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| **Position Name**  | **Nursery / School Facility Management Staff** |
| **Role Description**  | The individual is responsible for provision of effective and efficient facilities management of the school site and site team, as well as ensuring cleanliness, safety & security of the premises at all times |
| **Typical Roles and Responsibilities**  | * Manage all aspects related to maintenance (planned and ad-hoc), operation and cleanliness of school facilities, including to ensure consistently high standards of hygiene of all school buildings
* Facilitate overall security arrangements of the premises including ensuring that staff are aware of the procedures on security and the use of fire/ other alarm systems, etc.
* Ensure compliance with relevant legal and statutory health & safety matters within the work undertaken by the site team
* Contribute to school decisions regarding premises management and manage all premises related contracts and services
* Monitor the safe storage and control of any potentially harmful materials/ chemicals used within the school and ensure that such materials are appropriately signposted
* Support in developing and implementing the school’s disaster recovery plan through consultation with school’s leadership
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| **Key Competencies**  |
| ​**Science and practice supporting holistic early childhood development** | Understand impact of early years and importance of addressing child’s holistic development |
| Apply evidence-based strategies for promoting child and family development (incl. appropriate use of technology) |
| Demonstrate understanding of individual differences and ﬂuctuations in children’s development and learning that must be responded to reﬂectively and appropriately |
| Use appropriate tools and techniques to assess child development; organizing results so information can be used for further assessment and planning purposes in providing timely care and interventions |
| Interact with kindness, warmth and care, expressing respect, appreciation and understanding of individual needs; creating a healthy, welcoming and age-appropriate environments for them |
| Understand and demonstrate respect for processes, protocols and procedures for protecting privacy and confidentiality of the children, respective families and colleagues  |
| **Child wellness: health, nutrition,** **and safety** | Familiar with science regarding healthy early childhood development and use of strategies with children and their parents to support physical growth, emotional well-being, and adequate nutrition |
| Understand the influence of adverse childhood experiences on life-long health and social consequences |
| Familiar with child protection laws, policies and protocols for reporting child neglect, abuse, exploitation or exposure to violence; taking adequate actions when children are under similar kinds of threat |
| Aware of safety issues that affect children and factors and practices that reduce or increase risk to child safety and able to provide first aid / CPR procedures |
| Promote home and community safety in partnership with parents across all spaces to prevent unintentional injuries, disease, or death of the child |
| **Family and community**  | Understand the critical importance of the family environment (physical, social...) for child’s wellbeing overall development, functioning, and learning |
| Aware of the importance of high-quality interactions between parents and the child, and between practitioners and parents; able to interact with parents in a timely, transparent, respectful, and accountable manner |
| Establish relationships with parents based on mutual understanding, trust and cooperation; using effective strategies to engage family members with diverse backgrounds using a variety of ways to communicate (e-mail, phone...) |



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| **Family and community** | Listen to and involve parents in all decisions regarding the child’s safety, healthy development and learning; creates opportunities for parents to strengthen their parental skills |
| Aware of community resources to support child and family development and functioning and accordingly able to partner effectively with key stakeholders |
| **Diversity and inclusion**  | Treat all children and their families with fairness, empathy, understanding, dignity and respect; understanding how discrimination based on diversity can impact lives and prospects of children |
| Adapt practices, communication and services to reflect each child’s and family’s characteristics, strengths, beliefs and special needs |
| Use different strategies to make each child and family feel welcomed and respected regardless of their background, language, socio-economic status, ability or gender |
| Address own biases toward children, families and communities to avoid stereotypical or judgmental reactions and to advance child’s development |
| **Professionalism and professional growth**  | Identify proudly as an ECD professional and promote professional and personal integrity in all interactions, while aware of relevant professional code of conduct for their profession, if applicable |
| Use professional competencies and standards for ECD practitioners as guidance for own professional development and as a continuous learning process |
| Familiar with effective and evidence-based strategies and tools for improving the quality of their practice and aware of Abu Dhabi’s ECD practitioner competencies and standards |
| Apply information from professional meetings, seminars, workshops, as well as print and digital resources to stay abreast of and deepen professional knowledge |
| **Coordination across practitioner roles and professional settings**  | Cooperate and coordinate with others to facilitate children’s and families’ access and transition to services to support overall child and family development and well-being |
| Familiar with variety of practitioner roles across ECD services; cooperating and coordinating with them for joint planning, service delivery and evaluation of outcomes to support child and family development and well-being |
| Demonstrate collegiality and is respectful of each other’s functions, responsibilities, strengths, skills and expertise when working with other practitioners |
| **UAE culture and heritage**  | Aware of the UAE’s heritage, culture and Islamic values; demonstrating appreciation and respect in interactions |
| Aware of the diverse cultures, religions, traditions, ethnicities and races that live in the UAE; showing sensitivity while communicating and engaging with the UAE community and promoting core values |

