**JOB PROFILE**

**POST TITLE: Nursery Nurse**

|  |  |
| --- | --- |
| **Please identify the main purpose of your job.** | |
| Under the direction of the headteacher and under the guidance of the class teacher to provide and develop appropriate learning experiences working with individual and groups of pupils and with whole classes for short periods. | |
| **What are the main duties and responsibilities of your job?** | |
| Main duties and responsibilities | % of time |
| * To provide general welfare and care to pupils. * To participate in learning experiences and behavioural programmes for pupils. * To promote effective use of language, both verbal and non-verbal. * To assist with pupils' independence and contribute to physical, social, emotional and intellectual well-being. * To participate in planning with the teacher. * To support integration. * To assist in recreational activities * To contribute to all areas of curriculum development and assist with record keeping. * To develop and maintain good relationships with pupils, colleagues, parents and outside agencies. |  |

**1. KNOWLEDGE**

|  |  |  |
| --- | --- | --- |
| **1. What kinds of know** | **edge do you need in order to perform your job competently?** | |
| Type of knowledge | What knowledge and why do you need it? | Source of knowledge |
| Literacy | Good standard (GCSE level) to contribute to pupils' teaching and learning. |  |
| Numeracy | Good standard (GCSE level) to contribute to pupils' teaching and learning. |  |
| Procedural | School routine; school policies including Child Protection, Behaviour Management, Administering of Medicines etc |  |
| Equipment | Play equipment (including large items outside) |  |
| Administrative systems | School administrative systems, record-keeping etc. |  |
| Organisational | School structure and hierarchy; understanding of the roles of outside agencies. |  |
| Specialist | Knowledge of social and educational needs of 2-5 year olds. |  |
| Other  languages/cultures | Awareness of diversity.  Knowledge and understanding of the importance of non-verbal communication |  |
| Other (please specify) |  |  |

**2. MENTAL SKILLS**

|  |
| --- |
| **2.1 Please give examples of two decisions you make on a regular basis** |
| \When to direct a child to an alternative activity |
| Modifying an activity to suit an individual's needs. |
| **2.2 What is the most important or difficult decision/recommendation you make? How often do you expect to take a decision or solve a problem of this type?** |
| Referring a potential child protection issue to a teacher (occasional) |
| **2.3 Describe the kinds of problems you solve regularly.** |
| Dealing with behavioural difficulties. |
| **2.4 Give examples of any creative and developmental skills required.** |
| Creating attractive classroom displays.  Creating and adapting resources for teaching and learning. |
| **2.5 If your job requires forward planning, give examples of how you plan or organise activities/projects.** |
| Contributing to weekly and termly planning of educational activities. Planning for events throughout the academic year. |
| **2.6 Other** |
|  |

**3. INTERPERSONAL AND COMMUNICATION SKILLS**

|  |  |
| --- | --- |
| **3.1 What Interpersonal and communication skills are required to perform your job competently?** | |
| TYPE OF SKILL | PURPOSE/NATURE OF SKILLS AND HOW USED |
| Caring | Empathy with very young children and ability to care for their basic needs, |
| Training | Assisting with training of students/trainees on placement. |
| Team-working | Ability to work collaboratively with a team of colleagues |
| Motivational/team leading |  |
| Advising/Guiding | Guiding young children on appropriate behaviour etc |
| Persuading/  influencing/  negotiating | Persuading young children to act appropriately, take part in activities etc |
| Advocacy | Acting on behalf of young children, either between them and other adults or in disputes with other children, particularly where language is undeveloped. |
| Conciliation | Mediating between young children |
| Counselling |  |
| Oral(spoken) communication | Good standard required in order to communicate with pupils, parents and colleagues |
| Written  communication | Good standard in order to write reports etc |
| Presentation |  |
| Other language/ Communication |  |

**4. PHYSICAL SKILLS**

|  |  |
| --- | --- |
| **4.1 List any tasks which require particular co-ordination/precision and/or speed** | |
| **Task** | **Skill required** |
|  |  |
|  |  |
|  |  |
|  |  |

**4.2 Are driving skills required? No**

**5. INITIATIVE AND INDEPENDENCE**

**5.5 Give an example of a decision that would need to be referred to a supervisor or manager** Notifying a teacher if a child appears too ill to stay at school

**5.4 Give an example of a decision which can be made without reference to a manager** Determining appropriate interaction with pupils

**5.3 What level of control do you have over workload and priority of work?** Limited control over both workload and priorities

**5.1 How are you managed?**

Line managed by Headteacher; day to day supervision by class teacher.

**5.2 To what extent is your job guided by instruction/procedures/policies or precedents?** To a large extent

**6. PHYSICAL DEMANDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **6.1 Please give details of any physical demands involved in your job.** | | | |
| Demand | Reason | Duration | Frequency |
| Bending, stretching, kneeling  Lifting | To interact/play with children  Lifting/picking up pupils (eg helping if they've fallen over or are distressed)  Lifting and moving play equipment, toys, boxes of books etc | Minutes at a time | Frequently  Regularly |

**6.2 If lifting, do you have any help from anyone else?** Yes, if necessary (eg lifting a large piece of equipment)

**6.3 Do you use a mechanical aid (e.g. sack barrow)** No

**7. MENTAL DEMANDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **7.1 Detail if your job requires you to use your senses more than usual** | | | |
| Activity | Reason | Duration | Frequency |
| General awareness of pupils' whereabouts and activity — requires heightened senses of sight and hearing | To ensure safety and well being of pupils | Constant | Constant |

|  |  |  |  |
| --- | --- | --- | --- |
| **7.2 Detail the level of concentration required to perform your job competently** | | | |
| Activity | Reason | Duration | Frequency |
| Alert to pupils' whereabouts and activity | Need to be alert at all times to ensure safety and well-being of pupils | Constant | Constant |

|  |  |  |  |
| --- | --- | --- | --- |
| **7.3 Are there any work-related pressures?** | | | |
| Activity | Reason | Duration | Frequency |
| Noise/high level of activity in the classroom which can make it difficult to concentrate (see above) | Added pressure to the requirement to ensure pupil well-being | Constant | Constant |

|  |  |  |  |
| --- | --- | --- | --- |
| **7.4 Detail any other type of mental demand** | | | |
| Activity | Reason | Duration | Frequency |
|  |  |  |  |

**8. EMOTIONAL DEMANDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **8.1 Give details if your job brings you into contact / work with other people (other than your immediate work colleagues) whose circumstances or behaviour causes you emotional stress.** | | | |
| People involved | Cause | Impact | Frequency |
| Pupils | May be angry, unwell or showing difficult behaviour | Low level | Occasional |

**9. RESPONSIBILITY FOR PEOPLE**

|  |  |  |
| --- | --- | --- |
| **9.1 Do you have any DIRECT impact on the physical/ mental/ social/ economic or environmental wellbeing of people (other than those directly supervised or managed by you)?** | | |
| Task/duty/responsibility | Who is affected ? | How are they affected ? |
| Care of very young children | Pupils | Physical and mental well-being |

|  |  |  |
| --- | --- | --- |
| **9.2 Do you implement or enforce any statutory regulations which have a direct impact on health, safety or well being of people?** | | |
| Regulation | Impact on | Nature of impact |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **9.3 Do you develop policies or provide advice, guidance or interpretation of procedures or regulations which impact on the well being of people?** | | |
| Regulation | Impact on | Nature of impact |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **9.4 Do you have any other responsibilities for people?** | | |
| Responsibility | Who is affected | How are they affected |
| Confidentiality of data and information about pupils | Pupils | General well-being |

**10. RESPONSIBILITY FOR SUPERVISION/ DIRECTION/ CO-ORDINATION OF EMPLOYEES**

|  |  |  |
| --- | --- | --- |
| **10.1 Does you job involve training or demonstrating** | **your work to other employees?** Who | Frequency |
| What training or demonstrating |
| Limited training and demonstrating Contribution to induction | Trainee nursery nurses New colleagues | Fairly regularly As required |

|  |  |
| --- | --- |
| **10.2 Do you supervise or manage any employees/ trainees?** | |
| Nature of supervision/management | Number |
| No |  |

|  |  |
| --- | --- |
| **10.3 Do you develop policies or provide advice, guidance or interpretation of procedures or regulations which impact on staff?** | |
| Nature | Number |
| No |  |

**10.4 Organisation Chart**

Include only post titles and locations, where appropriate. Highlight the postholder in bold.

**11. RESPONSIBILITY FOR FINANCIAL RESOURCES**

|  |  |  |
| --- | --- | --- |
| **11.1 Please give details if you are directly responsible for any financial resources** | | |
| Nature of responsibility | Annual value | Frequency |
|  |  |  |

|  |  |
| --- | --- |
| **11.2 Do you develop policies or provide advice guidance or interpretation of procedures or regulations in relation to finance?** | |
| Nature of responsibility | Impact |
|  |  |

**12. RESPONSIBILTY FOR PHYSICAL RESOURCES**

|  |  |
| --- | --- |
| **12.1 Please give details of any direct responsibility you have for physical resources.** | |
| Nature of responsibility | Approximate value |
|  |  |

|  |  |
| --- | --- |
| **12.2 Do you develop policies or provide advice guidance or interpretation of procedures or regulations which have an impact on physical resources?** | |
| Nature of responsibility | Approximate value |
|  |  |

**13. WORKING CONDITIONS**

|  |  |
| --- | --- |
| **13.1 What kind of place do you usually work in?** | |
| Description | % time spent there |
| School environment — classroom and outdoor play area | 100% |

|  |
| --- |
| **13.2 Are you able to rearrange your workload around extreme weather conditions ?** Not usually applicable — in poor weather outdoor activities are re-located indoors |

|  |  |  |  |
| --- | --- | --- | --- |
| **13.3 Please give details of any unpleasant environmental working conditions.** | | | |
| Nature | Source | Time exposed | Frequency |
| Toiletting of young children  Dealing with sick children | Pupils | Minutes at a time | Fairly often |

|  |  |  |  |
| --- | --- | --- | --- |
| **13.4 Please give details of any verbal abuse, aggression or other anti-social behaviour from people (other than immediate work colleagues) you experience during your work.** | | | |
| Nature | Source | Time exposed | Frequency |
| Aggressive behaviour | Pupils and occasionally parents | Minutes | Limited |

|  |  |  |  |
| --- | --- | --- | --- |
| **13.5 Do you encounter any hazards in your job?** | | | |
| Nature | Source | Time exposed | Frequency |
|  |  |  |  |