

Job pack



Message from the President and Principal

Thank you for your interest in this role and in Queen Mary University of London. Working at Queen Mary means being part of a unique, world-class global University with a long, proud and distinctive history.

Our founding institutions, the London Hospital Medical College, St Bartholomew's Medical College, Westfield College and Queen Mary College, were founded to provide hope and opportunity for the less privileged and otherwise under-represented.

Today, we remain true to the vision of our founders by continuing to improve lives locally, nationally and internationally through the seamless combination of our world-leading strengths in education and research.

The Queen Mary community – our staff, students and alumni – is the heart and soul of our University. We are proud to provide an inclusive and nurturing environment so that staff and students from all backgrounds can develop, flourish and achieve their full potential.

I look forward to welcoming you to our unique University and working with you to realise our ambitions.

Professor Colin Bailey, President and Principal

Our strategy 2030

In 2019, Queen Mary University of London launched a bold new Strategy with the vision to open the doors of opportunity. By 2030, we will be the most inclusive university of its kind, anywhere. We are doing this by building on our existing cultural diversity to create a truly inclusive environment, where students and staff flourish, reach their full potential and are proud to be part of the University. Continuing our long tradition of commitment to public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

We have five core values that will help us to reach this goal:

We are **inclusive**, supporting talented students and staff regardless of their background, and engaging with our local and global communities.

We are **proud** of the difference we can all make when we work collectively.

We are **ambitious**, fostering innovation and creativity, disrupting conventional thought, and responding with imagination to new opportunities.

We are **collegial**, promoting a strong community through openness, listening, understanding, co-operation and co-creation.

We are **ethical**, acting with the highest standards, and with integrity, in all that we do.

To enable our staff to flourish and to reach their full potential throughout their employment at Queen Mary, we offer a range of benefits:

Staff benefits

- Annual leave – the full-time annual leave entitlement is 30 working days (not including bank holidays).
- [Season ticket loan scheme](#)
- [Pension scheme](#)
- [Reward and recognition schemes](#)
- [Cycle to work scheme](#)
- [Qmotion sport fitness centre](#)
- [Employee Assistance Programme](#)
- [Family friendly policies](#)
- [Flexible working practices](#)
- [On-site day nursery](#)

Job description

Job details	
Job title	Senior Early Years Practitioner
School/Dept/Institute Centre/Faculty	Professional Services / Estates and Facilities / Commercial Services / Westfield Nursery
Reports to	Early Years Manager
Grade and salary	Grade 3 (£31,705-£35,187)
Hours per week	Full-time (40hrs)
Appointment period	Indefinite
Current location	Mile End
Work activity type	Operational

Job context

Westfield Nursery is an internally operated department of Queen Mary University of London as part of the Estates and Facilities directorate. It cares for up to sixty-five children per day who are aged between three months and five years old and the main users of the Nursery are Queen Mary staff and students, but external applicants are also taken. The Nursery operates from five age appropriate rooms, each of which has a core team of three staff.

Westfield Nursery is committed to working in partnership with families and any other individuals who can help them, in the attainment of the highest standards of care and education for each individual child.

Job purpose

To lead all staff by example, and personal guidance in the provision for the needs of all the children in the Nursery's care. Building strong relationships with families, they will be able to understand individual needs allowing parents and carers to attend to their work and study commitments in confidence. To oversee and guide the work of the Early Years Practitioners, Assistant Nursery Practitioners, students and volunteers.

Main duties and responsibilities

- To lead their team as well as other staff as required, in working to exceed the standards expected by Nursery management, Ofsted and the Department of Education. Guiding the Early Years Practitioners and Assistant Nursery practitioners in the delivery of this.
- To assist the Early Years Manager and Deputy Early Years Manager in the development of the service provided in line with developments in the industry, and the needs of its users. This may include the taking on of new roles that will support this.
- To ensure that QMUL and Nursery policies and procedures are followed by all staff at all times, addressing issues in a prompt manner.
- To conduct supervision and appraisals with members of their team to enable staff development, as well as attending their own supervision sessions and team meetings, provide suggestions regarding the improvement of the service and follow guidance from the Early Years Manager. Take part in training for personal, as well as team, development.

- To lead by example in the development of positive and professional relationships with Nursery users, providing relevant, honest information to the children's parents and carers.
- To work as part of the team, ensuring that all the children's physical and emotional needs are met in a caring and efficient manner, including toileting and nappy changing.
- To provide the children, Early Years Practitioners, Assistant Nursery Practitioners, students and volunteers with a positive role model acting in accordance with the Nursery's philosophy and QMUL's equal opportunities policies.
- To lead their team in their understanding of developmentally appropriate activities, the planning and implementation of these while recording the child's key achievements.
- Through hands-on practice, contribute to the development and maintenance of developmentally appropriate, child-centred, play-based provision for young children - which provides the nurturing environment needed to promote children's emotional stability, independence, autonomy and creativity - whilst ensuring health and safety procedures are followed so that children and adults are kept safe.
- To understand the importance of health and safety procedure, including risk assessment, and ensure they, and all other staff adhere to QMUL and Nursery policy in this regard.
- To lead in the care of equipment used and report any concerns to the Nursery's health and safety coordinator.
- To understand the confidential nature of their role and act at all times in the best interests of the children even when these conflict with those of other adults, reporting any concerns to the appropriate staff member.
- To recognise that they are accountable to the Early Years Manager with regard to all aspects of the operation within their section and team. Managing the section effectively and raising any issues that they require support in a timely manner, to ensure standards of care are maintained at all times
- To act at all times in line with QMUL and Nursery policy and procedure, as well as guidance from management, including any additional duties that may be reasonably required of the role.
- To take responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with.
- Act as a key person for a defined group of individual children providing each child with continuity of care throughout the child's time at the setting, in partnership with their parent/carers.

The above list of responsibilities is not exhaustive and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager.

This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.

Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.

Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

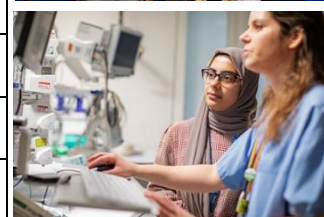
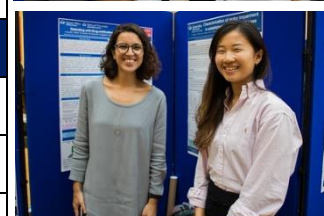
Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

Qualifications	Essential	Desirable
Recognised early years qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GCSE (or equivalent) grade C or above in Maths and English	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recognised qualification in leadership and/or management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience/Knowledge		
Significant experience of working with children under five.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recent experience in a supervisory role in an early years setting.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowledge of the statutory framework for the early years foundation stage (2014).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good knowledge of Safeguarding responsibilities in the early years and the ability to support others in this.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of the importance of equality of opportunity in regard to working with adults and young children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of health and safety guidance including risk assessment and how it pertains to the care of young children as well as adults.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of effective record keeping	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills/Abilities		
Ability to communicate clearly and professionally in English both verbally and in writing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of and ability to lead in key team working skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience in using Word and Excel programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other		
Commitment to confidentiality	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*The ability to meet UK 'right to work' requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* The University has a legal responsibility to ensure that all potential employees can provide documentary evidence of their legal right to work in the UK prior to commencing employment. Candidates shortlisted for interview will be asked to bring their passport or another acceptable [form of evidence](#) to verify their right to work.

For those who do not have a right to work in the UK, the University is a UKVI licensed sponsor and is able to issue a Certificate of Sponsorship (CoS) to successful candidates who are offered highly skilled roles and meet the eligibility criteria. The CoS enables candidates to apply for a Tier 2 (general visa). For further information on this, please visit the UK Visas and Immigration website: <https://www.gov.uk/browse/visas-immigration/work-visas>





Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional [Athena SWAN](#) award for advancing gender equality, and is also a [Stonewall Diversity Champion](#) and commits to advancing LGBTQ+ inclusion by submitting to the [Stonewall Workplace Equality Index](#). We also offer a number of development programmes including [Springboard](#), [Aurora](#) and [B-MEntor](#). We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer 'Introducing Inclusion' training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do. EDI is built into everything we do at Queen Mary, and is championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact hr-equality@qmul.ac.uk.

Flexible working:

Queen Mary is proud of the diversity of its staff and students. We encourage inclusive practices in everything that we do, to ensure that everyone who works here feels valued and enabled to have a positive working experience. We are therefore open to considering applications from candidates wishing to work flexibly, balanced against business need. Our [Flexible Working Policy](#) includes examples of some of the flexible working arrangements that could be considered. If you feel that this is something that may be of benefit to you, please do ask.

Family Friendly Policies:

Queen Mary recognises the commitments that staff have to their family and the importance of work-life balance. To support this Queen Mary offers a range of [family friendly policies](#) with enhanced rates of pay available for family-related leave, following a qualifying period of service.



Further Information

Details about the Estates and Facilities Directorate can be found at:

<http://www.estates.qmul.ac.uk/>

Informal enquiries should be made to:

Name: Susan Tierney

Email: s.tierney@qmul.ac.uk

General Information

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place

