

Job Description and Person Specification

Job details

Job title: Nursery Education Officer

Directorate: Comet Nursery School and Children's Centre

Reporting to: Head Teacher

Grade: Scale 5 - actual salary £22,295.00 - £23,523.00

Signed Lisa Clarke

Date 27 February 2019

Job description

Purpose of the post:

- To work collaboratively and complement the professional work of staff team by taking responsibility for agreed learning activities under the supervision of the teachers and senior staff.

Main duties and responsibilities:

Working under the guidance of senior staff and teachers, in order to support, challenge and extend the children's learning:

- Contributing own thoughts and ideas to curriculum development, termly, weekly and daily plans.
- Contributing to the observation of children's learning and development, their achievement records and plans to extend their learning.
- Preparation of the learning environment, assisting in the organisation of the room arrangement and resources, valuing and displaying children's work.
- Taking responsibility for groups of children and delivering planned learning activities, under the direction of the Senior NEO/teacher.
- Supporting children who are identified as having Special Educational Needs (SEN), or English as an Additional Language (EAL), by contributing to and organising the implementation of SP's set by other professionals.
- Accompanying children on outside activities (e.g. educational visits, etc.).
- Supporting children's development and achievement across the Early Years Foundation Stage Curriculum and fostering independence, self-reliance, initiative and problem-solving skills.
- Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintaining positive interactions with children using warm, responsive and stimulating communication strategies, which are appropriate to children's needs.
- Promoting good behaviour and acting as a positive role model through respectful interactions with children and adults.
- Being supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.
- Taking a proactive role in gaining knowledge and understanding of a range of family support services available through the Children's Centre and other local providers and in supporting parents and carers to access these as appropriate.
- Maintaining confidentiality at all times with regard to children and families and wider school issues.

To be a Key worker of a group of children:

- Overseeing 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.
- Planning, tracking and evaluating progress and achievement; setting individual targets and monitoring progress towards these, under supervision of the teacher.
- Maintaining a full record keeping programme for each child according to school/centre policy.
- Being the first contact for key parents.
- Contributing to target setting and reviewing Support Plans, in collaboration with the Special Educational Needs Co-ordinator (SENCO), Learning Support Assistants and external professionals as appropriate.
- Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).

Safeguarding the health, safety and welfare of the children:

- Maintaining high standards of hygiene.
- Attending 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.
- Working within the school's Safeguarding Children Framework, bringing any concerns to the attention of senior staff or the designated safeguarding officer (DSL) as soon as possible and in the appropriate manner.

Acting as mentor or adviser:

- To assist the person responsible for work experience students acting as mentor and adviser. Working with senior staff in the supervision and assessment of students working for NVQ level 3 or childcare qualifications.

Providing personal care to individual children in the areas of every day activity, as required:

- Dressing and undressing children whenever necessary throughout the day, arrivals, departures and playtimes.
- Supporting children at meal times and feeding children unable to feed themselves, following advice from other professionals (e.g. Speech Therapist), where necessary.
- Moving and handling children, where necessary, following Health and Safety guidelines.
- Assisting 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.
- Supporting children with toileting needs as necessary, with assistance from colleagues where it has been assessed that more than one member of staff is required. Changing children who have soiled or wet themselves in accordance with school policy.

Extending own skills and knowledge:

- Attending in-service training, participating job reviews/appraisals in line with school and LEA procedures.
- 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.

General requirements

- The post holder must, at all times, carry out their duties in line with Comet's and the Hackney Learning Trust's policies and procedures.

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Person Specification

	Essential	Desirable
Qualifications	✓	✓
<ul style="list-style-type: none"> NNEB Level 3 qualification or equivalent. 	✓	
<ul style="list-style-type: none"> <i>[To add extra rows, right-click in the last row and select Insert > Insert Rows Below...]</i> 		
Experience	✓	✓
<ul style="list-style-type: none"> Working with or caring for children at Foundation Stage, including those who may have special needs. 	✓	
Knowledge	✓	✓
<ul style="list-style-type: none"> A sound understanding of early childhood development and learning. 	✓	
<ul style="list-style-type: none"> Ability to be able to communicate clearly both orally and in writing 	✓	
<ul style="list-style-type: none"> Understanding of children with special educational needs 	✓	
<ul style="list-style-type: none"> First aid and food hygiene training 		✓
<ul style="list-style-type: none"> Understanding of relevant polices/codes of practice and awareness of relevant legislation. 	✓	
<ul style="list-style-type: none"> Good working knowledge of foundation stage curriculum and other basic learning programmes/strategies. 	✓	
<ul style="list-style-type: none"> Understanding of health and well being for children 	✓	
<ul style="list-style-type: none"> An understanding of Child Protection/Safeguarding issues and procedures 	✓	
Skills	✓	✓
<ul style="list-style-type: none"> Good numeracy and literacy skills 	✓	
<ul style="list-style-type: none"> Effective use of ICT to support learning 	✓	
<ul style="list-style-type: none"> Use of other equipment technology 	✓	
<ul style="list-style-type: none"> Ability to relate well to children, staff and adults 	✓	

<ul style="list-style-type: none">• Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
<ul style="list-style-type: none">• Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	✓	
<ul style="list-style-type: none">• Displays commitment to the protection and safeguarding of children and young people.	✓	