

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

<b>School</b>				
<b>Job No.</b>	<b>Post Title</b>	<b>Grade</b>	<b>JE Pts</b>	<b>Date</b>
A8762	<b>Senior Nursery Nurse (Curriculum)</b>	Grade 6	453 NJC	April 2008

### Statement of Purpose

Under the direct supervision of the foundation stage leader to:

- 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 direct supervision of the foundation stage leader to:

- 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 direct supervision of the foundation stage leader to:

- 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.

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

### Support for Parents

Under the direct supervision of the foundation stage leader to:

- 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.<sup>1</sup>
- Participate in training and other learning activities and performance development as required.
- 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.

#### **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.*

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<sup>1</sup> Every effort should be made to ensure support is within contractual hours

**CHILDREN AND LIFELONG LEARNING – HR SERVICES**

**Person Specification  
Senior Nursery Nurse (Curriculum)  
Level 3**

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

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

<b>Behavioural Attributes</b> <ul style="list-style-type: none"><li>• Customer focused.</li><li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li><li>• Open, honest and an active listener.</li><li>• Takes responsibility and accountability.</li><li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li><li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li><li>• Is committed to the provision and improvement of quality service provision.</li><li>• Is adaptable to change/embraces and welcomes change.</li><li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li><li>• Communicates effectively.</li><li>• Has the ability to learn from experiences and challenges.</li><li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li></ul>	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.**