

JOB DESCRIPTION

Post Title: EYFS / Nursery Nurse Apprentice (Level 1)

Responsible to: Executive Headteacher, Assistant Head, Children's Centre Supervisor

Accountable to: Room Leader, EYFS Assistant Headteacher, Executive Headteacher

Based: Primary Advantage Federation
at
Gainsborough Primary School and Children's Centre

Contacts: Executive Principal, Executive Headteacher, Deputy Headteacher, Assistant Headteacher, Senior Managers, Cluster Finance & Admin Manager, other school staff, pupils, the Local Authority, parents and care givers, church, community, and relevant agencies.

Scale: 1 (point 2-3)

JOB DESCRIPTION:

- Under the direction of the room leader/children's centre supervisor/teacher, to complement the professional work of the teacher by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals, groups, or the whole class.
- Monitoring, assessing pupils and recording and reporting their progress. Additionally, under guidance of a senior member of staff, taking responsibility for key worker role development, or whole school policy development in a specific area.
- Complete relevant on the job training as part of the role under the supervision of course tutor and other centre staff.

MAIN DUTIES AND RESPONSIBILITIES:

The following duties and responsibilities are based on the National Occupational Standards

Support for the Pupil:

- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEP's)
- Prepare the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the teacher
- Support children who are identified as having Special Educational Needs (SEN), or English as an Additional Language (EAL), by organising the implementation of IEPs set by other professionals.
- Accompany children on outside activities (eg: swimming, educational visits etc)
- Encourage children's development, independence, self-reliance, initiative and problem solving skills.

- Observe children's activities and contribute to their written records.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement
- To provide specialist learning support for pupils with identified, severe learning difficulties including supporting pupils with medical needs.
- To arrange contact on behalf of pupils with outside agencies, eg. educational psychologists/speech therapists or other workers in the school.
- To provide a high level of care to individuals where necessary.
- To provide support and care for the emotional and physical needs of all pupils.
- To develop, establish and maintain positive relationships with individuals and groups.
- To contribute to the health and well-being of pupils and to act as a first aider and complete training necessary.
- To support pupils during learning activities by promoting independent learning.
- To support pupils individual learning needs and development, eg. cognitive and learning skills.
- To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Under the direction of the Classroom Teacher, to work with small groups of children and to take responsibility for their learning.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the Classroom Teacher.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To deliver pastoral and learning support.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- To provide feedback to pupils in relation to progress and achievement under guidance of the Classroom Teacher.

Key work:

- Oversee the introduction and settling in process for children and families into the school/centre, including initial home visit with parent, giving initial information on school/centre policies.
- Take responsibility in planning, tracking and evaluating.
- Set individual targets and monitor progress.
- Carry out a full record keeping programme for each child according to school/centre policy.
- Be the first contact for key parents.
- Set targets and review IEPs, in collaboration with the Special Educational Needs Coordinator (SENDCO).
- Initiate and implement IEPs through regular liaison with Teaching Assistants, according to school policy.
- Liaise with outside agencies e.g. Speech Therapists.
- Registration of the children.
- Liaise with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).
- Support and include children with SEN and to attend case conferences and reviews with teachers as appropriate.

Support for the Teacher:

- To assist the teaching in analysis and making effective use of assessment information on pupil's attainment and progress.
- To recommend strategies to improve pupil attainment, eg. pupil's attendance or participation in booster classes.
- To assist in the development, implementation and monitoring of Individual Education Plans (IEPs) and assisting the Classroom Teacher in the development of a suitable programme of support for pupils who need learning support.
- To use suitable ICT packages to record and analyse individual pupil or group progress.
- To use suitable ICT packages to present data analysis and suggest appropriate strategies resulting from such data.
- To use high level skills and experience to manage problems and situations arising from intense learning or special needs, language barriers, cultural differences and/or behavioural difficulties.
- To stand in for the Classroom Teacher to teach classes as and when necessary under the direction of the Assistant Headteacher or Head of School.
- To work with the Classroom Teacher to establish an appropriate learning environment.
- To undertake marking of pupil's work and accurately record achievement/progress.
- To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To administer and assess routine tests and exams.
- To provide general clerical/administrative support as required.

Whole-school improvement:

- Timetable and plan group movement/dance sessions.
- Plan and implement provision for the movement and dance aspects of creative development.
- Work alongside the Healthy Schools coordinator, working towards achieving the Healthy Schools Award.
- Report back to the Headteacher on an ongoing basis with reference to health and safety issues.
- Liaise with EAL / EMAS staff as required. Ensure that all children with EAL make good progress. Develop a close partnership with families from minority ethnic groups.

Safeguarding:

- Maintain high standards of hygiene.
- Attend to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.

Personal care:

- Dress and undress children whenever necessary throughout the day including during arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Feed children unable to feed themselves at lunchtime and supervise drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary
- Move and handle children, where necessary, following Health and Safety guidelines.
- Assist individual children with their mobility and independence training, including the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
- Toilet children, with assistance from colleagues where it has been assessed that more than one member of staff is required. Occasionally, changing incontinent children who have soiled, with help from colleagues.

Other:

- Take part in the schools performance management system
- Complete on the job training (recognized Level 3 qualification)
- Enhanced CRB check
- Strong commitment to furthering equalities in both service delivery and employment practice
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with

GENERAL:

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time

- This is not an exhaustive list of duties and responsibilities, and the postholder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.
- This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the postholder.
- The postholder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information.
- The postholder may be required to work outside normal school hours on occasion, with due notice.
- Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their appointment form and are expected to disclose such information at the appointment interview.
- Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Date of Issue: _____

Name of Postholder: _____

Signature of Postholder: _____

Signature of Heateacher: _____

PRIMARY ADVANTAGE FEDERATION

PERSON SPECIFICATION
EYFS / Nursery Nurse Apprentice

	Essential	Desirable	How Tested
Qualifications and Experience	<p>GCSE level English and Maths.</p> <p>Working with or caring for children or adults at a variety of stages of life, including those who may have special needs</p> <p>Effective use of ICT to support learning.</p> <p>Use of other technology equipment.</p>	<p>The successful candidate will be expected to complete the following:</p> <p>NVQ/NNEB level 3 or equivalent qualification via a recognized training route.</p>	<p>Application Form</p> <p>Certificates</p> <p>Interview (Test)</p>
Knowledge	<p>First aid training/training as appropriate is desirable</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p> <p>An understanding of Child Protection/Safeguarding issues and procedures.</p>	<p>A basic understanding of early childhood development and learning</p> <p>Training in the relevant learning strategies</p> <p>Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies</p> <p>Knowledge of specialist techniques such as makaton singing, picture exchange and restraint</p> <p>Understanding of Healthy Schools initiative and Every Child Matters framework</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>

	Essential	Desirable	How Tested
Knowledge Cont.		<p>Knowledge of planning and evaluation tools to support pupil learning and achievement.</p>	
Communication	<p>Possesses effective verbal communication skills.</p> <p>Presents information and ideas clearly and uses communication appropriate to the audience.</p>	<p>Able to communicate in an additional language.</p> <p>Utilises report writing skills to accurately reflect a situation</p>	<p>Application Form</p> <p>Interview</p>

	<p>Able to create an environment of trust by delivering on promises.</p> <p>Able to adapt personal style of communication to reflect a situation and/or need.</p> <p>Able to disseminate information and demonstrates a consultative approach to communication.</p> <p>Able to persuade and influence others effectively.</p> <p>Able to demonstrate tact and diplomacy in communication.</p> <p>Able to relate well to children and adults.</p>	through positive communication techniques.	References
Skills and Abilities	<p>Exercises flexibility so as to take on changes in work priorities and practices.</p> <p>Able to provide contingency plans to address the unexpected.</p> <p>Demonstrates clear and logical thinking in working through problems.</p> <p>Able to anticipate workload and plans ahead to manage workload peaks.</p>	Able to balance tasks and resources in the organisation of a wide range of activities.	<p>Application Form</p> <p>Interview</p> <p>References</p>

	Essential	Desirable	How Tested
Skills and Abilities Cont.	<p>An awareness of the needs of children who have a variety of needs.</p> <p>Able to create a positive attitude within the classroom which encourages enthusiasm and interest in learning.</p> <p>Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</p> <p>Pays attention to detail and checks the quality of own work for accuracy.</p>		

	Possesses initiative and can demonstrate accuracy and attention to detail.		
Accountability and Freedom to Act	<p>Able to make routine decisions based upon guidelines and procedures laid down within established frameworks.</p> <p>Leads by example in standards of behaviour in the work environment.</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>
Other	Willingness to partake in continuous professional development.		<p>Application Form</p> <p>Interview</p>