

Role Profile

Service:	
Location:	Nursery Schools, Primary Schools,
Job Title:	Early Years Educator/Nursery Nurse
Grade:	
Post No.:	
Reports to:	Headteacher/Deputy Headteacher/Class Teacher/Early Years Co-ordinator

1. Purpose of Job:

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 and in accordance with the Every Child Matters framework.

2. Key accountabilities/duties/responsibilities:

Each school is organised differently, and the range of duties carried out will be different in each school. The below section of this role profile will give examples of the duties and responsibilities that may be carried out. This list is not exhaustive.

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 school
- 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.
- To 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 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.

3. Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values. To ensure that a high level of confidentiality is maintained in all aspects of work.

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

This job description is not exhaustive and may change as the post or the needs of the Council develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

5. The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services the council delivers.

PERSON SPECIFICATION

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Knowledge, training and experience
<ul style="list-style-type: none"> • NNEB/BTEC National Diploma or DCE Diploma (Diploma in Childcare and Education), NVQ3 in Early Years Childcare or equivalent level of qualification • Thorough understanding of relevant policies and procedures such as child protection, health and safety restraint techniques, key worker role, data protection, all school policies, e.g. Behaviour policy, Equal Opportunities policy, Attendance policy etc. • Thorough understanding of Early Years Foundation Stage/Every Child Matters Framework • Awareness of childhood illness, health issues, child development • Ability to use ICT skills as appropriate for the job • Knowledge of different cultures, beliefs and religions within school setting • Knowledge of Special Educational Needs & Additional Support Needs requirements • Willingness to undertake training as required, e.g. first aid training, training on Downs Syndrome, ADHD, Autism, Epilepsy, use of Epi-pen, allergies, fire safety training
Skills
<p>Planning, organising and controlling skills</p> <ul style="list-style-type: none"> • In collaboration with team colleagues, take responsibility to plan and implement appropriate activities for individuals and groups of children to maximise their learning opportunities • Contribute to whole school policies and ensure their implementation • In line with school policies and procedures and in collaboration with the class teacher within the key worker role be responsible for the planning, observation and assessment cycle • In collaboration with colleagues develop an enabling learning environment, both indoors and

outdoors

- Contribute to the maintenance and development of a curriculum resource area or focus

Communication and influencing skills

- Communication skills with early year's pupils to encourage social, emotional, educational and physical development and acceptable behaviour.
- Use language appropriate to child's particular needs, age, stage of development and culture
- In line with information sharing protocol and in liaison with the class teacher, build and maintain effective working relationships with parents/carers, colleagues and other agencies/professionals, maintaining high professional standards and boundaries at all times
- Involve and inform parents/carers of their child's progress and development, meeting with them as appropriate to share information and through daily informal contacts, term time contacts, consultations and curriculum workshops. This includes parents/carers for whom English is an additional language.
- Develop home/school links by participating in home/school visiting, encouraging and promoting parental/carer involvement in a range of school activities.
- Work in partnership with teams across the school

Initiative and Innovation skills

- Share in making decisions and recommendations about practice, routines and organisation or space, to maximise the achievement of all children
- Be aware of and comply with, all policies and procedures, reporting all concerns to the appropriate person, in respect of, safeguarding children's welfare, health, development, safety and security, confidentiality and data protection.
- In collaboration with team colleagues be responsible for the planning, preparation, delivery and evaluation of learning experiences and activities that enhance all children's physical, intellectual, emotional, social and moral development

Supplementary Information Form

Post Title	Nursery Nurse
Service Area	
Job Ref Number	For office use
Budget management accountability	<p>Please describe the accountability for managing budgets and their value, if applicable</p> <p>May handle cash in respect of payment for school trips, school photographs – passing money in sealed school envelopes to office etc</p>
Staff management accountability	<p>Please describe the accountability for managing or supervising employees or equivalent, if applicable</p> <p>In conjunction with the class teacher, supervise/mentor early years students or volunteers.</p> <p>Support the Headteacher with induction training of new staff</p> <p>Support supply teachers and work experience students</p>
Physical effort	<p>Please describe any physical effort associated with the job that is over and above normal office requirements</p> <p>Requirement to set up rooms, play equipment and displays involving lifting and moving furniture, setting up climbing frames, outdoor play equipment, and maintaining a safe play environment</p> <p>Requirement to stand or work in awkward positions, e.g. bend over small tables, sit on floor, small chairs, assist with the daily access and storage of play equipment etc.</p> <p>Lift/carry small children as appropriate</p> <p>May be required to use physical restraint techniques in accordance with school policy and after appropriate training</p>
Working environment	<p>Please describe any adverse working conditions associated with the job that are over and above normal office environment, including abuse and aggression from the public.</p> <p>Exposure to nursery class working conditions including noise, outdoor working (playtime/lunchtime supervision, school trips, outdoor play sessions etc. in all weathers) and exceptionally physical and verbal abuse from young children, (being spat, kicked, bitten, sworn at) etc.</p> <p>Exposure to verbal abuse from parents/carers who may become angry or</p>

	<p>upset at the situations they find themselves in</p> <p>Requirement to undertake toilet training of young children and to change/dispose of soiled nappies/clothing</p> <p>Undertakes accompanied (in pairs) visits to the homes of new starters which may be unclean or unhygienic</p>
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Role Profile Checklist

- 1 The role profile contains a **job purpose** statement that clearly and concisely describes the overall purpose of the job. This should be a short statement, usually 2 or 3 sentences at the most. ☐
- 2 The role profile contains a number of **accountability or responsibility** statements that describe the role in more detail. ☐
- 3 The role profile contains a **person specification** that clearly details the knowledge, skills and experience required by somebody to carry out the job. ☐
- 4 The role profile contains the level and type of qualification (or equivalent experience) required to carry out the job ☐
- 5 The SIF contains specific information concerning accountability for managing or monitoring budgets and/or the management or supervision of other people. ☐
- 6 The SIF contains specific information concerning the physical effort and/or working conditions experienced in the role. (over and above 'normal' office environment) ☐

DECLARATIONS

This role profile and supplementary information form provides a fair reflection of the responsibilities, duties and demands of the role and the knowledge, skills and competencies required to carry it out.

Line manager to tick the appropriate boxes below:

- 1 Consulted with individual jobholder if applicable (do not tick if the job covers more than one jobholder) ☐
- 2 Consulted with group/sample of jobholders if applicable (do not tick if the job covers just one jobholder) ☐
- 3 Trades union involved in the update process if applicable (please tick if a trade union representative has been involved in the update process. For example, if the individual is a union member and requested their rep be involved or where there are larger groups of employees) ☐

Line Manager	Head of Service
Print	Print
Sign	Sign
Date	Date