



Clapham Manor  
Primary School &  
Nursery

*Growing Brighter Futures*



# Nursery Lead Main Pay Scale with a TLR3 (£2000) Job Description

Advert: May 2025

Start date: September 2025

## Job Description

This job description may be amended at any time following discussion between the Executive Headteacher and Senior Leadership Team.

**Reporting to:** Executive Headteacher /Senior Leadership Team and Governing Body

**Job Title:** Nursery Lead

**Grade:** Inner London Main Pay Scale with a TLR 3 (£2000)

**From:** September 2025 - fixed term until 31st August 2027

## Purpose of Post

To support the vision, ethos and policies of the school and promote high levels of achievement for the children in their class in collaboration with the Executive Headteacher, Head of School, and the Teaching and Learning Team.

- To be responsible as a member of the early years team for the provision and efficient running of high quality integrated early years education providing a stimulating environment in the context of the school and Council's relevant policies.
- To work in partnership with the early years lead ensuring that outcomes for children are met, and that data is used effectively to ensure that services are delivered to meet the needs of the children and according to local and national requirements.
- To work in partnership with the early years lead on developing and delivering evidence-based practice, ensuring that the provision is evaluated and that outcomes are clearly captured and documented meeting Ofsted, local authority and DfE requirements within the remit of national guidance.
- To take the lead role in parent/carers liaison and to work with other agencies to identify children and their families who need support.

## Main Duties/ Responsibilities

### SERVICE DELIVERY

- To be responsible for the day to day operational management of the Nursery ensuring the provision is high quality and improves outcomes for young children so they can maximise their full potential.
- To work in partnership with all nursery practitioners, the early years lead and other teachers across the phase to provide a high-quality integrated education and childcare provision, including the modelling and delivery of quality first practice that supports the holistic development of children.
- To work in partnership with the Leadership and Management Team (LMT) to ensure that the provision meets all legislative requirements.
- To work in partnership with the EYFS Lead and the SENDCo to ensure the delivery and the coordination of services and interventions within the setting for children with disabilities, special educational needs, disadvantaged pupils and those with English as an additional language.

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- To work in partnership with the EYFS lead to plan and organise educational opportunities that enhance and enrich learning, enabling all children to fulfil their potential.
- To work in partnership with the EYFS Lead, LMT and nursery staff to promote and market the provision.

## **PERFORMANCE MANAGEMENT**

- To use pupil progress and attainment data and other relevant information to support the achievement of the children in the nursery.
- To ensure that families and children attending the provision have the opportunity to provide their views and ensure that the progress of children is shared with parents on a regular basis.
- To ensure that children are accurately registered and to support the administrative team in ensuring that all data entered on to the school's information management system is accurate and kept up to date.
- To work in partnership with the EYFS Lead and LMT to ensure that the provision meets the criteria for Ofsted inspections.
- To assist nursery practitioners and the early years lead in tracking children's progress and attainment in order to ensure each child fulfils their potential.

## **LEADERSHIP, MANAGEMENT AND STAKEHOLDER ENGAGEMENT**

- To share responsibility for the induction, supervision, professional development and appraisal of the early years practitioners with the early years lead.
- To take the lead for nursery team meetings ensuring these are conducted in a professional manner and act as an advocate for the team when reporting to the LMT.
- To write reports and other documents relating to the responsibilities of the post and present them for a variety of purposes including for governors and external agencies.
- To work in conjunction with the senior leadership team and school business manager to monitor and account for funding within the childcare budgets.

## **GENERAL REQUIREMENTS**

- To observe all health and safety rules and guidance and to take all reasonable care to promote the health and safety at work of staff and users of the school.
- To support the school business manager where necessary for the maintenance, security and effective day to day management of the nursery, its contents and of the grounds where appropriate.
- To work in partnership with the primary school designated safeguarding leads, ensuring the implementation of child protection procedures that protect and promote the welfare and wellbeing of all children and their families at the nursery.

- To continuously develop your own role, taking responsibility for identifying and addressing training and development needs
- Take an active part, where appropriate, in any pilots, projects or pieces of work/research in order to develop, progress and review the service
- To carry out the responsibilities of the post at all times with due regard to equal opportunities, GDPR requirements and the maintenance of confidentiality and service user choice.
- To take appropriate responsibility for challenging any form of discrimination and prejudice, promoting positive relationships within the community.
- To keep abreast of both national and local developments in early years' services and to support where necessary any change management processes, motivating staff teams where appropriate.
- To ensure that volunteers, unpaid staff and students are given the proper support to acquire the skills and knowledge to work effectively within the setting.
- To ensure that the provision is fully operational and appropriately staffed at all times, working in partnership with the EYFS Lead and LMT to strategically plan for staff to child ratios and staff absence.
- To work as flexibly as may be required by the needs of the service.
- To render first aid in accordance with policy.
- To work actively to prevent discrimination in line with the protected characteristics in line with current equalities legislation.
- To carry out any other reasonable duties as required or requested by the senior leadership team, consistent with the purpose and the grade of the post.

#### Note

*The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder's responsibilities and duties.'*

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

**Signature of post holder** \_\_\_\_\_ **Date** \_\_/\_\_/\_\_

**Signature of Line Manager** \_\_\_\_\_ **Date** \_\_/\_\_/\_\_

## Person Specification for Nursery Lead

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria of the four areas shown below and how your examples demonstrate impact.

QUALIFICATIONS	
Essential	Desirable
<b>A person who has:</b> <ul style="list-style-type: none"> <li>Knowledge of the Childcare Act 2006 and the Childcare Act of 2016 and any other legislation and national initiatives relevant to children and young people's services</li> <li>Detailed knowledge of statutory frameworks relevant to early years' services including Ofsted and the Early Years Foundation Stage.</li> <li>Knowledge and understanding of the purpose performance management and evaluation of services</li> <li>A relevant degree or equivalent Level 6 qualification.</li> <li>Grade C or above in GCSE Maths and English (or equivalent)</li> <li>Knowledge and understanding of relevant legal frameworks such as child protection, safeguarding and data protection</li> </ul>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Evidence of Continuing Professional Development</li> </ul>

EXPERIENCE	
Essential	Desirable
<b>A person who has successful experience of:</b> <ul style="list-style-type: none"> <li>Experience of working in an early years setting for 2 - 4-year olds in a complex inner-city environment, with a focus on vulnerable families</li> <li>Experience of effectively managing a diverse staff team.</li> <li>Experience of using data to performance manage services and demonstrate outcomes.</li> <li>Experience of tracking children's progress and improving outcomes for the most vulnerable children.</li> <li>Ability to communicate with a wide range of audiences both verbal and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of 5 years' experience as an early year's practitioner providing inclusive services of which at least 3 years are in a management capacity.</li> </ul>

PERSONAL AND PROFESSIONAL SKILLS AND DUTIES	
Essential	Desirable

**A person who is able to:**

- Negotiate Effectively and act as an effective advocate for children: securing positive outcomes on their behalf.
- Motivate and Enable, seeking to enable children and staff to fulfil their potential, offering choice, encouragement and praise.
- Work in a positive and co-operative way, learning from others and contributing to their development so that they positively contribute to the organisation.
- Delegate Effectively - Delegates clearly and fully, monitoring progress regularly and giving timely support where necessary.
- Care Effectively - Demonstrates sensitivity, respect and kindness towards children, families and staff, ensuring their needs are met within care plans.
- Communicate in Writing - Writes clearly and effectively for a range of recipients, demonstrating sound basic literacy skills.
- Communicate Orally - Communicates successfully by matching the message to the listener and conveying key points clearly.
- Plan and Manage Activities - Effectively manages own workload, prioritising effectively and consistently meeting deadlines.
- Build Effective Partnerships - Builds productive working relationships and partnerships, demonstrating self-awareness, perception and a collaborative approach.
- Analyse and Evaluate - reaches sound judgments after careful and systematic evaluation of relevant facts.
- Make Decisions - Takes decisive, sometimes tough, and appropriate managerial action after considering all of the options and implications.
- Show Resilience and Professionalism - Embraces accountability, demonstrates ongoing resilience and the highest levels of integrity and professionalism.
- Maintain Integrity - Sets clear boundaries, maintains personal integrity and adheres to good practice.
- Create Customer Centred Services - Develops services which meet genuine customer needs, promoting a culture of
- Facilitate a collaborative approach to learning in their class and in their subject
- Motivate and inspire confidence in pupils, staff, parents, governors and the wider community in order to further develop and promote the school
- Use a creative approach to curriculum design
- Think creatively and imaginatively to solve problems and identify opportunities
- Think creatively and imaginatively to identify opportunities to impact positively on the outcomes for pupils
- Have lots of energy and enthusiasm!

<p>involvement, listening and responsiveness.</p> <ul style="list-style-type: none"> <li>• Manage Diversity - Ensures systems are in place to resolve oppressive practices, promoting a positive recognition of differences and merit-based opportunity.</li> <li>• Deliver Results - Meet deadlines and targets, demonstrating an ability to achieve despite constraints or obstacles.</li> <li>• Change Management - Ability to adapt and contribute towards change in a positive manner. Spots opportunities or problems in own area and takes action to capitalise on opportunities or resolve problems</li> <li>• Manage and Minimise Risk - Establishes systems to create and sustain the safest possible environment for customers, self and staff.</li> <li>• Promote Community Cohesion - Proactively gets involved in projects that are outside of immediate work area that contribute to the development of the school and the wider community</li> </ul>	
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<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>Essential</b>	<b>Desirable</b>
<p><b>A person with a good knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The EYFS Curriculum</li> <li>• Pupil attainment and achievement</li> <li>• Planning, record keeping and assessment in their class</li> <li>• Inclusion</li> <li>• A commitment to developing the whole child through an enriched EYFS curriculum</li> <li>• ICT and uses it effectively to enhance teaching and learning</li> <li>• Child Protection and Safeguarding procedures and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of feedback to impact on pupil progress</li> <li>• Working in partnership with parents and outside agencies</li> </ul>

<b>REFERENCES</b>
<b>Essential</b>
Two supportive references, at least one from the current employer.