

Nursery Officer

Job Description & Person Specification

Job details

Schools:	Princess Frederica (PF) St Thomas' (ST) and St Clement & St James (SCSJ) CE Primary Schools working in partnership
Salary:	Scale 5-6
Contract type:	Full time and permanent
Reporting to:	Heads of School and Executive head teacher

Main Purpose of Job

- **To work in a team under the guidance of the head teacher/foundation stage leader/nursery teacher**
- **To assist in the learning, care and welfare of young children**
- **To provide PPA cover for colleagues within your setting within an agreed system of supervision**
- **To undertake work and responsibilities in line with the Nursery Officer Standards**
- **To use behaviour management strategies effectively and in line with the school's policy and procedures, which contribute to a purposeful learning environment**
- **To promote the inclusion of all children ensuring they have equal access to opportunities to learn and develop**
- **To be responsible for promoting and safeguarding the welfare of children within the school/setting**
- **To contribute to the overall ethos/aims of the school**

Specific Purpose of Nursery Officer Role

- **To use his/her area of expertise and to develop teaching and learning within the setting**

Areas of accountability

Support for the pupils/parents

- To supervise and facilitate the learning process, both in the classroom and outdoor area setting and to support the behaviour management of children (EYPS 1,11,17)
- To foster children's language development and where appropriate to encourage the development of home languages and to show an appreciation of different cultural values (EYPS 15)
- In conjunction with the teaching staff, to maintain regular contact with parents, discuss formally and informally, as appropriate, any concerns and successes (EYPS 32)
- To build supportive relationships with parents/carers to develop partnerships in a professional way and to acknowledge and respect their wishes through consultation and negotiation, providing support and space where necessary (EYPS 30, 31)
- To involve parents in a range of activities to help develop an effective partnership between home and school and to promote links with the wider community (EYPS 29,30,31)
- To foster the development of independence and self-reliance of the children, offering support and taking account of individual needs (EYPS 22,25,26,27,28)
- To have high expectations of all children and commitment to ensuring they can achieve their full potential (EYPS 7)
- To assess, manage and deliver pastoral and learning support (EYPS 22)

- To be innovative in providing a stimulating and appropriate range of experiences to promote children's learning and development (EYPS 8,9)

Support for the teachers

- To welcome and settle young children into the class, taking into account individual needs (EYPS 8,13)
- To plan, implement and evaluate new and existing activities, routines and experiences to promote children's learning and development (EYPS 11,13)
- To plan and supervise groups of children on school visits, ensuring safety and discipline is maintained (EYPS 5)
- To communicate, negotiate and feedback confidentially and tactfully to the team and to inform senior colleagues of any issues (EYPS 23)
- To take a role in planning, development and organisation of systems/procedures and policies (EYPS 4)
- To liaise effectively with other professionals/agencies and be aware of the impact their contributions can make to children's physical and emotional well being, development and learning (EYPS 6)

Support for the school

- To build respectful and caring relationships in the school community upholding and further developing the school ethos, policies and procedures (EYPS 1)
- To be responsible on a daily basis for applying high standards of hygiene, nutrition and health and safety in relation to children, equipment and the environment and to share relevant information with the head teacher and other staff (EYPS 5,19,20)
- To attend staff meetings and relevant courses when directed by the head teacher/line manager (EYPS 38)
- To engage with performance management processes, taking responsibility for keeping a professional portfolio in order to further own professional learning and effectiveness (EYPS 38)
- To be responsible for team building and to contribute to team meetings, workshops and activities (EYPS 33)
- To be responsible for developing innovative and creative strategies to enhance the strengths and qualities of the school (EYPS 35,39)
- To be responsible for the provision and delivery of out of school learning activities, for example; clubs, extra-curricular activities within guidelines established by the school (EYPS 35)

Support for the curriculum

- To participate in curriculum planning and evaluation according to the EYFS (EYPS 1,2)
- To set out the learning environment attractively to ensure stimulating experiences for the children (EYPS 12)
- To investigate and evaluate relevant developments in the Early Years curriculum with particular reference to specific areas of curriculum responsibility (EYPS 39)
- To contribute to the preparation of regular reports and reviews and to be responsible for their content and deadlines
- To contribute to the nursery/foundation stage profile in conjunction with teaching staff (EYPS 33,34,36)
- To take responsibility for specific aspects of work, for example, a curriculum area. (EYPS 35)
- To enhance access to the curriculum for all children, establishing and leading on individual education plans (IEPs) as appropriate (EYPS 2,12)

Other

- Undertake such other duties as the headship team from time to time may direct

All members of staff are expected to take responsibility for their work, encourage and accept feedback from colleagues and line managers and respond to or adapt to change as required. We expect all members of staff to continue to learn and develop as professionals, attending relevant training to update knowledge and skills, enhancing qualifications and engaging in the performance management process.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks involved in this role. The post holder may be required to do other duties appropriate to the level of the role, as directed by the executive head teacher.

Person specification for Nursery Officer

CRITERIA	QUALITIES	Applic ation	refere nce	obser vatio n	interv iew & task
Qualifications and Training	Essential – GCSE equivalents for English and Maths (grade A-C)	X			
	Essential – NNEB or NVQ level 3 in childcare and education	X			
Experience	Desirable - experience of teaching in an inner-city primary school	X			
	Desirable - Experience of working as a Nursery Officer	X			
Skills and Knowledge - all elements are essential	Good understanding of how young children learn and develop	X	X	X	
	Good observational skills and be able to record and plan next steps for children's learning	X	X	X	
	Knowledge of the new EYFS curriculum	X	X	X	
	Ability to plan and teach well-structured lessons.	X	X	X	
	Ability to promote good progress and outcomes by pupils	X	X		X
	Ability to make accurate and productive use of assessment.	X		X	
	Ability to manage behaviour effectively to ensure a good and safe learning environment using a range of strategies	X	X	X	
	Good written and oral communication skills including use of IT	X	X		X
	Knowledge of guidance and requirements around safeguarding children	X			X

	Ability to build effective working relationships with colleagues, pupils and parents	X	X		X
	Ability to manage own work effectively		X		X
Personal Qualities	Be committed to ongoing professional development	X	X		X
	Holds self and others accountable for high standards of work and conduct	X			X
	Seek advice to improve practice		X		
	Reflective and self-evaluative				X
	Able to respond to feedback positively and act upon it		X		
	Ambitious and self-motivated	X	X		X
	Organised and thorough – with a strong attention to detail	X	X		X
	Resilient and adaptable		X		X
	Able to self-regulate		X	X	
	Have a positive outlook with a good sense of humour	X			X
	Creative and innovative	X		X	
	Analytical				X
	Able to manage complexity				X
	Have an authoritative presence		X	X	

When writing the supporting statement **please ensure** that you have **covered all the points required in the application column above.**

Please give personal examples to support the points that you make.