



# St Mary's CE Primary School

Founded in 1812

Dollis Park, Finchley, LONDON N3 1BT



## **Nursery Nurse – Key Accountability and Person Specification**

### **Purpose**

- A Nursery Nurse/HLTA/Early Years Professional who, in line with school policies and procedures and in collaboration with team colleagues, provide high quality care and education by implementing the Early Years Foundation Stage framework and Development Matters.
- Support the Class teacher with their responsibility for the development and education of all pupils
- Assist the Class teacher with the planning, delivery, assessment and reporting of the provision, and deputise in their absence.
- Support the school's Christian ethos, vision and values.

### **Key accountabilities**

In collaboration with a team and under the overarching supervision of the class teacher:

- Work as a member of a team, contributing to the planning, preparation, delivery and evaluation of learning experiences that will enhance children's physical, intellectual, emotional, social and moral development. Foster children's independence, self-reliance and social skills.
- Maintain a comfortable, safe and stimulating environment which supports and reflects diversity amongst the children and ensures that all children have equal access to learning and development opportunities. Implement the School's Equal's Opportunity Policy and work actively to overcome discrimination and stereotyping. Promote the inclusion of all children and provide an environment that allows for consideration of the children's ethnic, cultural, linguistic backgrounds and gender.
- In collaboration with team colleagues, be responsible for completion and collation of documentation related to children within the class – this could be manually or electronically dependent on the school's preferred system.
- Support new children and their parents/carers upon admission into school and in the transition between nursery and school.
- Support children with additional needs by contributing to Education Health and Care Plans as appropriate, and by contributing to reviews and case conferences and working in co-operation with other agencies.
- Implement agreed learning activities for individuals and groups of children, based on Development Matters in the Early Years Foundation stage (EYFS).
- Monitor and evaluate children's progress, development, attainments and responses in respect of learning activities, through observation, assessment and recording of attainment against pre-determined learning objectives in the EYFS and with reference to the school's policies and Ofsted regulations.

- Plan and evaluate daily, weekly and each term to meet the needs and interests of children, including those with additional needs. Plan, prepare and implement individual and group activities.
- In collaboration with the class teacher, take responsibility within the team for the “key person” role of a child or group of children, as defined by the EYFS. This involves planning, evaluation, observation, assessment, report writing, record keeping and attending meetings, case conference reviews, consultation with parents/carers etc.
- Take responsibility for the learning environment completing the register and running of the classroom as appropriate.
- Provide short term cover, such as during Teacher PPA or Management Time, in accordance with the statutory framework for EYFS.
- Contribute to the maintenance and development of a curriculum resource area/focus.
- Take small groups of children out of school to develop their interests in their local environment in line with school policy and national guidance
- Undertake the personal care of children as necessary (including the changing of nappies/soiled clothing for which parental/carer permission has been granted) which may also require the carrying out of basic medical procedures and/or administering of first aid for which training will have been provided.
- Provide a model of best practice in Early Years education for visiting professionals from within and beyond the local authority, including other authorised agencies. May also deliver training within own and/or to other early years settings, workshops etc.

### **Planning, organising and controlling skills**

- Work under the guidance of a teacher.
- Carry out a wider range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils’ work, marking pupils work to school standards.
- Plan for and provide curriculum learning objectives and teaching programmes as directed by the teacher, subject lead or other senior member of staff, differentiating and adapting programmes to suit the needs of the allocated pupil(s).
- Plan and evaluate specialist curriculum learning objectives with the teacher, writing reports and records as required.
- Supervise other support staff.
- May provide planned or unplanned cover of teacher/classes, managing the learning environment and pupil behaviour effectively.

### **Communicating and influencing skills**

- Provide information to colleagues, parents / carers within defined guidelines.
- Use language and concepts appropriate to the child’s age, stage of development, and culture.
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided.
- May support the headteacher/teacher in the induction of new staff/volunteers.
- Promote and support the school’s Christian distinctiveness within a nursery environment.

### **Knowledge, training and Experience**

- Educated to GCSE Grade A-C in English and Mathematics or equivalent.
- Higher Level Teaching Assistant (HLTA)/NNEB/Early Years Professional qualification.



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- Significant experience of working as a Level 3/4 Teaching Assistant, nursery Nurse or similar role.
- Working at or towards the National Occupational Standards (NOS) for Higher Level Teaching Assistants (or equivalent).
- Comprehensive knowledge of the national curriculum, early years foundation stage framework and relevant school policies.
- Basic IT skills, such as Internet browsing and accessing email,
- Additional knowledge in a specialist area or particular learning area (such as sign language, ICT, bi-lingual)
- Knowledge of how to apply individual Education, Health and Care Plans and/or other support plans
- Knowledge of relevant policies and procedures such, as child protection, health and safety, managing behaviour, marking and positive handling.
- Good awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to delivery any special interventions that are required.
- Knowledge and experience of supervising employees.
- May undertake training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach.

## **Initiative and innovation skills**

- Under the guidance of the teacher, work with individual or small groups of pupils or whole classes by supervising and encouraging their participation in tasks and activities.
- Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, marking, confidentiality and data protection.

Use initiative and make decisions to:

- Guide and support pupils in their personal, emotional and social development reporting problems to the teacher as appropriate.
- Use teaching and curriculum learning objectives to plan, evaluate and adjust lesson/work plans as appropriate.
- Provide the teacher with feedback on pupil progress, achievements and problems.
- Support the teacher in managing pupil behaviour.
- Provide feedback to pupils in relation to attainment and progress.
- Deliver learning activities to pupils within agreed system of supervision, amending approach according to pupil responses/needs.
- Deliver local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.

- Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime.
- Assist with organising and supporting school medical visits, educational visits and special events.

(The above examples are not exhaustive)

### **Physical effort**

- An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil's height
- Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays.
- May use positive handling in accordance with school policy and after appropriate training.
- May assist pupils with mobility problems, such as pushing a wheelchair, using a hoist and/or other lifting.
- May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist.

### **Work environment**

- Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme weather conditions.
- May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts.
- May be exposed to challenging parents/carers and occasionally verbal abuse.