



JOB DESCRIPTION – EARLY YEARS / NURSERY TEACHER

Purpose of Post

1. To assume overall responsibility for raising the quality of early years provision, including physical, emotional, social and intellectual education and care for children in the setting
2. To promote excellent practice at all times
3. To lead practice across the Early Years Foundation Stage (EYFS)
4. To support and mentor other practitioners in the skills and behaviours that safeguard and promote good outcomes for children
5. Manage all nursery staff and encourage professional development within your team

Key Areas

1. Knowledge and understanding of the EYFS
2. Effective practice
3. Relationships with children
4. Relationships with staff and management of a team
5. Communicating and working in partnership with families and carers
6. Teamwork and collaboration
7. Professional development of other practitioners

Responsible To: Headteacher / Senior Leadership Team

Hours of Work: Monday to Friday - 32.5 hours per week

Pay Scale (MPS OR UPS)

Duties and Responsibilities:

Knowledge and understanding of the EYFS

1. Ensure that all practitioners understand the principles and content of the Early Years Foundation Stage and know how to put them in to practice
2. Support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting
3. Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children

Effective Practice

1. To be accountable for the delivery of high quality provision within the setting
2. Encourage other practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential
3. Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
4. Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision
5. Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
6. Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
7. Actively support the development of children's language and communication skills
8. Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
9. Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
10. Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
11. Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them
12. Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision
13. Encourage all practitioners to talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next
14. Introduce/ maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support

Relationships with children

1. To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children from birth to the end of the foundation stage
2. Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views
3. Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children

Communicating and working in partnership with families and carers

1. Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
2. To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes

Teamwork and collaboration

1. Establish and sustain a culture of collaborative and cooperative working between colleagues
2. Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation
3. Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis

Professional development

1. Encourage all practitioners in the setting to develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
2. Play an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting
3. Adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions

Other duties typically associated with a Manager if the Early Years Teacher and Manager is one role:

1. To be responsible for all setting staff: students and voluntary workers. Supervising and supporting all personnel within the setting in their day to day duties including recruitment and induction, appraisal, training and development, individual supervision and performance management;
2. Liaising with the Local Authority and other professional bodies associated with the setting;
3. Being responsible for all administrative duties associated with the management of the facility, e.g. maintaining records on the children and their families, ordering equipment, maintaining an inventory, keeping personnel records;
4. Co-ordinating with appropriate agencies regarding trainee placements and supervising accordingly;
5. Co-ordinating /chairing staff meetings as appropriate including agendas and minutes;
6. Establishing and maintaining effective communications links with other agencies;
7. To actively promote and support the safeguarding of children and young people in the workplace, ensuring that all staff and volunteers observe Setting policies and procedures to keep children safe from harm.