

Job Profile

Little Learners at Greenhall				
Job Number	Post Title	Grade	Points	Date
	Governor-run Nursery - Room Lead	6		17/4/26

Reporting Relationships

Responsible to: Governing Body, Headteacher, Manager & Deputy Manager

Responsible for: Support staff, apprentices, students (within room)

School Purpose and Values

'Nurturing the Champion Within'

Greenhall and Little Learners is a community – a family. We want to work WITH all stakeholders, breaking down barriers that exist so that we can enable all our children to 'fly'. We nurture the champion within each of our children and want them to achieve their full potential. We believe in knowing the individual well, offering a curriculum that is highly personalised to the individual's needs and establishing effective relationships. We want to create character for living and learning in our children – even at this young age, we are preparing them for adulthood. We want our children to enjoy and achieve.

Purpose and values of department

Little Learners is securely established and has experienced continued growth. The priority now is ensuring our pedagogy is understood and embedded by all. Our most recent OFSTED inspection (August 2024) rated us as 'good'.

Statement of Purpose

To receive indirect supervision from the manager / deputy manager and in conjunction with the senior leadership team, be responsible for the day to day running of a room (babies / toddlers or pre-school) within Little Learners. Planning and preparing the curriculum content to be delivered including monitoring assessing, recording and reporting on pupil progress and attainment. Work under the Senior Leadership Team (SLT) to deliver agreed learning activities under an agreed system of supervision.

Support to Children

Under the general, indirect supervision of the manager and deputy manager,

- Support pupil's learning in the Nursery, including working with individuals, groups and whole rooms using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- With support from the SENCO, complete contributions for Early Years Forum and Funding applications.
- Organise and manage appropriate learning environment and resources; identifying needs and

- requesting orders through the school office for the latter.
- Plan and support staff to plan, prepare and evaluate 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 setting's behaviour policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- With support from SLT, co-ordinate and organise pupils on educational visits away from the setting
- Request food to be ordered to provide snacks
- Work with management, parents and medical professionals, as appropriate, to establish care plans for children with medical needs and ensure these remain up to date

Support for the Curriculum

Under the general, indirect supervision of the manager & deputy manager:

- Deliver and support staff to deliver learning activities to pupils, adjusting activities according to pupil responses/needs.
- Lead curriculum planning, evaluation and implementation within the designated room in Little Learners
- Monitor standards of practice of staff to ensure quality of provision is maintained at all times
- Use ICT effectively to support learning activities.
- Contribute to development and review of policies and procedures and support staff to implement these
- With support from leadership / other professionals, use specialist equipment, plans and resources to support children.

Support to Parents

Under the general, indirect supervision of the manager and deputy manager;

- Provide information to new parents on induction and support induction of children within the room
- Guide parents to seek advice and support from the office staff, deputy manager, manager and SENCO where appropriate
- Provide feedback to parents on progress and children's welfare through informal consultations, written reports e.g. parents evenings, learning journeys etc.
- Utilise the setting's communication system – Family – to ensure effective communication takes place with parents and carers

Support to Line Management

- Undertake the day to day supervision of support staff, apprentices and students (within the room)
- Adhere to staffing rotas and ensure that these are followed within the room so that the correct ratios are maintained, including during holiday periods, highlighting this to management and arranging cover as required in their absence
- Support the manager and deputy manager with the induction and training of new staff and supervision of existing staff (support staff)

Support to setting

- 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 the development and review of policies and procedures
- Ensure all pupils have equal access to opportunities to learn and develop.

- Liaise effectively with other staff, parents/guardians, health visitors and other professionals
- Contribute to the overall ethos/work/aims of the setting
- Attend relevant meetings as required.¹
- Participate in training and other learning activities and performance development as required.
- Under the indirect supervision of management, support and mentor students undertaking work experience and/or professional training including those completing apprenticeships.
- Liaise with other Early Years' settings / other rooms within the nursery to ensure the smooth transition of children into and between rooms within the nursery.

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

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.




Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the school's health and safety policy.

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.

Person Specification Level

Minimum Criteria for Disability Confidence Scheme *	Criteria	Measured by
	<p>Qualifications and Training</p> <ul style="list-style-type: none"> • Minimum Level 3 full and relevant Early Years qualification • Specific training for babies (if baby room lead) • Evidence of Continuing Professional Development • Paediatric First Aid 	I
	<p>Knowledge and experience</p> <ul style="list-style-type: none"> • A minimum of 3 years post qualifying experience as an early years practitioner, including working with some children with additional needs (at least two of these years should be in baby room if Baby Room Lead) • A proven track record of raising standards • Commitment to creativity and the wider curriculum • Experience of having exercised some responsibility in an early years setting • Specialist knowledge of early years practice • A sound knowledge of the EYFS • A good up-to-date understanding of child protection issues and procedures 	AF/I
	<p>Skills</p> <ul style="list-style-type: none"> • Ability to provide high quality early years education and care • Excellent leadership and team building skills • Ability to inspire and motivate others • Ability to take decisions around own areas of responsibility • Sound organisational skills • Highly developed communication skills (written and oral) • Ability to deal with external initiatives by putting in context of setting's aims and values • Ability to recognise and foster a wide diversity of skills • To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines in a constantly changing environment • Ability to be able to react to and implement change • Ability to work with limited supervision and on own initiative as required • Ability to relate well to others – children, parents/carers, staff and other professionals; • Ability to learn and develop new skills and methods of working • Basic ICT skills 	AF/I
	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Good role-model with a confident and assured approach • Forward-thinking • A sense of perspective • Solution focussed individual with a 'can do' attitude • Sense of humour • Commitment to working in partnership with the wider community, parents, governors and other settings • Commitment to equal opportunities • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Takes responsibility and accountability. • Customer-focused and committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an 	AF / I

	<p>effective service.</p> <ul style="list-style-type: none"> • Is adaptable to change/embraces and welcomes change. • Has the ability to learn from experiences and challenges. • 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. 	
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AF = Assessed at Application Form

I = Assessed at Interview

T = Assessed through Test

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.***



If a disabled person meets the criteria indicated by the Disability Confident Scheme symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Disability Confidence Symbol**, which is a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

If you need a copy of this information in large print, Braille, another language, on cassette or disc, please ask us by contacting the school directly