

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
A8760	Senior Nursery Nurse (Leadership)	Grade 8	518 NJC	April 2008

Statement of Purpose

Under the general, indirect supervision of the foundation stage leader:

- Responsible for the day-to-day management of the nursery class.
- Planning and preparing the curriculum content to be delivered including monitoring assessing recording and reporting on pupil progress and attainment.
- Deliver agreed learning activities under an agreed system of supervision.

Support for Pupils

Under the general, indirect supervision of the foundation stage leader:

- Support pupil's learning in the Nursery, including working with individuals, groups and whole classes using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring plans and review progress.
- Organise and manage appropriate learning environment and resources; identifying needs and placing orders through the school office for the latter.
- Plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake complex planning of learning activities.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the schools disciplinary policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Co-ordinate and organise pupils on trips and visits away from school.

Support for the Curriculum

Under the general, indirect supervision of the foundation stage leader:

- Deliver learning activities to pupils, adjusting activities according to pupil responses/needs.
- Lead curriculum planning, evaluation and implementation in the nursery setting.
- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- May include the supervision of a small team of nursery staff.

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Support for Parents

Under the general, indirect supervision of the foundation stage leader:

- Give appropriate advice and support to parents, including specialist advice and information on outside agencies.
- Guide parents to seek advice and support from colleagues within the school, including the foundation phase leader and headteacher where/when appropriate.
- Provide feedback to parents on progress and children's welfare through informal consultations, written reports and formal meetings/open evenings.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹
- Participate in training and other learning activities and performance development as required.
- Manage support and mentor students undertaking work experience and/or professional training including those completing DCE and Level 2 qualifications.
- Meet and respond to the advice of the Early Years' Advisor for the district, attend Early Years network meetings.
- Liaise with other Early Years' settings to ensure the smooth transition of pupils into the Nursery.
- Assist with the development of the induction policy; implement and evaluate this annually including compiling the induction booklet and organising/ carrying out home visits.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

¹ Every effort should be made to ensure support is within contractual hours

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Person Specification Senior Nursery Nurse (Leadership) Level 3+

Essential Criteria	Measured By
Experience <ul style="list-style-type: none"> Three years experience of working to support children's learning, gained in a relevant environment. Experience of supervising people. 	AF/I
Qualifications/Training <ul style="list-style-type: none"> Excellent numeracy/literacy skills at least equivalent to GCSE NVQ2 Level 2 in English and Maths or equivalent and above. NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). Meets HLTA standards or equivalent qualification and experience. Willingness to complete the foundation degree. 	AF/I
Knowledge/Skills <ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice including school performance management policies. An excellent understanding of the foundation stage curriculum and birth to three; and be able to lead effectively curriculum development and delivery in the nursery. In depth understanding of areas of learning, e.g. Early Years. Understanding of principles of child development and learning processes. Ability to plan effective actions for pupils at risk of underachieving. Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work. Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. Effective use of ICT to support learning. Use of other equipment technology – video, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people. Good organising, planning and prioritising skills. Methodical with a good attention to detail. 	AF/I/PE

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<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Builds personal relationships with stakeholders, through regular contact and consultation. • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change. • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding. • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. • Works with others to resolve differences of opinion and resolve conflict. • Requires minimum supervision. • Takes responsibility for own and team actions. • Identifies and overcomes barriers and manage risks. • Takes quick and effective action. • Demonstrates focused implementation of role and responsibilities. • Builds strong team ethos where everyone feels valued. • Provides timely, sensitive and honest feedback on performance. • Is accountable for own development and encourages the ownership of development needs amongst team members. 	AF/I
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AF -Application form I -Interview PE -Practical Exercise

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***