook, Word and Excel.</li> <li>Ability to devise and lead training as identified through local data and trends.</li> </ul>	Experience of using a range of public involvement/user participation/consultation techniques.  Using data to inform service planning.
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Ability to communicate effectively with a broad range of people, from families to Senior Managers. Non-judgemental approach.</li> <li>The ability to prioritise workload and meet deadlines whilst under pressure, working in a fast moving environment.</li> <li>Responsive to change and new ideas; adapt to new systems. Adopting flexible working pattern in order to meet need of service and families.</li> </ul>	.The ability to empathise with parents/carers.