

JOB DESCRIPTION

Post: Nursery teacher

Responsible to: Headteacher

Responsible for: Learning

Salary: Main Pay Scale

Duties

The duties outlined in this job description are in addition to those covered by the Teachers' Standards and, where applicable, the School Teachers' Pay and Conditions Document. As an academy, we follow the STPCD. You may be asked to carry out other duties directed by the Headteacher. This job description may be modified to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and Learning

- Have a secure knowledge of how to teach the Early Years Foundation Stage Framework (2021) and demonstrate this through high-quality practice
- Maintain up-to-date knowledge and understanding of the professional duties of teachers as set out in the Teachers' Standards
- Contribute to the development, implementation and evaluation of school policies and practice, including those to ensure equality of opportunity
- Plan and deliver engaging, purposeful learning experiences that meet the developmental needs of all children in the nursery

Assessment

- Know and apply a range of approaches to assessment, including the importance of formative assessment
- Use agreed Assessment for Learning strategies as adopted by the school
- Use pupil, school and national statistical information to evaluate the effectiveness of teaching and monitor progress
- Make effective use of assessment, including baseline and progress checks, to inform next steps in learning when planning
- Complete accurate assessments in line with the EYFS Framework and the EYFS Profile
- Set appropriate targets for raising achievement for all learners in the nursery
- Liaise with parents/carers, providing regular feedback on their child's learning and development
- Complete annual progress reports in line with statutory requirements

Motivate, Encourage and Engage Learners

- Promote independent learning and pupil choice, encouraging children to become confident, curious learners
- Provide learners with high-quality first-hand learning experiences that enable them to develop leadership, teamwork, responsibility and a love of learning

- Foster children's characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically

Challenge and Expectation

- Have high expectations of all children, ensuring that activities are suitably challenging, interesting and developmentally appropriate
- Extend learners intellectually, creatively, physically and emotionally through well-planned provision
- Ensure all children make good or better progress from their starting points

Organisation of the Learning Environment

- Have high expectations of all children, ensuring that activities are suitably challenging, interesting and developmentally appropriate
- Extend learners intellectually, creatively, physically and emotionally through well-planned provision
- Ensure all children make good or better progress from their starting points

Behaviour Management

- Manage learners' behaviour constructively in line with the school's behaviour policy and EYFS Framework
- Use a range of positive behaviour management techniques and strategies, adapting them as necessary to promote self-regulation and independence
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills
- Understand that young children are still developing self-regulation and respond appropriately to their developmental stage

Learning Support

- Manage and work in partnership with teaching assistants and other adult support staff as part of the school team
- Involve support staff in planning, assessment and evaluation of learning
- Ensure tasks are appropriately differentiated and that programmes for children with special educational needs and disabilities (SEND) are delivered effectively
- Deploy adults effectively to maximise learning opportunities for all children

Home Learning

- Provide opportunities for learning at home that complement and extend children's learning in nursery
- Share children's learning through learning journals, observations and regular communication
- Provide clear guidance for parents/carers on how they can support their child's development at home
- Encourage strong home-school partnerships that support children's learning and development

Equality of opportunity

- Make effective personalised provision for all children, including those with English as an additional language (EAL) or who have special educational needs or disabilities (SEND)

- Take practical account of diversity and actively promote equality and inclusion in your teaching
- Understand and apply the SEND Code of Practice (2015) in identifying and supporting children with additional needs
- Know when to draw on the expertise of colleagues, such as the SENCo, and refer to external agencies for specialist support
- Work collaboratively with parents/carers and external professionals to ensure the best outcomes for children with SEND
- Ensure all children can access the curriculum and make progress, regardless of background or ability.

Safeguarding and Child Protection

- Know and comply with the current legal requirements, national policies and guidance on safeguarding, including Keeping Children Safe in Education (KCSIE) (latest version)
- Complete regular child protection and safeguarding training as required by the school
- Know how to identify potential child abuse or neglect and follow the school's safeguarding procedures immediately
- Understand your responsibilities under the Prevent Duty and be alert to signs of radicalisation
- Display a commitment to the protection and safeguarding of children and young people at all times
- Report to the Designated Safeguarding Lead (DSL) or Headteacher ANY behaviour by colleagues, parents or children which raises concern
- Maintain appropriate professional boundaries with children and families at all times
- Understand the additional vulnerabilities of children in the early years.

Online Safety and Data Protection

- Understand and follow the school's online safety policy and acceptable use policy
- Ensure children are kept safe online and teach age-appropriate online safety messages
- Handle pupil data in accordance with GDPR and the Data Protection Act 2018
- Maintain confidentiality of sensitive information about children and families
- Use school systems appropriately for recording and sharing information about children
- Ensure any photographs or recordings of children are taken and stored in line with school policy and parental consent.

Professional learning and Development

- Through Performance Management, identify targets for professional development aligned with the Teachers' Standards
- Be prepared to adapt practice where improvements are identified and agreed
- Be open to coaching and mentoring from senior leaders and colleagues
- Engage in continuous professional development to enhance your practice

- Keep up to date with current educational research and best practice in early years education
- Contribute to the professional development of colleagues where appropriate.

Subject leadership

- Lead a curriculum area as directed by the Headteacher
- Ensure the development of effective practice and pedagogy within your subject area
- Monitor and support accurate assessment and secure subject knowledge across the school
- Keep up to date with developments in your subject area and share expertise with colleagues.

WIDER PROFESSIONAL RESPONSIBILITIES:

- Attend staff meetings, training days and parents' evenings as required
- Participate in the school's performance management system
- Contribute positively to the wider life and ethos of the school
- Build and maintain positive relationships with parents/carers, colleagues, governors and the wider community
- Undertake duties as directed by the Headteacher, including break and lunchtime supervision.

This job description is not exhaustive and may be reviewed and amended in consultation with the post holder to reflect changes in the role or school priorities.

Signed (Post Holder) _____ Date _____

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	Degree and Qualified Teacher Status (QTS) Evidence of commitment to continuous professional development	Relevant early years qualifications or training Evidence of recent CPD in early years education
Experience	Successful nursery teaching experience in the early years Experience of teaching across the EYFS Framework Successful management of an area of the curriculum Experience of managing other adults to support learning	Experience of working with a wide range of children's workforce professionals Experience of teaching across different key stages Experience of working with children with SEND Experience of working with families from diverse backgrounds
Professional Knowledge and Understanding	Thorough knowledge of the Early Years Foundation Stage Framework (2021) Knowledge of the Teachers' Standards Thorough knowledge and understanding of effective monitoring and assessment in the early years Knowledge and understanding of how young children learn and develop Understanding of the role of parents/carers in improving outcomes Thorough knowledge and understanding of inclusion issues (SEND, EAL, disadvantaged pupils) Knowledge of safeguarding requirements including KCSIE Understanding of the SEND Code of Practice (2015)	Knowledge of baseline assessment and EYFS Profile Knowledge of early intervention strategies Understanding of child development theory
Skills and Abilities	Ability to interpret and analyse assessment data to identify learning needs and set targets Ability to recognise high-quality teaching and model this for others Ability to keep pupils safe, including child protection and forming appropriate professional relationships Ability to create and maintain a safe, happy, stimulating and well-organised learning environment Ability to plan and deliver learning experiences to meet the needs of all learners across all areas of development Ability to maintain high standards of behaviour using positive, age-appropriate strategies Ability to lead other adults and work collaboratively as part of a team Ability to communicate effectively both orally and	Excellent ICT skills, including use of early years assessment software Ability to organise and/or run after-school clubs or family engagement activities •bility to support and mentor less experienced staff

	<p>in writing with children, parents and colleagues</p> <p>Ability to think creatively and imaginatively to solve problems and identify opportunities</p> <p>Ability to inspire confidence in children, parents and colleagues</p> <p>Ability to develop and maintain good relationships with staff, parents, pupils, governors and the community</p>	
Personal Qualities	<p>Commitment to safeguarding and promoting the welfare of children</p> <p>Enthusiasm and passion for early years education</p> <p>Resilience and ability to work under pressure</p> <p>Flexibility and adaptability</p> <p>High expectations for all children</p> <p>Commitment to equality and inclusion</p>	<p>Sense of humour</p> <p>Initiative and ability to work independently</p> <p>Commitment to the school's values and ethos</p>