

## Job Description

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| <b>Job Title</b>                            | Early Years Play Specialist                      |
| <b>Directorate</b>                          | Children and Young People Services               |
| <b>Service Area</b>                         | Early Years                                      |
| <b>Grade</b>                                | 5  |
| <b>Competency Level</b>                     | 1  |
| <b>Salary</b>                               | £31,022 - £35,412                                |
| <b>Job Type</b>                             | Hybrid   |
| <b>Location</b>                             | Everton Nursery School and Family Centre         |
| <b>Disclosure and barring service (DBS)</b> | Enhanced (Child workforce and Child Barred List) |
| <b>Job Evaluation Ref No</b>                | <b>A8716</b>                                     |

## Job Purpose

The purpose of the role will be to lead, model and support Early Years Practitioners in providing quality, purposeful interactions by modelling play and positive behaviour strategies with practitioners and children, by working within different early years environments. Early Years Play Specialist will support CPD opportunities and equip practitioners with the skills and strategies to support children's personal, social and emotional development. This role will complement the Quality and SEND service offer and requires collaboration to ensure consistency and coordination in advice and guidance, including evidence-based HLE support for families.



### **Directly Responsible For:**

N/A

### **Directly Responsible To:**

Dual with LCC Early Years - Everton Nursery School and Family Centre

### **Main Areas of Responsibility:**

- To work with the setting to promote and model positive behaviour through play, in a fun achievable manner
- Establishing positive relationships with practitioners to understand their needs and support their CPD development within their working practices
- To lead practitioners in supporting children in self-regulation through meaningful interactions to enhance personal, social and emotional and development, with positive behaviour strategies
- Promote and create communication friendly and calming environments in the settings that children will respond to and that will enhance positive behaviour and interactions
- To support early identification and the process in seeking support for the child/setting agencies
- Undertake and provide training for practitioners to support the implementation of strategies that foster positive behaviour
- To embed evidence based early years practice linking to the Education Endowment Foundation (EEF) through a coaching and mentoring approach
- To link with the Stronger Practice Hub and DfE initiatives to support CPD
- Work collaboratively with Quality, SEND, Children Centre and Family Hub teams in complementing services on offer, and to help signpost settings and families to additional support.

- Engage and build relationships with families. Link with other services to promote and improve the Home Learning Environment
- Audit provision through observations and interaction and provide verbal and written feedback to the setting
- Support in creating behaviour plans, policies and procedures.
- Regularly reflect and review the impact of the support given
- To coordinate a joined-up approach with other services offering quality support to settings
- Establish routines and identify times of the day that may cause behavior to decline i.e. long periods of waiting for meals, the need for more engaging activities, opportunities for outdoor play
- Support the practitioner role in helping children feel emotionally and physically safe, by modelling and demonstrating effective coping strategies
- Lead and support the development of reflective practice and analytical skills.
- Support children and their families during transitions within the early years setting

## **Supervision and Management Responsibility:**

- No supervisory or line manager responsibility

## **Budget and Financial Responsibility:**

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

## Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

## Physical Demands of the Job:

- Requires some physical demands of working with young children on their level

## Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

## Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills

required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level **1**

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

# Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

## Qualification and training

### Essential

- Level 3 or equivalent in Early Years and Childcare or significant Early Years' experience and knowledge in a related area (A)
- Evidence of current and continuous professional development (A/I)

### Desirable

- Have knowledge DfE Early Years Strategy Giving Every Child a Best Start in Life July(2025), Stronger Practice Hubs, the EEF Early Years Evidence Store and Early Years evidenced based programmes 2025
- Experience and knowledge of the graduated approach and SEND code of practice.

## Experience

### Essential

- Extensive knowledge and experience in working within a childcare environment (A/I)

- Strong early years ethos and pedagogy of how children learn and develop through play (I/P)
- Experience of embedding new and innovative early years approaches to gain positive outcomes for families and children. (A/I)
- Sound safeguarding knowledge and experience of early years and childcare statutory EYFS guidance and early years entitlement operational processes (A/I)

## Desirable

- Be resilient, fast thinking and adaptable to different environments

## Skills/Abilities

### Essential

- Ability to work on own initiative, reflect and analyse impact and outcomes
- Excellent interpersonal skills, with the ability to work as a member of a team, engage others and develop effective partnerships with different agencies and professionals and to accept guidance from other services (A/I)
- Ability to provide advice and guidance and interpret external legislation to meet specific requirements (A/I)
- Ability to plan, demonstrate leadership skills and model skills that will improve others practice (A/I)

## Desirable

- Effective IT skills with ability to confidently use MS Office systems to produce documents, presentations, reports and emails and to input, retrieve and analyse from IT systems and databases (A,I)

## Commitment

### Essential

- To undertake any necessary and identified training that supports personal professional development and effective service delivery (A/I)

## Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

## Other

### Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level