



Part A - Grade & Structure Information

Job Family Code	3CLES	Role Title	Nursery Nurse Assistant
Grade	S3	Reports to (role title)	Nursery & Pre-School Manager
JE Band	114-134	School	The Howard Partnership Trust
		Date Role Profile created	February 2019

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>To work as a member of the nursery school team to ensure that all children attending the setting receive high quality care, are kept safe and receive rich and stimulating play experiences which meet their individual needs.</p> <p>To provide support for the Nursery Manager / Class Teacher, to enable the children in the EYFS to achieve their maximum potential.</p> <p>Key deliverables include assisting Nursery Manager with:</p> <ul style="list-style-type: none"> - planning and implementation of the daily activities ensuring that children's needs are met - providing a safe, creative and appropriate play opportunities - - ensuring that all relevant records are maintained - ensuring that food provision is carried out within the statutory guidelines
THPT Work Context and Generic Responsibilities	<ul style="list-style-type: none"> • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance
Line management responsibility if applicable	N/A

Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> • Deliver 1-1 and/or group support / intervention and monitor pupil performance , including those who have physical, emotional or educational needs, under the direction of senior staff. • Use of relevant tools/equipment. • Carry out routine tasks to organise and maintain the learning environment. • Ensure all wellbeing, behaviour and personal development of pupils. • May carry out personal care routines as appropriate. • Maybe required to respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs). <p>Planning and Organising</p> <ul style="list-style-type: none"> • Plan own set tasks within the day. • Ensure materials and equipment are available as and when required. • Maybe required to contribute with activity planning. <p>Analysis, Reporting and Documentation</p> <ul style="list-style-type: none"> • May need to make records of activities/observations for further submission to supervisor as per instructions. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour, breakdowns, deficiencies, in accordance with relevant reporting procedures. • Liaise with parents, visitors, and contractors in a courteous manner, to promote a positive image of the site. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children’s learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Basic numeracy and literacy e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level. • Able to work towards Vocational Qualifications Level 1 or equivalent experience in relevant field.

	<ul style="list-style-type: none"> • Basic understanding of Health and Safety regulations, procedures and the principles of equality and diversity. • Basic IT skills • Ability to operate basic equipment. • Good listening skills and enthusiasm to learn. • Accuracy and ability to follow instructions. • Ability to fulfil all spoken, written and comprehension aspects of the role with confidence through the medium of English in all public facing roles. • May be required to undertake manual handling and physically demanding work. • May be required to undertake first aid qualifications
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>
<p>Role Summary</p>	<p>Roles at this level provide support in a defined area using play equipment, powered tools and equipment. They perform a limited range of well-established routines within basic procedures under regular supervision. They are generally practical roles but require some previous work experience. The work is typically to daily deadlines; some organising of their own workload may be required but timescales will be hour-to-hour and day-to-day. The nature of planning in these roles is development and supervision to meet children learning needs.</p>