



What can I do with my degree in Early Childhood Education & Care?

Contents

The Local Picture:.....	3
The National Picture:	3
Typical Employers	3
Job Options	3
Work experience	2
Skills for your CV	3
Further study.....	3
Useful Links	3
Children's Nurse	3
Community development worker	4
Counsellor.....	4
Educational Psychologist	4
Family Support Worker.....	5
Learning Mentor	5
Psychotherapist (Adult and Child)	5
Social Worker.....	5
Speech and Language Therapist.....	6
Teacher (For all routes): Primary/ Secondary See sub categories for Early Years, Further Education and Special Needs.	6
Teaching Assistant	8
Youth Worker	8
Examples – Job Descriptions and Person Specifications.....	9
Pre-school Learning Alliance	10
Children Operations Manager (Maternity Cover)	10
Colmers Farm Primary School	16
Lecturer in Early Years	20
Children and young people worker	25
Senior Family Support Worker	29
Family Support Worker.....	32
Welfare and Safeguarding Officer	Error! Bookmark not defined.
Enterprise Graduate Management Programme	40

The Local Picture:

Below are examples of job roles and further study destinations of previous Newman University Early Childhood Education & Care graduates, 6 months after graduation.

Examples of Job Roles:

- Accounts Assistant
- Childcare Officer for Birmingham City Council
- Children's Contact Supervisor for Dudley Borough Council
- Deputy Manager at a Primary School
- Early Years Practitioner for the YMCE
- Early Years Teaching Assistant in a Primary School
- Fitness Instructor for Birmingham City Council
- Manager for a childcare centre
- Nursery Practitioner
- Nursery Supervisor
- Play and Recreation Facilitator for Birmingham Children's Hospital
- Senior Manager at a nursery
- Teaching Assistant

Examples of those in Further Study:

- MA Education
- MA Education (Inclusion & Special Educational Needs)
- PGCE Primary 3-7 years
- School Direct PGCE Primary

The National Picture:

An overview of what graduates in [Early Childhood Studies](#) do nationally is outlined below and at [Prospects.ac.uk](https://prospect.ac.uk). Full information data can be found at [What Do Graduates Do?](#) produced by the Higher Education Careers Service Unit (HECSU).

More than a quarter of early childhood studies graduates were working as nursery nurse assistants or teaching assistants. Those who go onto further study often study for teacher training qualifications.

Typical Employers

Early Childhood Studies graduates enter employment in a variety of sectors with a range of employers, including local authorities, local and national charities, state and independent schools, nurseries and health authorities. In recent years, both Children's Centres and the National Health Service (NHS) have employed graduates from childhood studies degrees.

Job Options

Early Childhood studies is an excellent foundation for a range of careers working with children and young people in many areas including health, education and social care.

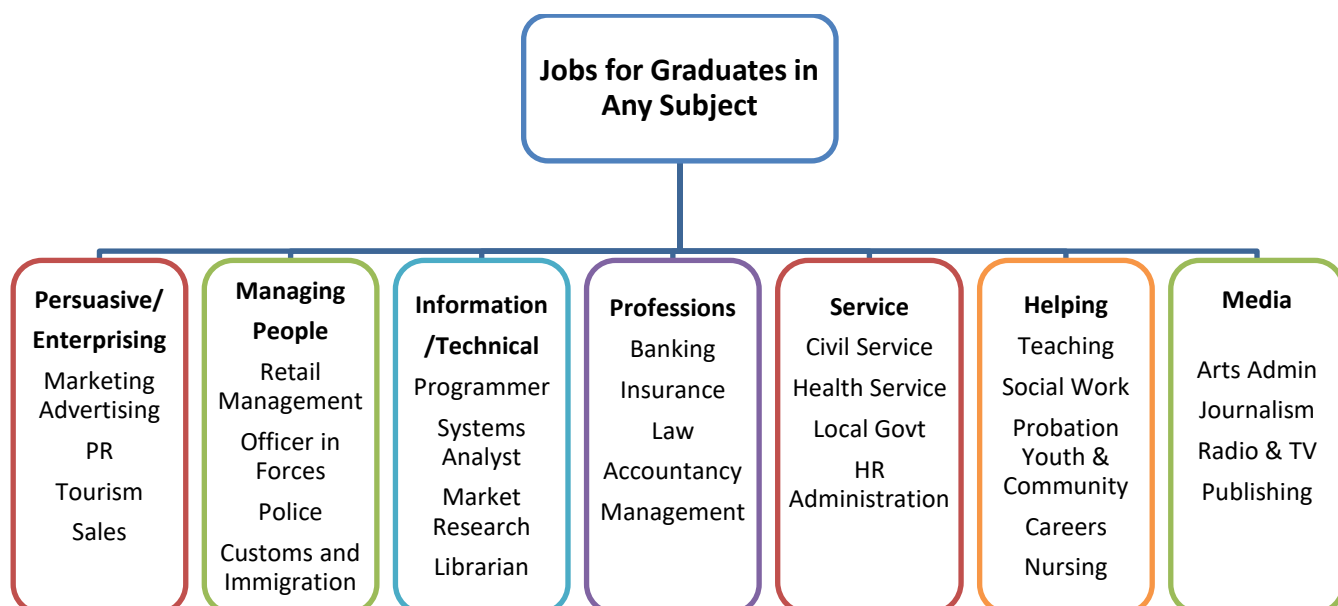
Jobs directly related to your degree include:

- Early years teacher
- Education Consultant
- Family support worker
- Health play specialist
- Learning mentor
- Primary school teacher
- Special educational needs teacher
- Social worker
- Teaching assistant
- Youth worker

Jobs where your degree would be useful include:

- Child psychotherapist
- Children's nurse
- Community development worker
- Counsellor
- Educational psychologist
- Speech and language therapist

Remember that many employers accept qualifications from graduates with any degree subject, so don't restrict your thinking to the jobs listed here. Also consider the following:



To find out more about which jobs might suit you, log in to [What Job Would Suit Me?](https://www.prospects.ac.uk) At Prospects.ac.uk, the UK's biggest graduate careers website.

Work experience

There are many ways to get relevant experience of working with children. You could try local youth and sports clubs, Brownies and Scouts groups, summer play schemes, summer camps and Sunday schools. Private tutoring or mentoring is also a possibility, particularly if you have a useful skill. If you wish to go into social work, some experience of working with the vulnerable children and families in the local community will be helpful.

If you are considering a career in teaching or social work you need to evidence as much experience in the classroom. Classroom experience can be gained by arranging visits to schools to observe and talk to teachers.

Skills for your CV

An early childhood studies degree develops specific skills and knowledge around the subject of how children learn and develop. You will learn about the history and culture of childhood, as well as the major theories of social, emotional and cognitive development.

Your course will also give you transferable skills, such as:

- written communication developed through writing essays;
- oral communication skills gained through reasoned debates during seminars and presentations;
- the ability to work as part of a team, through collaborative group work;
- research and analytical skills with the ability to judge and evaluate information;
- organisational and time management skills by prioritising tasks to ensure academic, social and work commitments are completed on time;
- negotiation, informally with peers and formally with staff;
- problem solving;
- IT skills.

Further study

Early childhood studies graduates that go on to further study tend to take courses that lead to professional status. The most popular option is the postgraduate certificate in education (PGCE), as many graduates go on to work as primary or secondary school, early years or special education needs (SEN) teachers. Find out more about [teacher training](#).

Other popular professional courses include nursing and postgraduate courses in social work. Employers are often supportive of further study and may support employees by providing funding or time off to complete coursework. Another option if you wish to pursue a career in social work is the intensive 14-month [Step Up to Social Work](#) training programme.

For more information on further study and to find a course that interests you, see [Masters degrees](#) and [search postgraduate courses](#).

Useful Links

Use the contacts below to network within the sector to find out what is going on, and when and how they recruit staff. The job search/information below is in alphabetical order (Adapted from [Prospects.ac.uk](#) , checked August 2020)

Children's Nurse

- [Nursing and Midwifery Council \(NMC\)](#)
- [NHS Service Directories](#)(List of NHS Trusts)
- [Nursing degree apprenticeships](#) (to apply for apprenticeships)
- [NHS Careers](#) (includes job roles, qualifications and career paths)
- [NHS](#) (for jobs)
- [Nursing Agencies](#) (searchable list of recruitment agencies)

- [Nursing Times](#) (for jobs)
- [Royal College of Nursing](#) (for professional development)

Please see [Children's Nurse](#) on Prospects.ac.uk for further resources

Community development worker

- [Do-it.org](#) (the UK's national volunteering database, also includes jobs)
- [International Association for Community Development](#) (IACD, for opportunities overseas)
- [Goodmoves](#) (for jobs)
- [Guardian](#) (for jobs)
- [Jobs go Public](#) (public sector jobs)
- [Local Government Jobs](#) (for jobs)
- [National Association of Schoolmasters and Union of Women Teachers](#) (NASWUT) Youth and Community Workers pay scales
- [National Youth Agency](#) (NYA) for youth work careers
- [Third Sector](#) (for jobs)
- [WM Jobs](#) (for public sector jobs across the West Midlands)

Please see [Community Development Worker](#) on Prospects.ac.uk for further resources

Counsellor

- [British Association for Counselling and Psychotherapy](#) (BACP) includes jobs for members
- [Community Care](#) (for jobs)
- [Counselling Directory](#)
- [Guardian](#) (for jobs)
- [National Counselling Society](#)
- [NHS](#) (for jobs)
- [UK Council of Psychotherapists](#) (UKCP)
- [Relate](#), the relationship people (for jobs)

Please see [Counsellor](#) on Prospects.ac.uk for further resources

Educational Psychologist

- [Association of Educational Psychologists](#) (AEP, includes careers advice and training routes)
- [British Psychological Society](#) (BPS, for career paths and training)
- [Educational Psychology Funded Training Scheme](#)
- [Health and Care Professions Council](#) (HCPC)
- [Jobs in Psychology](#) (for jobs)
- [Jobs go Public](#) (jobs in the public sector)
- [Taylor Francis Online Journal](#) – Educational Psychology in Practice

Please see [Educational Psychologist](#) on Prospects.ac.uk for further resources

Family Support Worker

- [Charity Choice](#) (directory of UK charities)
- [Charity Job](#) (for jobs)
- [Children & Young People Now](#) (for jobs)
- [Community Care](#) (for jobs)
- [Jobs go Public](#) (jobs in the public sector)
- [Local Government Jobs](#)
- [WM Jobs](#) (for public sector jobs across the West Midlands)

Please see [Family Support Worker](#) on Prospects.ac.uk for further resources

Learning Mentor

- [EduStaff](#) (for jobs)
- [Eteach](#) (for jobs)
- [Jobs go Public](#) (jobs in the public sector)
- [Local Government Jobs](#) (for jobs)
- [Mentoring and Befriending Foundation](#) (for volunteering)
- [WM Jobs](#) (for public sector jobs across the West Midlands)

Please see [Learning Mentor](#) on Prospects.ac.uk for further resources

Psychotherapist (Adult and Child)

- [British Association for Counselling and Psychotherapy \(BACP\)](#)
- [British Psychoanalytical Council](#)
- [British Psychotherapy Foundation](#)
- [Birmingham Trust for Psychoanalytic Psychotherapy](#)
- [Association of Child Psychotherapists \(ACP\)](#)
- [NHS](#) (for jobs)
- [NHS Careers](#)
- [UK Council for Psychotherapy](#)
- [Young Minds](#) (for jobs)

Please see [Child Psychotherapist](#) on Prospects.ac.uk for further resources

Social Worker

- [British Association of Social Workers \(BASW, includes jobs\)](#)
- [Care Quality Commission](#) (independent regulator of health and social care in England)
- [Charity Job](#) (for jobs)

- [Community Care](#) (includes jobs)
- [Compass Jobs Fairs](#) (social work and social care conference and recruitment events across the UK)
- [Children & Young People Now](#)
- [Frontline](#) (accelerated 2 year social work programme for graduates in children's social work)
- [Great Social Care](#) (for jobs)
- [Jobs Go Public](#) (for jobs)
- [Local Government Jobs](#) (for jobs)
- [NHS](#) (for jobs)
- [Skills for Care](#) (the sector skills council for health and social care professions)
- [Think Ahead](#) (fast track mental health social work training for graduates)
- [Step Up to Social Work](#) (intensive 14-month social work programme for graduates looking to work with children)

Please see [Social Worker](#) on Prospects.ac.uk for further resources

Speech and Language Therapist

- [Afasic](#) supports parents and represents children and young people with speech, language and communication needs (SLCN)
- [Charity Choice](#) (directory of 160,000 UK charities)
- [Health and Care Professions Council](#) (HCPC) for accredited courses
- [NHS Careers](#) (includes job roles, qualifications and career paths)
- [Health Jobs UK](#) (for jobs)
- [Association of Speech and Language Therapists in Independent Practice](#)
- [List of NHS Trusts](#)
- [NHS](#) (for jobs)
- [Maxxima Group](#) (specialist recruitment agency)
- [Royal College of Speech and Language Therapists](#) (RCSLT, includes jobs)

Please see [Speech and Language Therapist](#) on Prospects.ac.uk for further resources

Teacher (For all routes): Primary/ Secondary

See sub categories for Early Years, Further Education and Special Needs.

- [Catholic Education Service](#) in England & Wales (for information - includes school directory)
- [EduStaff](#) (for jobs)
- [Eteach](#) (for jobs)
- [Local Government Jobs](#) (for jobs)
- Government Websites for information, advice, experience and jobs are listed below.
 - [Department for Education in England](#) Government organisation (for information)

- [Disclosure and Barring Service \(DBS\)](#) (for information)
- [Find a Job in Teaching Government Website](#) (for jobs)
- [Get into Teaching \(in England & Wales\) Government Website](#) (for information and experience) - outlines the different training routes, funding and advice. You can contact them for updates, support with work experience and your PGCE application.
- [Office for Standards in Education, Children's Services and Skills \(Ofsted\)](#) (for information)
- [Schools and College Careers Government Website](#) (for information). Includes NQT Induction and teaching standards
- [Search for Postgraduate Teacher Training Courses](#) (for courses)
- [Teacher Training Funding in England](#) (for information)
- [National Education Union](#) (for information and advice)
- [NASUWT Teacher's Union](#) (for information and advice)
- [Society for Education and Training](#) (professional membership body for further education , vocational teaching and training)
 - [Qualified Teacher Learning and Skills \(QTLS\)](#) for post-14 education and training
- [Times Educational Supplement \(TES\)](#) (for jobs)
- [UCAS \(Universities and Colleges Admissions Service\) Teacher Training](#) (for courses)
- [WM Jobs](#) (for jobs)

Early Years

- [Birmingham Catholic Primary Partnership \(BCPP\)](#) (for jobs)
- [Day Nurseries](#) (for jobs)
- [Early Years Alliance](#) (for professional development and information and advice)
- [Early Years Teaching Standard](#) - Government Website (for information)
- [Get into Teaching - Becoming an early years teacher](#) - Government Website (for information)
- [National Day Nurseries Association \(NDNA\)](#) (for professional development and information and advice)
- [Nursery World](#) (for jobs)
- [Professional Association for Childcare and Early Years \(PACEY\)](#) (for professional development and information and advice)
- [Protocol Education](#) (for jobs)

Further Education Teacher

- [AoC Jobs](#) (for jobs)
- [FE Advice](#) – Education and Training Foundation (for information)
- [FE Careers](#) (for jobs)
- [FE Jobs](#) (for jobs)

Special Educational Needs Teacher

- [National Association of Special Educational Needs \(NASEN\)](#) for courses
- [Mandatory qualifications: specialist teachers](#) – Government Website (for information)

Please see the [Teacher Training and Education](#) section on Prospects.ac.uk and individual pages for [Secondary School Teacher](#), [Primary School Teacher](#), [Early Years Teacher](#), [Further Education Teacher](#) and [Special Educational Needs Teacher](#) for further resources.

Teaching Assistant

- [Day Nurseries](#) (for lists of nurseries)
- [Edustaff](#) (recruitment for schools)
- [Eteach](#) (for jobs)
- [HLTA Teaching Assessment Partnership](#) (for assessment standards)
- [Times Educational Supplement \(TES\)](#) for jobs
- [WM Jobs](#) (for public sector jobs across the West Midlands)

Please go to [Teaching Assistant](#) on Prospects.ac.uk for further resources

Youth Worker

- [Barnardo's](#) (for volunteering and jobs)
- [Charity job](#) (for advice and jobs)
- [Children & Young People Now Jobs](#) (for jobs)
- [Institute for Youth Work \(IYW\)](#) (for professional development)
- [Jobs Go Public](#) (for jobs)
- [National Association for the Care and Resettlement of Offenders \(NACRO\)](#) – young people and adults (for volunteering and jobs)
- [National Council for Voluntary Organisations \(NCVO\)](#) for volunteering in England
- [National Youth Agency](#) includes advice and courses (for information and professional development)
- [The Princes Trust](#) (sector employer)
- [WM Jobs](#) (for public sector jobs across the West Midlands)
- [YMCA](#) (for volunteering and jobs)

Please go to [Youth Worker](#) on Prospects.ac.uk for further resources.

Examples – Job Descriptions and Person Specifications

1. Children's Operations Manager – Pre-School Learning Alliance
2. KS1 Class Teacher – Colmers Farm Primary School
3. Lecturer in Early Years – Walsall College
4. Children and Young People's Worker – Derbyshire Healthcare
5. Senior Family Support Worker – Spurgeons
6. Family Support Worker – Ridgeway SEN Primary School
7. Welfare and Safeguarding Officer – Solihull Borough Council
8. Graduate Management Scheme – Enterprise Rent-a-Car



Pre-school Learning Alliance

Children Operations Manager (Maternity Cover)

Grade: 5A

Salary range: £31,793 - £35,660 per annum pro rata

Annual leave: 26 days

Essential car allowance: £650 per annum pro rata

About The Role

Childcare Operations Manager will be covering Birmingham and Stafford area.

Responsibilities:

The role will be responsible for a cluster of Nursery's and Pre-schools. The successful applicant will provide leadership, direction and support to Nursery Managers to ensure that all childcare provision is operating within the law, is financially sustainable and is meeting the Alliance National Standards by providing high quality childcare and education at all times.

Requirements:

- Essential for this role is an Early Years Degree level 6 or equivalent early years and childcare qualifications.
- You will have proven current experience of empowering and supporting quality improvement in a setting to secure and maintain at least a good or outstanding Ofsted inspection outcome.
- Experience of effective management of staff, comprehensive knowledge and understanding of Ofsted registration requirements.
- Proven knowledge of the Early Years Foundation Stage and relevant quality assurance and improvement models and statutory requirements including health and safety and safeguarding children.

This role requires the ability to travel promptly to childcare settings at short notice and attend occasional evening and weekend meetings. This role requires an enhanced DBS check. All posts are 35 hours / 52 weeks, unless otherwise stated.

PRE-SCHOOL LEARNING ALLIANCE 50 FEATHERSTONE STREET LONDON EC1Y 8RT
Registered as an Educational Charity

JOB DESCRIPTION

JOB PURPOSE:

To be responsible for the line management of a group of Setting Managers in the charity's directly managed childcare provision. To provide leadership, direction and support to Setting Managers to ensure that all childcare provision is operating within the law, is financially sustainable and is meeting Alliance National Standards by providing high quality

childcare and education at all times. To ensure there exists a culture of innovation and creativity within Alliance provision to ensure all children and families benefit from a uniquely tailored service.

SAFEGUARDING REQUIREMENT:

The Pre-school Learning Alliance is committed to safeguard and promote the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedures to continuously promote a culture of safeguarding across the whole organisation.

MAIN DUTIES:

1. To provide leadership, direction and support to managers to ensure all designated settings within area of remit are financially sustainable, are operating in line with legal requirements and meeting the Alliance National Standards.
2. To provide regular human resources, finance and quality improvement updates/feedback on nursery performance to the Children's Services Manager.
3. To proactively manage all Setting Managers performance, carrying out induction, regular accountability meetings, supervisions, probation reviews and annual performance reviews, and setting clear work and development objectives.
4. To inspire all childcare setting managers/teams to establish and maintain effective learning through a culture of creativity and innovation within each setting.
5. To ensure that quality is maintained at a high standard and that settings achieve at least a Good Ofsted Inspection.
6. To ensure all complaints and safeguarding issues are dealt with in accordance with Alliance policies and procedures, to carry out investigations and be involved in disciplinary and grievance issues and or safeguarding investigations as necessary.
7. To ensure HR and people management activities (e.g. recruitment, contracts, payroll reporting, annual leave, sickness absence, grievances, disciplinaries and leavers) are carried out in accordance with Alliance policy and practice within designated settings.
8. To chair the interview panel for all senior staff within designated childcare settings and deliver a comprehensive six-month induction and probation programme for new setting managers.
9. To address performance management issues promptly and effectively, and to support managers in promptly addressing performance issues within their staff teams.
10. To ensure that Setting Managers and their staff are fully aware of health & safety procedures and infection control and; carry out regular risk assessments, equipment checks and fire drills.
11. To support managers in negotiations with Ofsted, Local Authority/Safeguarding Boards on safeguarding issues within area of responsibility.
12. To carry out regular premises checks to ensure the physical environment of the settings are maintained to a high standard and comply with the requirements of the Health and Safety at Work Act, and adhere to EHO, food safety and COSHH regulations
13. To support managers with setting annual budgets and to monitor the performance of each setting against budget, ensuring prompt action is taken where performance is below target.
14. To ensure managers utilise places to their maximum potential.
15. To work with managers to identify marketing and promotional activities to help promote the business and drive up occupancy levels.

16. To identify, plan, deliver and review quality improvement activities in all childcare provision within the remit of responsibility ensuring action plans are in place and steps are being taken to improve practice.
17. To take the lead when more direct intervention and a rapid response is required to improve quality.
18. To ensure development plans are used effectively to plan, manage and improve performance and enhance learning and development.
19. To ensure that managers and their staff are fully aware of health & safety procedures and infection control and carry out regular risk assessments, equipment checks and fire drills.

General Duties

1. To lead and attend national, local, external and other meetings as directed.
2. To attend in-service training and participate in supervisory meetings as required/directed.
3. Any other reasonable duties in line with the charity's business plan.
4. To be responsible for keeping up to date and abreast of current issues of relevance and importance to the organisation, disseminating information where appropriate.

EQUALITIES:

The post-holder must be aware of and respect difference and ensure that children have equality of access to opportunities to learn and develop.

S/he must have an understanding of and commitment to equality of opportunity and antiracism issues.

POLICIES AND PROCEDURES:

The post-holder must be aware of and comply with all the charity's policies and procedures including those relating to: child protection, health & safety and security, confidentiality and data protection, bribery and corruption, signing agreement and contracts and financial.

This job description is not an exhaustive list of duties and you will also be required to carry out any other duties which may reasonably be required of you in accordance with the needs of the Pre-school Learning Alliance. You are also required to be flexible and adaptable with respect to your role.

PERSON SPECIFICATION:

Essential Criteria:

1. EYP, Early Years Degree or equivalent early years and childcare qualifications at Level 6.
2. Proven, current experience of empowering and supporting quality improvement in settings to secure and maintain at least a good or outstanding Ofsted inspection outcome.
3. Recent experience of effective management in an early years setting.
4. Proven ability to work with key stakeholders including local authorities and volunteers to coordinate and drive quality improvement.
5. Experience of effective budget setting, monitoring and action planning.
6. Ability to lead and motivate a successful team.

7. Proven, current experience of effective management of staff, setting targets, performance management including conduct and capability issues and dealing with complex issues.
8. Ability to plan and organise own work/workload.
9. Comprehensive knowledge and understanding of Ofsted registration requirements, the Early Years Foundation Stage and relevant quality assurance and improvement models and statutory requirements including health and safety and safeguarding children.
10. Able to demonstrate an understanding of the application of the Alliance's Core Management Competencies.
11. Ability to influence and communicate to a high standard in person and in writing, with volunteers, staff, early years' settings and external bodies and organisations.
12. Understanding of and commitment to, inclusion, diversity and equality.
13. Able to travel to childcare settings within the defined geographical area promptly at short notice and to attend occasional evening and weekend meetings. Occasionally to travel to another area to support a childcare setting/manager

Core management competencies - Please refer to Appendix 1 for details of the core management competencies that Setting Managers are expected to work to.

- Leadership
- Managing people
- Managing teams
- Communication
- Customer awareness
- Problem solving
- Planning and resource management

Desirable Criteria

1. A management and or leadership qualification.
2. Experience of the voluntary sector.

TERMS & CONDITIONS:

This post is exempt from the Rehabilitation of Offenders Act (1974) and does require a Disclosure and Barring Service check. Applicants must be prepared to disclose any convictions they may have and any orders which have been made against them.

Appendix 1

Core Management Competencies

Leadership

- Has a good understanding of the charity's vision and strategy and inputs effectively into the operational plan for their department/DSP/Sub-committee.
- Thinks strategically and clearly relates goals and actions to the strategic aims of the charity.
- Communicates the need for quality and continuous improvement and influences good practice through own example.
- Inspires people to deliver results, high standards and sets clear objectives for self and the team, taking appropriate and timely action to ensure targets are achieved.

- Creates and supports a culture of creativity, innovation and critical thinking throughout all activities and staff within areas of responsibility.
- Manages change effectively and clearly communicates the need for it to the team, providing them with support to effect it.
- Understands the need to safeguard all children in the context of his/her role and ensures the team understand safeguarding responsibilities relevant to their roles.

Managing people

- Is effective at recruiting, developing and motivating a diverse range of people.
- Clearly informs staff of their tasks and responsibilities, ensuring staff understand and work in line with the charity's policies and procedures.
- Holds regular one to one and annual appraisal meetings, sets and monitors S.M.A.R.T objectives and gives constructive feedback designed to improve future performance.
- Delegates effectively and adopts a management style which encourages trust, collaboration, commitment and enthusiasm in order to gain high levels of performance from all staff.
- Encourages and stimulates others to make the best use of their talents to develop further using coaching techniques.
- Acknowledges and records achievements.
- Adapts his/her management style as the situation necessitates.

Managing teams

- Knows the team's strengths and abilities and makes best use of the talents of staff.
- Supports the development of his/her team through regular discussion and team meetings which encourage two way communication and sharing of ideas and expectations.
- Deals effectively and openly with negative issues and conflict and builds a team which has respect and consideration for each others role.
- Coaches and motivates the team to strive towards contributing to the achievement of the strategic plan.
- Fully involves team in forthcoming issues so that individuals and team goals can be anticipated and planned together.
- Ensures that his/her team works in collaboration with other teams across the charity.
- Creates a learning and supportive environment.

Communication

- Communicates in a variety of ways with people at all levels and adopts a communication method appropriate for the listener or audience.
- Actively listens, asks questions, clarifies points and establishes a mutual understanding.
- Presents information clearly, concisely and confidently to individuals and groups.
- Communicates complex ideas, problems and difficult messages in ways that promote understanding.
- Uses excellent communication skills to negotiate, influence and persuade others
- Is aware of non-verbal communication in self and others.

- Makes full use of IT to communicate effectively and uses social media responsibly, in line with the charity's policies and procedures.

Customer awareness (internal and external service users)

- Understands the environment in which the charity operates and the impact on its customers.
- Understands the diverse needs of customers that use our services and proactively strives to provide a service that is flexible and responsive to their changing needs.
- Uses feedback mechanisms to evaluate and review services to consistently deliver a high quality service.
- Strives to produce real improvements in the way services are delivered to customers.
- Creates and maintains meaningful relationships and understands collaborative and partnership working.
- Deals with the concerns of customers in an appropriate manner, in line with Charity's policies and procedures.
- Is mindful of professional boundaries when interacting with customers.

Problem solving

- Identifies and acknowledges problems and critical issues in a timely manner.
- Analyses relevant data and information and tests assumptions in order to deliver the best solutions whilst keeping a clear focus on key issues and goals.
- Anticipates and reviews problems in order to ensure contingency plans are in place.
- Collaborates with others in order to draw on their expertise to achieve best possible outcomes.
- Makes decisions that minimise organisational financial loss, loss of reputation or legal challenges.

Planning and resource management

- Effectively manages self.
- Being proactive in seeking out new initiatives which deliver desired outcomes.
- Demonstrates sound knowledge of financial management and business planning.
- Obtains and allocates resources sufficient to meet objectives and manages resources and skills well.
- Produces effective plans that have clear priorities, realistic milestones, sound review mechanisms and takes into account all available information.
- Checks progress of activities against plans, spotting trends and issues, responding with appropriate solutions.
- Effectively records and reports progress against plans.



Colmers Farm Primary School

Leybrook Road, Belton Grove, Birmingham,
B45 9PB Tel: 0121 716 0444

KS1 and KS2 Class Teachers

(NQTs welcome to apply)

MPS/UPS - £22917 - £33164 per annum

Potential TLR for Mathematics or English

To start as soon as possible

Colmers Farm Primary School is a two form-entry mixed primary school for pupils aged 4 – 11 years, which currently has approximately 420 pupils on roll. We have a really exciting plan for improving our school. We have recently appointed and experienced, committed and energetic Head teacher. We are now looking to recruit KS2 Classroom Teachers to work with her to drive the improvement at the school and provide the students with a fantastic, child centred education. There may also be opportunities for teaching and learning responsibilities, supporting class teachers using a coaching and mentoring approach.

Are you looking for an exciting new challenge?

Are you passionate about children's learning?

Do you relish working in an environment where you will be supported all the way?

Would you enjoy be part of a change process which will really make a difference to children's lives?

If so then come and join us. This is your opportunity to be part of an exciting journey of school improvement.

In return we can offer you a fresh challenge, an ambitious working environment, excellent CPD opportunities and a supportive, positive leadership team.

If you would like to find out more about these posts or to request an application pack please contact us.

Colmers Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to necessary

pre-employment checks, including: an enhanced DBS; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

Teacher Job Description

Post title: Class Teacher

School: Colmers Farm Primary School

Salary range: NQT/MS /UPS

Line manager: Head Teacher

Supervisory responsibilities: none

Job Purpose

- To carry out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of the school.
- Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the head teacher of the school.

Duties and Responsibilities

- in consultation with the Head Teacher, to plan, design and produce teaching materials and resources which are appropriate to age and ability and are in accordance with the School Development Plan.
- in accordance with scheme of work, plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students' learning
- assess, record and report on the development, progress and attainment of the students assigned to him or her within the school guidelines
- manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of available resources.
- attend meetings, carry out administrative tasks and duties as specified in the Staff Handbook
- provide and facilitate the general progress and well-being of any individual student within any group of students assigned to him or her, providing guidance and advice to students on educational and social matters
- implement the school policy with regard to registration, student absence, dress code and enforce school rules relating to behaviour and health and safety
- participate in full staff and departmental meetings and to contribute to school decision making and consultation procedures
- be involved in the school Performance Management process, to engage in professional development activities so as to enhance personal performance, fulfil personal potential and be able to participate effectively in the implementation of the school's goals and School Development Plan
- establish individual active links with industry and business in order to extend both student learning and own professional development

Additional Specific Responsibilities

- to be a class teacher to an assigned class if required, and to carry out related duties in accordance with the general job description of tutor

General Duties

- to carry out a share of supervisory duties in accordance with published timetables
- to participate in appropriate meetings with colleagues and parents relative to the above duties

Resources

- Operate relevant equipment/ICT packages (e.g. MS Office, internet, intranet, SIMS, E-mail)
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students
- Support Teaching Assistants with day to day issues
- Ensure effective communication with all colleagues (teaching and support staff)

General

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure their tasks are carried out with due regard to Health and Safety
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information
- To participate in appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism, through your attitude, demeanour and approach (ADA), and dress in accordance with the school's staff dress code.
- Attendance at appropriate staff meetings and parents' evenings.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

PERSON SPECIFICATION – CLASS TEACHER

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification.

E=Essential; D=Desirable

Disposition, Attitude, Characteristics and Competencies

- Ability to implement and lead whole school initiatives and support colleagues to raise standards through effective CPD, increased subject knowledge and skills. E
- Ability to develop good personal relationships within a team; making an effective contribution to high morale. E
- Ability to establish and develop close relationships with parents, governors and the wider parish community. E

- Ability to communicate effectively (both orally and in writing) to a variety of audiences. E
- Ability to create a happy, challenging and effective learning environment. E
- Boundless enthusiasm, determination and drive to inspire others to achieve high standards E
- An appetite and stamina for challenging work E
- A solution-focused mind-set and determined “no-excuses” approach to raising standards E
- A personable nature to build effective relationships with all members of the school community E
- A lively, creative and good-humoured approach to all aspects of teaching, management and leadership E
- Ability and keenness to promote the school’s positive culture and ethos E

Training and Qualifications

- Qualified Teacher Status E
- Evidence of continuing and recent professional development relevant to the post E

Knowledge and Understanding

- Understanding of equality of opportunity issues and how they can be effectively addressed in schools. E
- The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. E
- Understanding of a diverse range of teaching and learning styles and techniques. E
- Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards. E
- Good understanding of effective procedures for managing and promoting positive behaviour among pupils. E
- Good understanding of the role of parents and the community in school improvement and how this can be practised and developed. E
- Clear understanding of data analysis and the important impact this can have on achievement and attainment. E

Experience

- Experience of outstanding core subject leadership. D
- Proven record of raising standards for all pupils, including underachieving pupils E
- Experience of promoting positive behaviour conducive to learning and which is focused on raising standards. E
- Experience of promoting highly effective communications within and between teams and other stakeholders in the school community. E



Lecturer in Early Years

(Fixed Term: 6 months)

Job Description

Job Title: Lecturer in Early Years
Department: Health and Social Care
Salary: Unqualified £18,520 - £22,065
Qualified £23,416 - £35,442 per annum
Working Hours: Fixed Term
37 hours per week
Annual Teaching Commitment: 828 hours per annum

We currently have an exciting opportunity for a Lecturer in Early Years to join us on a temporary basis where you will provide an outstanding educational experience on a range of courses through teaching, learning and assessment.

Maintaining effective data related to individual learner targets, progression and achievement, whilst implementing and monitoring effective support programmes including personal tutorials, you will ensure the courses meet the needs of the learners and utilise effectively multiple and diverse teaching and learning strategies. Participating in the interviewing, enrolment and induction of learners, delivering Maths and English at an appropriate level and preparing, marking and providing on-going assessment and feedback to learners, you will also maintain records, participate in events and act as a tutor to a group of learners.

We are looking for someone who has a Teaching Qualification, i.e. DTLLS, Cert. Ed/PGCE, or equivalent (If you do not have the above qualification you will be committed to work towards in line with contractual requirements) as well as a Level 2 in English and Maths and an appropriate level of qualification in the subject area. Previous experience in the delivery of Functional Skills Maths and English in conjunction with the main programme, along with successful experience of designing and delivering teaching and learning in a 14-19 curriculum and knowledge of the subject area is desirable. With the ability to set and mark assignments and examinations, you will also have up to date knowledge of Ofsted and a high level of accuracy and attention to detail.

Experience of working within an Early Years setting and a Level 3 qualification in Early Years/Education/Childcare/Children and Young People are essential for this role.

Walsall College is passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated and everyone has the chance to reach their full potential. Our environment is diverse in character and student

population. We particularly welcome applications from candidates from Black Minority Ethnic origin and those with a disability.

Safeguarding and promoting the welfare of children and young people/vulnerable adults is at the heart of all we do. This is reflected in our rigorous approach to the recruitment and professional development of our staff.

Overview of Job:

Provide an outstanding educational experience on a range of courses through teaching, learning and assessment, which will enable learners to maximise their potential: skilled, professional and enterprising.

Factors that will be crucial in ensuring recruitment, retention and success are maximised and that the learners experience is enhanced are:

- The development of courses that meet the needs of the learners, and utilise effectively multiple and diverse teaching and learning strategies, permits the learners to access a full range of resources and affords comprehensive assessment opportunity
- The maintenance of effective data relating to individual learners targets, progression, achievement and destination
- The effective implementation and monitoring of support programmes including personal tutorials, welfare reviews, value added programmes and enrichment activities.

To ensure all learners achieve and make progress through practices to meet learning outcomes by the appropriate use of new technology.

Key Responsibilities and Accountabilities:

- Provide teaching, learning and assessment:
 - Participate in the interviewing, enrolment and induction of learners.
 - Provide teaching and learning whether in the classroom, workshop and other external venues where appropriate.
 - Deliver maths and English at an appropriate level to the requirement of the students' programme of study.
 - On-going marking and assessing of students' maths and English in everything they do, promoting a positive maths and English ethos.
 - Prepare schemes of work, lesson and assessment plans.
 - Provide on-going assessment and feedback to learners by setting and marking work both relevant and appropriate with the course.
 - Provide appropriate academic and/or vocational support to individual learners, referring them, where appropriate, to other agencies.
 - Contribute to the wider enrichment of learners.
 - Contribute to the maintenance of an effective, efficient and professional learning environment.
 - Ensure resource material and teaching reflect best practice, contributing to the quality of provision as measured by retention, attendance, success rates, grades and value added.

- Participate in appropriate quality assurance procedures.
 - Prepare learners for a range of accreditation and assessments.
 - Maintain accurate and detailed student records, including setting targets, grades, monitoring and reviewing progress and contributing to reports and references.
 - Set and monitor learner targets and ILPs according to College Policy.
 - Participate in parents' evenings, open evenings/days, recruitment, learner events, award events, conferences and other marketing events.
- Act as a Tutor to a groups of learners:
 - Provide time-tabled, academic, vocational and pastoral support to learners.
 - Provide teaching, learning and assessment on both a group and one to one basis.
 - Maintain links with employers, parents, partners, awarding bodies and take responsibility for the day to day needs of the learners.
- Lead/Co-ordinate learning:
 - Provide inspirational leadership of learning within a subject/Curriculum Cluster.
 - Leadership of a course within the Curriculum Cluster offer, where appropriate.
 - Development, formation and monitoring of courses within the Curriculum Cluster offer.
 - Link with, inform and support Part-time Lecturers within the Curriculum Cluster.
 - Contribute pro-actively to the quality assurance and quality improvement of courses within the Curriculum Cluster offer and the self-assessment process.
 - Contribute to the development of the College's strategic direction.

Mandatory Requirements:

- **Commitment to Safeguarding** - Safeguard the wellbeing of learners, including responsibility for reporting concerns to the College Safeguarding Team.
- **Commitment to the Prevent Duty** – To prevent students and staff from being drawn into terrorism, including responsibility for reporting concerns to the College Safeguarding Team.
- **Disclose & Barring Service (DBS) Check** - All staff will be required to have an enhanced DBS check, formally known as CRB check.
- **Commitment to Equality and Diversity** - To comply with the requirements of the College's Equality & Diversity Policy and to promote Equality & Diversity in all activities, including responsibility for reporting concerns to the College's E&D Operational Group.
- **Health and Safety** - To comply with the requirements of the Health and Safety at Work Act 1974. To fulfil your duties in accordance with College Health & Safety policy and procedures.
- **Continued Professional Development (CPD)** – To be committed to their own continuous professional development.
- **Code of Conduct** – To adhere to the code of conduct.

Attribute Criteria

E = Essential, D = Desirable

Core Competences

- To set and mark assignments and examinations and conduct assessments both for internal progress monitoring and external certification. As well as assessing students' work in accordance with awarding body requirements, to internally verify students' work, and to liaise with awarding bodies as required. E
- To coordinate a full/part time programme or to have responsibility for the coordination of a group of programmes. E
- Integrate English, Maths Functional Skills into the main programme aim, ensuring opportunities for evidence collection are maximised. E
- To undertake developments of the curriculum to support the Programme Area; take part in course reviews and course development activities; and work with colleagues to improve and develop the courses. E
- To undergo direct observation of classroom practice and give a commitment to Continued Professional Development. E
- To take part in activities that supports the learner journey experience. E
- To work with your Line Manager to identify training needs and actively seek out relevant Continued Professional Development opportunities including maintaining a currency of your industrial knowledge. E
- To fully participate in a yearly staff appraisal. E
- To comply and promote all College policies and procedures relating to Equality and Diversity. E
- Safeguard the wellbeing of learners, including responsibility for reporting child protection matters to the College's Safeguarding team. E
- To attend internal and external meetings as and when required. E

Experience

- Successful experience of designing and delivering teaching and learning in a 14-19 curriculum. E
- Delivery of English, Maths and Functional Skills in conjunction with the main programme. E
- Proven knowledge of subject area. E
- Up to date knowledge of the Ofsted and QAA for Higher Education Inspectorate process. E
- Up to date knowledge of the QAA for Higher Education Inspectorate process. D

Skills and Abilities

- Ability to deliver outstanding teaching, learning and assessment that supports the quality cycle. E
- Ability to deliver English, Maths and Functional Skills in conjunction with the main programme. E
- Excellent standard of written/verbal communication skills. E
- High levels of accuracy and attention to detail. E
- Highly effective organisation skills. E
- Ability to recognise discrimination and be able to demonstrate an awareness of equal opportunities.

Qualifications

- Teaching Qualification, i.e. DTLLS, Cert. Ed/PGCE, or equivalent. If you do not have the above qualification you will be committed to work towards in line with contractual requirements. E
- Level 2 in English and Level 2 in Maths. E
- An appropriate level of qualification in the subject area. E

Children and young people worker

Job Description

Job Title: Children and young people worker

Reports to: Public Health Nursing Team

Accountable to: Locality Lead

Main Location: TBC various Teams across the City

Job Summary

The post holder will be part of the Public Health Nursing Team and work under the direction of the Public Health Nurse.

The post holder will provide the appropriate care and support to children, families and carers (often working alone) as delegated by the designated Public Health Nurse. They will participate in running child health clinics, child development assessments, health promotion activities and support with behaviour management and other issues.

They will also work in partnership with other agencies to deliver the service to children and their families.

Key result area

- To work under the guidance and alongside the Public Health Nurses to deliver the 0-19 service specification.
- To work as part of the team and under the guidance of the Public Health Nurses to ensure delivery of the relevant touch points such as the 6-12 month ASQ assessment and 2-2.5 year ASQ review. This can be done individually or in a group setting and to report any concerns to the Public Health Nursing Team.
- To plan and organise own work load as directed by the Public Health Nursing Team.
- To have good communication skills both written and verbal, to be able to establish a working relationship with professionals, clients and their families using empathy and sensitivity
- Visit parents in own home, to make and assessment of the family situation, care given and report to the PHN with any concerns.
- To deliver Child Health Clinics with the City of Derby using the guidance of the Public Health Nurse.
- To deliver parenting programmes using the Solihull parenting programme.
- To support and provide guidance to families and carers within the home environment on issues such as behaviour management, continence and to promote school readiness under the direction of the Public Health Nursing Team.
- To have up to date knowledge and skills in breast feeding management to support breast feeding mothers when delivering clinics and at home visits. To report any concerns to the Public Health Nursing team.
- To plan and deliver baby massage sessions to promote parent bonding as required.
- To participate in health promotion activities as identified within the Public health teams for each locality, e.g. accident prevention. To work in partnership with the Children Centres.

- To promote child health and development through appropriate play and stimulation, increasing the knowledge of parents and carers in the importance of this as directed by the Public Health Nursing team.
- To work within the multidisciplinary team to provide an integrated approach when working with vulnerable families and contribute towards safeguarding plans under the direction of the Public Health Nurse.
- To record all visits via systmOne on a daily basis. To ensure record keeping is contemporaneous and within Trust policy and to report progress of family/concerns to the named public health nurse for the family.
- To ensure equipment is maintained in a clean and safe condition.
- To assist with the induction of new staff and students
- To access clinical and safeguarding supervision as required. To work within DCSB policy and procedures.
- To follow DHcFT policy and procedures when carrying out duties and to have knowledge on policy and guidance within own area of expertise.
- To undertake audits as required on an annual basis.

Values

As an employee of Derbyshire Healthcare NHS Foundation Trust you are required to adhere to the Trust's overriding value of putting "patients at the heart of everything we do". In recognising both the values expressed in the NHS Constitution and the Trust Values you will:

- Take pride in the Trust, show loyalty and commitment.
- Build and maintain trust in all our relationships.
- Treat everyone with respect, recognise people's differences.
- Value everyone, listen to others and respond accordingly.
- Be positive, honourable and honest but also sensitive
- Be respectful, welcoming, polite and courteous.
- Put quality at the centre of all we do.
- Educate and develop ourselves to perform to the highest standards

SAFEGUARDING CHILDREN & VULNERABLE ADULTS IS EVERYONE'S RESPONSIBILITY

All staff working within Derbyshire Healthcare NHS Foundation Trust who come into contact with children, young people and/or their families/carers, including those who are non-clinical and those who work predominantly with adults has a duty within their role and responsibility to ensure that they understand what is required of them as an individual and as part of the wider organisation in order to keep children and vulnerable adults safe.

Communications And Working Relationships

INTERNAL

- 0-19 children's management team
- Public Health Nurses
- Risky behaviour team
- Healthy Schools Healthy Settings team
- Admin Staff
- GP's

EXTERNAL

- Children Centres

- CYPD
- Education
- MAT teams
- Clients and families

Most Challenging Part Of Your Job

To work under the delegation of the public health nurse to deliver aspects of the Healthy child programme and to support children and their families through identified packages of care within available resources. To ensure daily record keeping completed in line with Trust policy. This post will have involvement with safeguarding issues.

Job Description Additional Information Appendix A

Physical Effort

- Carrying bulky equipment e.g. scales on daily basis.
- Stooping and kneeling whilst undertaking assessments and playing with children on a daily basis.
- Frequent travelling around Derby City.
- Standing for long periods during clinics and play activities (2-3 hours)

Mental Effort

- Maintaining knowledge and keeping self-up to date
- High levels of concentration required during assessments for up to 30mins duration at least 4 times per day.
- Exposed to challenging interactions, verbal abuse. – very rare.

Emotional Effort

- Exposure to safeguarding children occasionally
- Dealing with concerned and anxious families occasionally
- Exposure to verbal abuse/aggression – very rare.
- Dealing with own emotions when faced with death/illness/safeguarding children.

Working Conditions

- Hot desking - occasional
- Exposure to body fluid – urine, vomit, faeces occasionally.
- Exposure to client's poor home hygiene – pet excrement (very rare).

PERSON SPECIFICATION

Attainment/ Qualifications

- Nursery Nurse Qualification or equivalent NVQ level3 i.e. CACHE Level 3 Diploma in Child Care and Education. BTEC National Diploma in Children's Care, Learning and Development.
- Solihull parenting training - desirable

Skills

- Good Communication skills both written and verbal
- Ability to organise
- Excellent interpersonal skills
- Ability to work on own initiative
- Ability to work as part of a team
- Good IT skills, Microsoft office.
- Knowledge of use of systmOne - desirable

Knowledge/ Experience

- Post qualification experience
- Awareness of safeguarding issues
- Excellent knowledge of behaviour management, child development and parenting.
- Experience of working with children and their families
- Experience of delivering group work
- Community experience - desirable
- Knowledge and skills to support breast feeding mothers - desirable

Values

- Respectful and build Trust
- Compassionate
- Be responsive, listen and positive
- Dignity
- Value & support other people
- Engage and Encourage
- Value learning and innovation



Senior Family Support Worker

Job Title: Senior Family Support Worker

Salary Range/Grade: Grade G – SP28-33

£24,717 - £27,394 rising to £29,033 per annum pro rata

Salary based on a 37 hour working week

Hours: 20 hours per week

Work base: St Pauls Centre, Birmingham

Responsible for: 1 Family Support and Outreach Worker

Main Purpose of Job:

- To lead and manage the Family Support and Outreach Worker within Birmingham to provide community based engagement of families with children that are considered 'hard to reach' or disengaged from mainstream services through the development of effective partnership working with parents and families and multi-agency partners to sustain positive outcomes for the child/children, with a commitment to safeguarding and promoting the welfare of children.
- To manage the signposting, referring and supporting of families to access school nurse led community clinics
- To manage the Targeted engagement with those considered the most 'vulnerable'; that are likely to need the support of school health advisory support, but unable to access it for a variety of reasons;
- To be the recognised Designated Safeguarding Person for the service

Performance Fundamentals:

Spurgeons has identified three performance fundamentals applicable to all roles in the organisation:

- Providing Excellent Services
- Managing Self and Others
- Managing Resources

All job tasks and competencies are aligned with these performance fundamentals.

Performance Indicators and Targets:

- Meet all requirements of the Service Specification and Key Performance Indicators for the service
- Safeguarding incident reporting to timescale
- Record all group sessions and any incidents requiring follow up
- Customer satisfaction is good
- Quality professional practice for assessment, intervention and review
- Case recording for all team meets audit requirements
- Outcomes Based Accountability reporting to timescale/Identifies positive outcomes for 80% families
- To adhere to Spurgeon's vision and mission and to demonstrate Spurgeon's core values of compassion, inclusivity and hopefulness in performing the essential duties and responsibilities of your job.

Providing Excellent Services

1. Ensure that the service supports referrals to the local school health advisers' community clinics, record and track data in order to ensure that the service is compliant with Key Performance Indicators and produce regular progress update reports
2. Ensure that the service and other services within Spurgeons raises and promotes the community clinic model with CYP and Families, whilst also focusing on re-engagement with mainstream school to access statutory school nursing provision)
3. Ensure that the service provides individually tailored support; where necessary to both ensure engagement and initial assessment with the Community Clinics
4. Engage with the Community clinicians to support and promote engagement and future access to the services through the community clinic.
5. Signpost individual children young people and families to the School Health Advisory service should they wish or need further information, advice and support.
6. Coordinate awareness raising of community school health advisory clinics within the local community; building on our existing local presence and reputation.
7. Ensure that 1:1 support is identified to address possible barriers linked to engagement with school nurse or community clinic
8. Utilise support of Outreach Worker to facilitate individuals to make and maintain appointments for school health interventions.
9. Work with relevant partners, particularly schools, to encourage on-going engagement post health interventions, ensuring continued access to mainstream school nurse support
10. To take responsibility for the Health and Safety requirements of the service, especially in relation to ensuring full adherence to Spurgeons Lone Working policy and ensuring risk assessments are utilised for all referrals when undertaking community outreach visits.
11. To ensure that the policies, procedures and practice for safeguarding and promoting the welfare of children are implemented effectively within Spurgeons and relevant Local Safeguarding Children Board policies and procedures.
12. To lead the development and use a range of innovative approaches to effectively engage with families, especially those who are hard to reach.
13. To refer families to specialist and other services when appropriate and with consent in accordance with required protocols and monitor family progress and engagement with referred services.
14. To work flexibly and deliver services across the Spurgeons Children's Centres as directed.

Managing Self and Others

15. To manage the Community Clinic Family Support programme in sustaining positive outcomes for children young people and their families through leading and supervising the Family Support and Outreach Worker through the development of productive working relationships with your direct reports, colleagues and multi-agency partners
16. To line manage and build the Family Support Worker through the provision of support and supervision, annual appraisals and implementation of the Personal Development Plan, providing support to team members to develop and maintain their performance and addressing issues affecting performance, following HR processes if required.

17. To support the Family Support Worker in developing and maintaining skills, knowledge and competence to ensure quality and sustained family support intervention and ethical practice through provision of reflective practice supervision and be accountable for and review own practice using supervision and other opportunities for professional development.

Competencies (expected behaviours)

PROVIDING EXCELLENT SERVICES

- Focusing on the Customer

To meet customers' (service users and colleagues) needs and aims to continuously improve the services they provide to make sure customers receive an excellent service.

- Safeguarding People

To ensure that all service users are appropriately safeguarded and that all staff are kept safe whilst working; safeguarding being always recognised as of paramount importance.

- Delivering Outcomes

To ensure agreed outcomes are delivered in the most efficient and timely way by embracing a creative and entrepreneurial approach.

MANAGING SELF AND OTHERS

- Providing Direction

Leading and providing direction to individuals, supporting and enabling them to make a positive contribution to the current purpose and future vision of the organisation.

- Working as a Team

To work effectively with other people and use the diversity of the team to create a working environment which helps achieve the tasks.

- Developing Self and Others

To behave ethically and professionally within your role, being aware of your own and other people's strengths and weaknesses, and take steps to learn, develop and achieve high levels of performance in yourself and others.

- Embracing Change

To embrace change effectively within services and departments through reflective, motivating and flexible leadership and team working.

- Communication

To ensure the effective use of written and oral communication skills to convey information and ideas to individuals and teams within and outside the organisation and create opportunities for individuals to respond and provide feedback.

MANAGING RESOURCES

- Making Evidence Based Decisions

To identify and use various sources of evidence, making meaning of it to understand how relevant and valid it is, to enable effective decision making that improves performance and delivers outcomes.

- Planning and Managing Resources

To make sure the organisation delivers its key priorities, tasks and forecasts; effectively manage risks, relationships and use resources in efficient ways to deliver outcomes.



Family Support Worker

35 hpw, term-time only, plus INSET days
£22,212 - £24,472 pro rata / £17,915 - £19,738 actual

Required to start as soon as possible

If you have a passion for connecting with young children with special needs or who have a disability, and can make a difference to their lives, then we want to hear from you.

The post is term-time only and includes the 5 school training days. The hours will be discussed with the successful candidate, but will need to cover the core school session times from 9.00am to 3.35pm, with some additional working. You will need to support the pupils/families at their home, so access to your own vehicle and the ability to drive is essential.

We think that Ridgeway School is a wonderful and exciting place to be and we know that we have the most incredible children. All of us here are learning all of the time. If you have the very highest standards and expectations for yourself and everyone around you, a passion for learning and developing and believe that working with children is the greatest privilege anyone can ever have, then we think you will love it here too.

We are extremely proud of our school and our pupils; and will arrange for a tour to be included on the day of interview. Please download an application pack from either [WM Jobs](#) or the school [website](#). The application should be returned to the school via recruitment7028@welearn365.com or via post.

Ridgeway School, Deansway, Warwick, CV34 5DF or Telephone : 01926 491987

Ridgeway School is a local authority maintained, community special primary school and assessment nursery. We are situated approximately one and a half miles from the centre of Warwick having moved in November 2010 to our beautiful new building on Deansway, Woodloes Park, Warwick. There are currently 105 children on roll and we have the capacity to increase in number although we do have waiting lists in some year groups. The children range in age from 3 to 11 years and reside in a large catchment area.

The school provides for nursery and primary-aged children with complex learning difficulties. Class groups all have a teacher, senior teaching assistant and additional support staff. We have a school nurse. A multi-disciplinary team including speech and language therapists, physiotherapists and a wide range of other professionals supports the work of the teaching staff.

The pupils at Ridgeway School benefit from a broad range of educational resources and learning spaces. Our hydrotherapy swimming pool is equipped with a sensory multi-media system and run by a lifeguard. We have two halls, a soft play room and a sensory studio. A multi-use games area (MUGA) which we call the Active Zone, is used for outside sporting activities and we are supported by specialist sports coaches. The medical room and food technology room are linked by a break-out working space which is used for a range of practical activities. The music / art & design room, English room and maths/science room all house the school's comprehensive resources. Pupils have a well-stocked library and ready access to books, computers and iPads throughout the school. We have two school minibuses.

There are separate, beautifully equipped playgrounds for Nursery, Reception, KS1 and KS2 and in addition we have a sensory garden and a courtyard garden to offer a different play experience for our more complex needs pupils.

The school has a range of facilities which enable outside professionals to liaise and meet with parents and staff. A variety of clinics are held at the school regularly.

Ridgeway is very well served by computer-driven technology, with large plasma screens and visualisers in every classroom. There is high speed broadband internet and Wi-Fi access throughout the school. There are two school TV channels used for messages and information. We are committed to parental involvement and strive to maintain strong links with families and carers. Parents/carers are encouraged to involve themselves in school and each class group has a 'Parent Rep'. A home-school diary system is in place as well as a texting service. A new website is under development and the revised Warwickshire Learning Platform is in place and currently being rolled out. The school holds termly parents' evenings, regular workshop sessions and in class learning opportunities alongside the class teams. At Ridgeway we have a very active and supportive 'Friends' of the school group (PTA).

We think that Ridgeway School is a wonderful and exciting place to be and we know that we have the most incredible children. All of us here are learning all of the time. If you have the very highest standards and expectations for yourself and everyone around you, a passion for learning and developing and believe that working with children is the greatest privilege anyone can ever have, then we think you will love it here too.

JOB DESCRIPTION

Family Support Worker

Ridgeway School

Responsible to: Head Teacher

Responsibility for people (other than employees supervised/managed):

The post has considerable impact on the well-being of individuals or groups both directly and through its contribution to the development of policies which have a direct impact on pupils.

Responsibility for staff: The post has some responsibility through advising, guiding, directing and co-ordinating the actions of other staff.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources in terms of record keeping and the maintenance of data.

Works in a multi-agency/multi-professional context, to contribute to raising standards of attainment, improving attendance, reducing exclusions and maintaining good behaviour, by providing a complementary service (to that provided by teachers and pastoral staff) to address the needs of pupils needing help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.

Supports the local community by developing services and links for such support.

On behalf of the school, develops, organises and manages an area of responsibility (e.g. study support, attendance, transition, Child Protection).

Operates with delegated authority to make decisions on courses of action; gathering and interpreting information from a number of sources and identifying and planning appropriate responses.

A duty to comply with the School's Code of Conduct, Child Protection and Safeguarding policies and practices.

Operating within agreed legal, ethical and professional boundaries to:

- Support learning, participation and encourage interaction through:
 - Working collaboratively with parents/carers, teachers, pastoral staff, SENCOs, education social workers and other agencies to identify pupils with barriers to learning to ensure they receive appropriate support
 - Assisting and supporting children and parents in making successful transfer between educational establishments and transition at key stages of their learning, ensuring effective transfer of pupil information
 - Contributing to the assessment of children entering educational establishments and reviewing their progress and achievements
 - Contributing to the identification of barriers to learning for individual children and providing their families with a range of strategies to overcome them
 - Planning and leading lunchtime club activities for the improvement of pupils' behaviour and co-operation.
- Establish and maintain effective and supportive relationships with pupils and those engaged with them (e.g. parents/carers) through:
 - Developing and maintaining effective and positive 1:1 mentoring and other supportive relationships with pupils
 - Establishing and maintaining appropriate contact with families/carers of pupils with identified needs to secure positive family/carers involvement and support
 - Facilitating access to specialist support services for pupils with barriers to learning
 - Establishing and maintaining good relations and effective working partnerships with other agencies/services to ensure pupil needs are met in an integrated way

- Developing, agreeing and implementing action plans with individual pupils and those involved with them
 - Assisting with early identification of disengagement and contribute to interventions to encourage re-engagement
 - Sharing good practice between individuals and partner agencies to enhance mentoring provision.
 - Act as lead professional in supporting a nominated pupil or family.
 - Be a named contact for parents to approach as needed.
- Develop and establish links and liaise with other agencies/providers and the wider community to ensure pupils/parents are aware of and have access to services provided. Contribute to the development and co-ordination of different forms of support (e.g. parent support sessions, volunteer mentors).
 - Act with delegated authority in developing new strategies to overcome barriers to learning. Determine and decide courses of action in overcoming barriers to learning.
 - Attend case conferences, with authority to make decisions and judgements within recognised procedures on behalf of the school.
 - Undertake relevant administrative processes, e.g. maintain records, collect and analyse data, set up systems for evaluating the impact of the support given.
 - Network with LMs in other schools to identify and share best practice.

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Essential Criteria

- A relevant qualification in working with children at NVQ level 4 or equivalent OR Qualification to NVQ 3 and considerable experience in working with young people in a relevant environment e.g. youth work, health service or social work.
- Minimum of GCSE English and Maths at grade A – C
OR minimum O Level English and Maths grade A-C
OR minimum CSE English and Maths Grade 1
- Be willing to study or have completed relevant NVQ level 4 (or equivalent) qualification specifically relevant to Learning Mentors.
- Have undertaken training in behaviour management and child protection
- Experience of providing individual support to children and ability to set targets
- A commitment to keeping children safe
- Full driving licence and use of a vehicle for business use
- Experience of working with outside agencies
- Have undertaken CAF (common assessment framework) training
- Evidence of understanding children's emotional and educational needs
- Evidence of working in an education setting
- Knowledge of behaviour management strategies
- Experience of working with children with challenging behaviour, and SEN
- Able to and experience of, taking responsibility, working on own initiative and making decisions
- Be aware of and comply with school policies and procedures (e.g. child protection, equal opportunities, health & safety, data protection, confidentiality)

- Successful applicant will be subject to a criminal record enhancement check with the Criminal Record Bureau (CRB) before the appointment can be confirmed

Desirable Criteria

- Experience of delivering educational programmes to children and/or young people e.g. Protective Behaviours
- Experience of planning and delivering training to individuals or groups of parents e.g. Triple P

Other Professional Requirements

- Undertake training as considered appropriate to the needs of the post
- Undergo staff performance and review scheme interviews as part of continuing professional development
- Any other reasonable duties at the discretion of the Head Teacher or Governors, which are consistent with the basic objectives and/or duties of the post

We are committed to Safeguarding and promoting the welfare of those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children, a CRB Disclosure will be required as part of the pre-employment checking process, and re-checking will be required when determined by the relevant policy.

Please demonstrate how you meet all of the essential criteria provided on the Person Specification and, where appropriate, the desirable criteria, when completing your application form. When short-listing applicants for interview, the panel will consider the requirements on the person specification. You are, therefore, advised to ensure that your application form responds to these requirements. All criteria will be assessed initially through your application form, where appropriate.



Welfare and Safeguarding Officer

This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title Welfare and Safeguarding Officer
Salary Band/Range NJC Grade E salary £26,539 - £33,128
Responsible to Early Years Adviser
Location Council House – travel to schools/settings across the Borough as required to fulfil the role
CRB Check Enhanced

1. Job Purpose

- Support the implementation of welfare requirements in early years settings and help ensure that children are safe.
- Support the work of the collaborative.
- Support the implementation of Quality Improvement Evaluations through risk assessment processes across a range of early years settings.
- Develop and support the implementation of action plans to improve child welfare in settings working in partnership, especially those that are targeted.
- Support the identification of good practice in settings and the potential for this to be used to support and inform the work of other settings

2. Key Responsibilities

2.1 Main Duties

- Work with a range of early years settings to help ensure they meet welfare and safeguarding requirements within the required framework and in line with statutory guidance.
- Use quality assurance processes for welfare and safeguarding across the settings they are allocated.
- Take particular areas of responsibility as determined by the Head of Service and the early years adviser to whom they report in line with the local authority priorities and strategic developments
- Write and deliver training courses to meet the needs of the service and settings.
- Develop and support the implementation of action plans, working in partnership with providers to secure improvement, especially child welfare and safeguarding in targeted and vulnerable settings.

2.2 People

Responsibility for a named group of early years settings.

2.3 Safeguarding

Solihull Council is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of

the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.

Person Specification

Education & Qualifications

- Level 3 qualification in Early years and Childcare/Social Care or equivalent
- Evidence of recent professional development
- A Foundation Degree/ Degree in Early Years Studies or equivalent (desirable)

Skills & Abilities

- Excellent interpersonal skills in order to support demanding clients
- Ability to make sound judgements and decisions on behalf of the local authority
- Incisive and clear strategic thinker
- Flexible and approachable to meet the needs of a diverse range of settings and practitioners
- Credibility with leaders and practitioners in early years settings
- Able to influence senior leaders to promote improvement and support change management processes
- Resilient under pressure
- Self motivated
- Ability to write and deliver safeguarding and welfare training to a wide ranging audience
- Ability to work both as a team member and sustain working alone
- Ability to communicate effectively in writing and orally
- Competent in the use of ICT
- Customer focused attitude to service delivery
- Ability to work effectively and proactively with councillors and other politicians

Experience & Knowledge

- Understanding of strategic issues across children's services with particular reference to learning and development
- Significant experience of leadership and management (Desirable)
- Experience of establishing and leading professional development activities
- Evidence of curriculum leadership in an early years context
- Evidence of partnership working with stakeholders within early years settings
- Evidence of successful team working with an early years settings or with partners
- Experience of development work in a range of early years settings in the PVI and the maintained sector
- Knowledge and understanding of issues affecting child development in relation to safety and wellbeing and learning and development
- Awareness of current early years developments and legislation / statutory guidance and their implication

Understanding

- Understanding of Ofsted requirements and the importance of self-evaluation
- Understanding of recent research on improving outcomes for children and young people
- Understanding of the role of in the development of integrated children's services
- Understanding of the changing role of local authorities,

- Evidence of the application of research informed practice

Core Qualities

- Personal Effectiveness: makes things happen; operates with resilience, flexibility and integrity.
- Communication: shares and listens to information, opinions and ideas, using a range of effective approaches.
- Lean Delivery: understands the concept of Lean, has a customer focus and demonstrates continuous improvement.
- Self-Awareness: learns continuously and effectively adapts behaviour in response to feedback.
- Service Delivery: understands customer needs and responds appropriately.

Other Requirements

- Ability to demonstrate the qualities in the Leadership Framework:
- Effectively leads change and gains buy-in through involvement, support and continuous improvement. Learns from others and embraces new ways of working.



Come alive

Enterprise Graduate Management Programme

About Us...

Enterprise Rent-A-Car started in the US in 1957 as a small, family run business with 7 vehicles, we now have a turnover of over \$22.3 billion, over 1.9 million vehicles on fleet, and employ more than 100,000 people across the UK, Ireland, Germany, USA, Canada, France and Spain.

Where can you go?

On the Enterprise Graduate Management Trainee Programme, you will join one of our branches and learn all the business necessary to run it as your own business. This gives you the chance to experience all areas, from sales and marketing to customer service and finance. At Enterprise, 100% of our promotions are from within, so our Graduate Trainee Programme is the fast track into a diverse management career. In as little as two years you could be running your own business, recruiting your own teams, and earning your share of the profits!

What makes the perfect Management Trainee?

At Enterprise you'll need to be comfortable balancing business-minded entrepreneurialism with the empathy and care needed to understand and meet each and every customer's requirements. If you are motivated by identifying and engaging with customers' needs and can deliver new and creative approaches to attracting new business, then this is the business for you!

Along with an aptitude for sales, team work and ability to deliver excellent customer service, our team show genuine appreciation for the hard work of others. There's nothing we love more than someone who can motivate the people around them while gaining the loyalty and support of a team through an inclusive and inspirational style of leadership.

Ask yourselves – do I have a “yes” mentality? Am I driven by the desire to achieve results? If the answer to both these questions is yes, then a graduate career with Enterprise beckons.

A few key traits and skills we look for....

- Current and valid UK/EU driver's license with a satisfactory driving record
- Aged 21 years or over (for insurance purposes)
- Legally eligible to work in the UK
- Basic IT skills
- Experience with customers and working in a face-to-face customer environment
- Sales orientated: knowledge of sales techniques
- Good work ethic and ability to work independently and as a team

- Great communication skills and ability to adapt communication style
- Leadership skills and ability to manage a project or team
- Problem solving and initiative driven

- Starting Salary: £20,000 (W. Mids)

-Location: West Midlands

-Full Time & Permanent