



# **Nursery Lead**

**(Level 4 or 5)**

## **Job Description**

Employment details	
Job title	Nursery Lead
Reports to	Headteacher
Salary	Scale Point 23

### General duties

- To provide high quality and safe provision which promotes all aspects of development of the children who attend the Nursery.
- To work as part of a team to ensure the efficient and effective running of the Nursery.
- To promote the health, safety and welfare of the children in the Nursery.
- To demonstrate inclusive practice at all times.
- To interact positively and appropriately with the children at all times, in all environments and all weathers: being at their level, which may include working on the floor.
- Comply with Academy policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Support subject leaders wherever possible, e.g. through attendance at departmental meetings.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- To build and maintain strong partnership working with parents to enable children's needs to be met.
- Participate in any performance-related appraisal arrangements made by the Academy.
- To work as part of a team in order to provide an enabling environment in which all individual children can play, develop and learn.

### Teaching

- Set high expectations which inspire, motivate and challenge pupils by:
  - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
  - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

- To model positive social interaction and play and to provide exciting learning experiences.
- To be able to teach to ensure children learn through play
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Detailed knowledge of child development and the ability to help plan and deliver activities suitable for these young children.
- Promote good progress and outcomes for pupils by:
  - Being accountable for pupils' attainment, progress and outcomes.
  - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
  - Guiding pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
  - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
  - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
  - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstanding
  - To understand and follow the Early Years Foundation Stage curriculum
  - To value and encourage children in celebrations and activities from their own and other cultures
  - To use in the moment planning and support children's individual interests.
  - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
  - Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
  - Imparting knowledge and developing understanding through effective use of lesson time.
  - Promoting a love of learning and children's intellectual curiosity.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
  - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - To use initiative to ensure the smooth running of the learning taking place.
  - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

- Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
- Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
  - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
  - Record and access the children achievements in line with the outcomes detailed in the Early Years Foundation Stage curriculum.
- Manage behaviour effectively to ensure a good and safe learning environment by:
  - Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's Behaviour Policy.
  - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with the school's Behaviour Policy.
  - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
  - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
  - Making a positive contribution to the wider life and ethos of the Academy.
  - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
  - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
  - Communicating effectively with parents with regard to pupils' achievements and wellbeing.

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
  - Showing tolerance of and respect for the rights of others.

- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards in attendance and punctuality.

### **Organisation**

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

### **Additional duties**

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the Academy, e.g. through creating displays of pupils' work.
- To attend and participate in all staff meetings called by the Team Leader or Head of School including discussions on curriculum and smooth running of the Nursery.
- Carry out additional tasks as reasonable expected under the direction of the headteacher.
- To comply with all relevant standards of safety, security and hygiene, ensuring that knowledge of the standards are up to date.

## Nursery Practitioner person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Level 4 or 5 Diploma in Early Years</li> <li>• At least 2 years' experience working in an Early Years setting</li> </ul>	<ul style="list-style-type: none"> <li>• A first aid certificate.</li> <li>• Evidence of ongoing personal development training</li> </ul>
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Experience working in an early years environment.</li> <li>• Conducting assessments, keeping records.</li> <li>• Implementing safeguarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Organising and participating in extracurricular activities.</li> <li>• Experience of working in partnership with parents</li> </ul>
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> <li>• A clear understanding of the subject's curriculum and examination specifications across any key stage.</li> <li>• Sufficient knowledge to answer subject-related questions raised by pupils.</li> <li>• An ability to use different teaching methods and adapt to cater for pupils' different needs.</li> <li>• Knowledge of effective intervention strategies to improve the quality of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of relevant legislation and educational developments.</li> <li>• An understanding of how assessment and attainment information can be used to improve practice.</li> <li>• Skills in effective resource management and deployment.</li> </ul>
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> <li>• Punctual, with a good attendance record.</li> <li>• An excellent communicator, verbally and in writing.</li> </ul>	

- Organised.
- An excellent time manager.
- Hardworking, with high expectations of themselves and their professional standards.
- Committed to CPD.
- Able to work both independently and as part of a team.
- Able to maintain successful working relationships with other colleagues.
- Able to plan and resource effective interventions to meet curricular objectives.
- Driven and energetic.

#### **The successful candidate may also be**

- Committed to the value and promotion of their subject.
- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider Academy and its community.
- Able to effectively promote the Academy's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.

#### **Additional requirements**

#### **The successful candidate will have**

- An enhanced DBS certificate and barred list check.
- Evidence for their previous work experience.
- References.