



Job Description and Person Specification

Role

Nursery Officer

Primary School

Grade: Scale 5 & 6

Reporting to: Early Years Foundation Stage (EYFS) Leader

Saint John Southworth Catholic Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Description

Corporate Responsibilities

- To promote and support the learning, care and welfare of young children
- To contribute to a working environment underpinned by the principles of Catholic Social Teaching
- To ensure probity, propriety and adherence to the Nolan Principles both in personal conduct and throughout the Trust
- To comply with policies and procedures relating to Child Protection; being vigilant for signs that children may be being abused and reporting any such suspicions, no matter how small, to the Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher(s)
- To comply with all other policies, procedures, working practices and regulations, in particular, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- To uphold an individual and organisational commitment to a culture of safeguarding for all
- To be accountable to and carry out any reasonable request from the Headteacher(s) / Line Manager

This is a school-based role that will involve contact with children.

Key Duties and Responsibilities

- To supervise and facilitate the learning process, both in the classroom and outdoor area setting and to support the behaviour management of children
- To foster children's language development and where appropriate to encourage the development of home languages and to show an appreciation of different cultural values
- In conjunction with the teaching staff, to maintain regular contact with parents, discuss formally and informally, as appropriate, any concerns and successes
- To build supportive relationships with parents/carers to develop partnerships in a professional way and to acknowledge and respect their wishes through consultation and negotiation, providing support and space where necessary
- To involve parents in a range of activities to help develop an effective partnership between home and school and to promote links with the wider community
- To foster the development of independence and self-reliance of the children, offering support and taking account of individual needs
- To provide Planning, Preparation and Assessment time (PPA) cover for colleagues within the setting within an agreed system of supervision
- To use behaviour management strategies effectively and in line with the school's policy and procedures, which contribute to a purposeful learning environment
- To be responsible for the management and development of other teaching assistants/other colleagues including the allocating and monitoring of their work and undertaking performance management where appropriate

- To promote the inclusion of all children ensuring they have equal access to opportunities to learn and develop
- To use areas of expertise and to develop teaching and learning within the setting
- To have high expectations of all children and commitment to ensuring they can achieve their full potential
- To assess, manage and deliver pastoral and learning support
- To be innovative in providing a stimulating and appropriate range of experiences to promote children's learning and development
- To welcome and settle young children into the class, taking into account individual needs
- To plan, implement and evaluate new and existing activities, routines and experiences to promote children's learning and development
- To plan and supervise groups of children on school visits, ensuring safety and discipline is maintained
- To observe and keep written records of the children's progress with learning and review all children's learning needs on a regular basis
- To communicate, negotiate and feedback confidentially and tactfully to the team and to inform senior colleagues of any issues
- To take a lead role in the planning, development and organisation of systems/procedures and policies relating to EYFS
- To liaise effectively with other professionals/agencies and be aware of the impact their contributions can make to children's physical and emotional wellbeing, development and learning
- To be responsible on a daily basis for applying high standards of hygiene, nutrition and health and safety in relation to children, equipment and the environment and to share relevant information with the Headteacher(s) and other staff
- To organise, coach and mentor college students and work experience placements attached to the school
- To supervise the training of students and to contribute to the induction of new members of staff
- To be responsible for team building and to contribute to team meetings, workshops and activities
- To be responsible for developing innovative and creative strategies to enhance the strengths and qualities of the school
- To be responsible for the provision and delivery of out of school learning activities, for example; clubs, extra-curricular activities within guidelines established by the school
- To participate in curriculum planning and evaluation
- To set out the learning environment attractively to ensure stimulating experiences for the children
- To investigate and evaluate relevant developments in the Early Years curriculum with particular reference to specific areas of curriculum responsibility
- To contribute to the preparation of regular reports and reviews and to be responsible for their content and deadlines
- To contribute to the EYFS profile in conjunction with teaching staff

- To take responsibility for specific aspects of work, for example, a curriculum area, parent and toddler group
- To enhance access to the curriculum for all children, establishing and leading on individual education plans (IEPs) as appropriate
- To undertake portage duties
- To sustain and further develop appropriate record keeping systems as a key worker in establishing sound partnerships with children and their families using induction visits, parent conferencing and transition interviews into primary school

Professional Development

- To be committed to own professional development
- To establish and participate in training opportunities, meetings, and networks to support and maintain excellent skills, techniques and knowledge
- To seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- To undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)

Fluency Duty

In line with Part 7 of the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the advanced fluency level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in the Trust

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check with Children's Barred List.

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provides that when applying for certain jobs, certain spent convictions and cautions are protected and they do not need to be disclosed to employers. If they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the [Ministry of Justice website](#) and further information about filtering offences can be found in [DBS filtering guide](#).



The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: January 2025

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager.

This job description will be reviewed with the post holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

Name: _____

Signature: _____

Date: _____

Person Specification

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> • Minimum of five GCSE (A-C/ 4+) including English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2 • NCFE CACHE Level 3 Certificate in Childcare and Education or equivalent • Evidence of relevant continuing professional development activities 	<ul style="list-style-type: none"> • First aid qualification or willing to work towards 	<ul style="list-style-type: none"> • Application
Experience	<ul style="list-style-type: none"> • Experience of providing learning or wellbeing support for children in EYFS 	<ul style="list-style-type: none"> • Experience supporting in a primary school setting 	<ul style="list-style-type: none"> • Application • Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • Knowledge and understanding of child development and teaching strategies • Ability to relate well and work effectively with children and adults • Ability to work constructively as a part of a team • Effective behaviour management skills • Excellent communication and interpersonal skills 	<ul style="list-style-type: none"> • Understand varying and complex needs of pupils and how to overcome barriers to learning • Able to use IT and relevant software effectively 	<ul style="list-style-type: none"> • Application • Interview
Character and Values	<ul style="list-style-type: none"> • High commitment to safeguarding and promoting the welfare of children 	<ul style="list-style-type: none"> • Interest in the Trust's wider role in the community 	<ul style="list-style-type: none"> • Application • Interview

	<ul style="list-style-type: none"> • A passion for education and a deep-felt desire to make a difference for young people • Commitment to the Trust agenda for inclusion, diversity and equality • Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Emotionally intelligent: know when to direct and when to challenge • Understand the importance of work/ life balance 		
<p>Personal Circumstances</p>	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 	<ul style="list-style-type: none"> • Flexible to support out of hours activity on occasion 	<ul style="list-style-type: none"> • References • Interview