



ACCOMPLISH

MULTI ACADEMY TRUST

Nursery Nurse Job Specification

Job Title: Nursery Nurse

Grade: G7

Reporting to: Headteacher / Early Years Leader/ Class Teacher

Supervision Activities Relating to Teaching and Learning: Classroom Teacher
Line Management: Headteacher/Early Years Leader

Location: Smawthorne Henry Moore Academy

Overall purpose of the post:

At SHMA, we care deeply about providing the very best start for our youngest learners. Our nursery offers a beautiful, nurturing learning environment that enhances our curriculum and creates rich, memorable learning opportunities for every child. We are committed to supporting the care, learning and development of children in a safe, inspiring and supportive setting. As we continue to grow and develop our Early Years provision at an exciting time for the school, we offer excellent professional development opportunities and are seeking a skilled and dedicated practitioner to join our experienced and passionate team.

Requirements of the post:

	Essential	Desirable
Qualifications	<p>Level 3 Diploma in Childcare and Education (or equivalent, such as CACHE or NVQ)</p> <p>GCSEs in English and Maths (grades 9-4/A*-C)</p> <p>To undertake an Enhanced Disclosure and Barring Service (DBS) Check</p>	<p>Degree Pathways: A degree in Early Childhood Studies.</p> <p>Paediatric first aid training.</p>

<p>Knowledge</p>	<p>Good numeracy/ literacy skills.</p> <p>Knowledge of the Early Years Foundation Stage (EYFS) framework and how it supports children’s learning and development.</p> <p>Understanding of child development from birth to five years, including developmental milestones.</p> <p>Knowledge of safeguarding and child protection procedures in schools, including the role of Disclosure and Barring Service requirements.</p> <p>Understanding of health, safety, and hygiene practices within an early years environment.</p> <p>Knowledge of supporting children’s personal, social, and emotional development.</p> <p>Understanding of play-based learning and how it supports early development and be able to implement this in practice to develop the learning environment indoors and outdoors.</p> <p>Knowledge of observing, assessing, and recording children’s progress.</p> <p>Awareness of inclusive practice and supporting children with special educational needs and disabilities (SEND).</p>	<p>Knowledge of the **Development Matters guidance used to support planning and assessment in EYFS.</p> <p>Understanding of effective partnership working with parents and carers.</p> <p>Knowledge of supporting early language and communication development.</p> <p>Awareness of behaviour management strategies appropriate for young children.</p> <p>Knowledge of supporting children with additional needs and familiarity with the SEND Code of Practice.</p> <p>Understanding of outdoor learning and enabling environments in Early Years.</p> <p>Awareness of school readiness skills and transition into Reception.</p> <p>Knowledge of current early years best practice and research, including Strong foundations in the first years of school, Published 8 October 2024.</p>
<p>Experience</p>	<p>Experience working with children aged 0–5 years in an early years setting (e.g. nursery, preschool, or school nursery).</p> <p>Experience supporting children’s learning through play-based activities.</p> <p>Experience observing children and contributing to assessment and record keeping in line with the Early Years Foundation Stage (EYFS).</p>	<p>Experience working in a primary school nursery or foundation stage unit.</p> <p>Experience supporting children with special educational needs and disabilities (SEND) in line with the SEND Code of Practice.</p> <p>Experience planning or contributing to early years learning activities or continuous provision.</p>

	<p>Experience supporting children’s personal, social and emotional development.</p> <p>Experience working as part of a team within an early years or school environment.</p> <p>Experience supporting daily routines, including mealtimes, toileting, and transitions.</p> <p>Experience following safeguarding and child protection procedures in a childcare or school setting.</p>	<p>Experience working in partnership with parents and carers to support children’s development.</p> <p>Experience supporting early language, communication, and literacy development.</p> <p>Experience using online learning journals or assessment systems to record children’s progress.</p> <p>Experience supporting outdoor learning and exploratory play.</p>
Competencies and other skills required	<p>Excellent communication skills when interacting with children, colleagues, and parents.</p> <p>Ability to build positive and nurturing relationships with young children.</p> <p>Strong teamworking skills and the ability to collaborate effectively with colleagues.</p> <p>Ability to observe children carefully and respond to their individual needs.</p> <p>Good organisational skills to support daily routines and learning activities.</p> <p>Ability to promote positive behaviour and model appropriate social skills.</p> <p>Ability to create engaging and stimulating learning experiences through play.</p> <p>Basic literacy and numeracy skills to support children’s learning and maintain records.</p> <p>Ability to follow safeguarding, health and safety, and school policies.</p> <p>A caring, patient and enthusiastic approach to working with young children.</p>	<p>Ability to plan and adapt learning activities to meet different developmental needs.</p> <p>Skills in supporting early speech, language, and communication development.</p> <p>Confidence in using digital tools or online learning journals to record observations.</p> <p>Ability to support children with additional needs and adapt provision accordingly.</p> <p>Skills in developing engaging indoor and outdoor learning environments.</p> <p>Ability to contribute ideas to curriculum planning within the Early Years Foundation Stage (EYFS).</p> <p>Strong reflective practice and willingness to engage in professional development.</p> <p>Confidence when communicating with parents and carers about children’s learning and wellbeing.</p>
Personal attributes	<p>A genuine passion for working with young children and supporting their early development.</p>	<p>A creative and imaginative approach to supporting children’s learning through play.</p>

	<p>A warm, caring and nurturing approach that helps children feel safe, valued and confident.</p> <p>Patience, empathy and understanding when responding to the needs of young children.</p> <p>A commitment to supporting the values and ethos of the school.</p> <p>A positive and enthusiastic attitude towards learning and working as part of a team.</p> <p>A strong commitment to safeguarding and promoting the welfare of children.</p> <p>Reliability and professionalism, with the ability to maintain confidentiality.</p> <p>The ability to be flexible and adaptable within a busy early years environment.</p> <p>A willingness to engage in professional development and reflective practice.</p>	<p>A proactive attitude and willingness to contribute ideas to improve the learning environment.</p> <p>A strong sense of initiative while also working effectively within a team.</p> <p>An interest in developing professionally within early years education.</p>
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Key outcomes/activities:

Provide a safe, nurturing and stimulating learning environment where all children feel valued, secure and ready to learn.

Support the delivery of a high-quality Early Years curriculum, ensuring learning opportunities are engaging, purposeful and developmentally appropriate.

Work closely with the class teacher and Early Years team to plan, prepare and deliver activities that support children's learning and development.

Contribute to maintaining an enabling environment, both indoors and outdoors, that promotes curiosity, exploration and independence.

Observe, assess and record children's learning and development, contributing to accurate assessment in line with the Early Years Foundation Stage (EYFS) framework.

Support children in developing strong communication, language, social and emotional skills.

Promote positive behaviour and high expectations, supporting children to develop independence, confidence and resilience.

Ensure high standards of care, hygiene and wellbeing, including supporting children with personal care where required.

Work collaboratively with colleagues to maintain a well-organised, purposeful and inclusive learning environment.

Support children with additional needs, working with staff to ensure inclusive practice and appropriate support.

Promote inclusion and acceptance of all pupils. Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values.

Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher.

Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs.

Escort and supervise pupils on educational visits and out of schools activities under the supervision of a teacher.

Undertake break supervision as required.

Build positive relationships with parents and carers, sharing information about children's learning, progress and wellbeing.

Follow and uphold all safeguarding, health and safety, and school policies to ensure the welfare of all children.

Contribute positively to the wider life of the school and Early Years provision, supporting continuous improvement and maintaining high standards.

Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters.

Assist in the induction and development of classroom support staff, cascading information and good practice.

Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.

Share information confidentially about pupils with teachers and other professionals as required.

Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.

Work with colleagues and others to maintain health, safety and welfare within the working environment.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibility for Resources

Employees (Supervision): None

Financial: None

Physical: Effective use of learning materials and resources.

Customers and Clients: The post involves some direct impact on the well being of pupils through undertaking tasks or duties related to the post.

Working Conditions:

The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.

The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.

The nature of the post may involve periodic requirements for considerable effort, e.g. lifting or carrying of children.

Characteristics of the post:

The ability to occasionally attend meetings as required by the Headteacher/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

We are committed to maintaining the highest standards of safeguarding and promoting the welfare of all children and young people in our care. As such, we expect all employees to demonstrate a clear understanding of, and commitment to, our safeguarding responsibilities. This includes reading and adhering to all relevant policies and procedures, including KCSiE 2025, the Safeguarding Policy, Code of Conduct, and Whistleblowing Policy.

All staff are required to complete annual safeguarding training and to engage in additional top-up training and ongoing reading throughout the year to ensure their knowledge remains current and in line with statutory guidance. It is essential that every member of staff is confident in recognising and reporting any concerns about a child or a member of staff and understands the correct procedures to follow.

Thorough knowledge and consistent application of all safeguarding policies and procedures are fundamental to ensuring the safety and wellbeing of both children and staff.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Childcare Disqualification Declaration (where applicable)
- Evidence of essential qualifications – see page 1 of this job specification

- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)