**ROLE PROFILE**

**Role Title: Practitioner**

**Service Group: Settings and School Services**

**Accountable to:**

**Grade: E**

**Date: December 2015**

**JE code: JE1344**

**Purpose of job**

Delivery of key activities within an integrated service offering care, education, employment guidance and family support that meet the needs of children and families, particularly those who find it difficult to access key services, through establishing positive relationships in an environment that is welcoming and inclusive.

**Key Objectives**

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| 1 | Promote and deliver a range of activities to support the Early Years Foundation Stage (EYFS), providing positive child centred learning opportunities and, in particular, plan and deliver a range of universal and targeted Stay and Play sessions to support children and families accessing the EYFS leading to school readiness. |
| 2 | Support parents of children under 5 years old to increase knowledge of their child’s development and potential, enable them to gain confidence in their role as a parent and to build better family relationships by applying professional expertise and best practice. |
| 3 | Contribute to the promotion and delivery of outreach services, targeting families who find it difficult to access provision. |
| 4 | Contribute to the increase of local community involvement in children’s centre services through developing the capacity of local people, volunteers, community organisations, ensuring that community involvement is at the centre of the programme. |
| 5 | Where appropriate. ensure progressive communications with partner agencies thereby contributing to a positive multi-agency approach to meeting the needs of the children and families in line with the children’s centre service approach. |

**Scope**

The Practitioner role is the key front line delivery point of children’s centre services. The post holder will have daily contact with parents and children and will be responsible for recommending programmes to meet the needs of the local community. The role holder will additionally deliver a flexible programme from outreach sites ensuring access to provision, if travel is a barrier for families.

The role will involve regular liaison with statutory service providers and third sector organisations. As part of a multi-agency team, they will be responsible for maintaining positive productive professional relationships, particularly with health, social care, education, employment advice and childcare providers.

**Financial and resources**

The post holder will not have specific responsibility for budget management

**Special Factors**

The role will have a positive impact on children and families, particularly those who are deemed to be more vulnerable, through enhanced and quality parental engagement, parenting skills development, health promotion and childcare within designated communities.

**Work Profile**

*Managing Resources*

* Work within the health and safety and safeguarding processes and arrangements and ensure that these are understood by staff and partners
* Ensure that resources are maximised and reduce the possibility of duplication
* Support the implementation of risk assessments

*Motivation*

* Contribute to the motivation of others through working with them to problem solve and seek creative solutions to thorny issues.
* Tenacious and resilient, particularly in times of change and uncertainty
* Focus on continuous improvement to ensure that the desire to do better is an intrinsic motivator
* Support and empower parents/carers to find the most appropriate way in which they can resolve issues.

*Delivering Performance*

* Be part of a culture where staff embrace a positive attitude to continuous improvement
* Signpost and assist families to access a wide range of services and opportunities and act as an advocate for families, if required.
* Work sensitively and flexibly with families in order to identify and overcome barriers to accessing services – which may involve visiting families at home or delivering services in other community venues, possibly outside of core working hours,.

*Team Working*

* Establish co-operative working relationships with a wide range of partners, internal and external, in order to identify and contribute to programmes that improve outcomes for families and children.

*Focus On The Customer*

* Ensure that children and parents/carers have the opportunity to feed into local aspects of service design and delivery.
* Contribute to the monitoring arrangements to capture the views and expectations of children and parents/carers which contribute to service improvement.

*Leading Change*

* Actively support a changing culture by promoting the benefits with internal and external partners
* Recognise where there is potential conflict and take swift remedial action to counteract and deflect it.

**Job Context**

**Stage 1**

Due to the changes taking place incrementally, as individual schools sign up to the model of management, the structure will need to have a level of flexibility to reflect the differing responsibilities required during the transformation from an entirely local authority management approach to one that is predominantly school led. It is anticipated that this will occur over a 12 month period.

When transferred

**Stage 2**

This is proposed to be the final staffing structure with the majority of children’s centres services being delivered through school leadership. It is highly likely that there will be a small number of centres not being managed through a school and they will be retained within the local authority management structure.

**PERSON SPECIFICATION**

**In this section the Skills, Knowledge, Qualification and Competency requirements to perform the role to a satisfactory standard are set out. The extent, nature and level of the role holder’s knowledge and skills should be specified**

**Awareness** some knowledge or skills sufficient to show aptitude and the ability to learn in the particular work area

**Significant**  knowledge and skills gained through practice and/or qualification sufficient to fulfil the role requirements

**Extensive** knowledge and skills gained through practice and/ or qualification to fulfil the role requirements and contribute to training others and developing policy and practice in the work area

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| **PERSON SPECIFICATION** | **Examples specific to role** | **Required** | | **Level** | | | **Method of Assessment application form, interview, testing, reference** |
| **Essential** | **Desirable** | **Awareness** | **Significant** | **Extensive** |
| **SKILLS AND KNOWLEDGE**  **Technical knowledge and qualifications** | Five GCSE passes A – C or equivalent, including English and Maths | **√** |  |  |  | **√** | **AF** |
| Early education or childcare related qualification | **√** |  |  | **√** |  | **AF/I** |
| ICT skills – able to use Microsoft Office and apply information | √ |  |  | **√** |  | **AF** |
| Knowledge of principles of children’s centre services | √ |  |  |  | √ | **AF** |
| Practical knowledge of a range of early childhood services available to support parents e.g. childcare, education, health, employment support and third sector organisations. | **√** |  |  |  | **√** | **AF/I** |
| Understanding of child development | **√** |  |  |  | **√** |  |
| **Planning and organising work** | Ability to co-ordinate and manage a demanding workload in order to meet service requirements | √ |  |  |  | √ | **AF/I** |
| **Planning capacity and resources** | Ability to match resources with local need | √ |  |  |  | √ | **AF/I** |
| **Influencing and interpersonal skills** | Ability to demonstrate empathy and respect confidentiality | √ |  |  |  | √ | **AF/I** |
| Good skills in motivating people and encouraging self help projects | √ |  |  |  | √ | **AF/I** |
| Ability to develop appropriate professional relationships with diverse partners to ensure that positive outcomes for children and families are met or exceeded | √ |  |  |  | √ | **AF/I** |
|  | Ability to enthuse others of principles and values children’s centre services | √ |  |  |  | √ | **I** |
| **PROBLEM-SOLVING**  **Using initiative to overcome problems** | Ability to analyse complex situations and provide effective solutions | √ |  |  |  | √ | **AF/I** |
| Ability to respond positively and co-ordinate and manage self and others through challenges which require flexibility, adaptability and resourcefulness | √ |  |  |  | √ | **AF/I** |
| **Managing risk** | Ability to respond calmly and appropriately to problems and issues arising in the workplace | √ |  |  |  | √ | **AF/I** |
| Ability to understand risk and contribute to preparing risk assessments relating to children’s centre activities | √ |  |  |  | √ | **I** |
| Awareness of safeguarding and health and safety implications when developing projects | √ |  |  |  | √ | **AF/I** |
| **Managing change** | Willingness to adapt and work within a team to develop and support change | √ |  |  |  | √ | **AF/I** |
| **ACCOUNTABILITY and RESPONSIBILITY**  **Undertakes tasks without supervision** | Ability to work independently following correct procedure and meeting deadlines | √ |  |  |  | √ | **AF/I** |
| **Managing people** | N/A |  |  |  |  |  |  |
| **Managing financial resources** | N/A |  |  |  |  |  |  |

**COMPETENCIES REQUIRED – All post holders must be able to comply with the Council’s core competency requirements, Leading Change, Focus on the Customer, Team Working, Delivering Performance, Motivation, and Managing Resources.**

**CORPORATE SAFEGUARDING STATEMENT – All post holders must be committed to applying and upholding the Council’s Corporate Safeguarding Policy Statement. Specific safeguarding responsibilities should be detailed in this document. This post is subject to safer recruitment processes.**

**Other information e.g.**

* able to travel to meet service delivery requirements
* available to undertake work outside of normal working hours

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| Signed Line Manager | Signed Assistant Director |  |
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| Print Line Manager | Print Assistant Director | Date |