



PASSMORES COOPERATIVE LEARNING COMMUNITY

Job Description

Position: Nursery Leader

Line Manager: EYFS Leader

Location: The Downs Primary School and Nursey

Performance Management Reviewer: Headteacher / SLT

Job Purpose

To provide safe, high-quality education and care for Nursery children; to fulfil legal and statutory requirements; to supervise staff on a day-to-day basis; to contribute and implement Nursery policies.

Duties

- In collaboration with school leaders, take responsibility for drawing up long term, medium term and sessional curriculum plans which ensure that each child is working towards desirable learning outcomes.
- To be responsible for providing a high quality of teaching, ensuring that staff are properly deployed and offer appropriate stimulation and support to the children.
- To draw up and to supervise the daily programme of Nursery activities and events. Overseeing staff timetabling (indoors and outdoors, observations, adult lead, child lead activities, breaks etc)
- To run whole class teaching carpet sessions.
- To be responsible for implementing systems of assessment, observations and record keeping so that children's attainment and progress is effectively, up to date and regularly assessed.
- To monitor the accuracy of assessment procedures and judgements.
- To organise the timetable and jobs and to supervise staff on a daily basis, offer staff support and guidance as needed.
- To ensure records are properly maintained, e.g. daily attendance register, accident & incident book
- To liaise closely with parents/carers, informing them about the Nursery and its curriculum, exchanging information about children's progress and encouraging parents' involvement, dealing with concerns in a timely manner, run parents' consultation and write annual parents' reports.

- To ensure that the Nursery is a safe environment for children, that equipment is safe, standards of hygiene are high, first aid is completed and recorded correctly, safety procedures are implemented at all times and fire drills are regularly practised.
- To complete paperwork, observations, My Concern, learning journey write ups and communication with parents.
- To liaise with SLT, social services and other professionals as necessary and ensure that all legal and statutory requirements are implemented, to provide reports as required with support from the DSL and SENDCo.
- To contribute to and to implement all school policies, codes of conduct and procedures, especially those on equal opportunities, safeguarding, SEND, behaviour etc.
- To contribute to the school development plan, Early Years SEF and other school documents as needed.
- To work with SLT on resources needed through a budget.
- To attend in-service training and meetings as required.

Whole School

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.
- To comply with individual responsibilities in accordance with the role for health & safety in the workplace.
- To ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Well-Being and Mental Health

As a member of staff at PCLC, we take responsibility for looking after our own mental health and wellbeing and that of other adults and children by:

- Supporting and adopting evidence-based practice from credible organizations (e.g. Mind), which have been proven to improve and sustain positive mental health and wellbeing for children and adults.
- Developing knowledge and awareness of how children's mental health can impact on their wellbeing and development.
- Managing our own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise, alcohol consumption and smoking).
- Informing a line manager or mental health first aid team member if concerned about the mental health or wellbeing of ourselves or of others.
- Tackling and challenging any stigma regarding mental health and offering support, kindness and understanding to others in need.

In addition to the above areas, the postholder is responsible for the following actions:

Liaising with line manager, relevant support staff, subject staff, pastoral staff, LA staff, parents/carers and outside agencies, as and when required.

Health and Safety

1. To assist with the carrying out of risk assessments.
2. To ensure that Health and Safety policies and procedures are followed.

Other specific duties

1. To play an active part in the life of the school community

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and the job title.

Vic Goddard

CEO

June 2024

PERSON SPECIFICATION

General heading	Detail	General Examples	Specific examples
Qualifications & Experience	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	Successful recent experience working with nursery/early year's children. NNEB or equivalent. Good general standard of education.
	Knowledge of relevant policies and procedures	e.g. First Aid, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	First aid qualification. Knowledge of child development. Knowledge of EYFS Curriculum. Knowledge of assessment techniques for young children. Understanding of child protection policies and procedures.
	Literacy	Level of literacy required, including qualification level where required	Good literacy skills
	Numeracy	Level of numeracy required, including qualification level where required	Good numeracy skills
	Technology	Ability to uses equipment e.g. photocopier, computer, specialist equipment e.g. for technicians, IT packages etc.	Ability to uses equipment e.g. photocopier, laminator, specialist equipment e.g. for technicians, IT packages etc.
Communication	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability write routine letters
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions
	Languages	Any specific requirement to have a second language, signing etc.	Seek support to overcome communication barriers with children and adults

	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults
Working with children	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a whole class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
	Curriculum/School organisation	Knowledge level of the school curriculum Any specific skills, knowledge or qualification For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching
	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development Understand and support children in transition
	Health & Well being	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing
Working with others	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed
	Relationships	Abilities to form appropriate and	Ability to establish rapport and respectful and trusting

		productive relationships with relevant groups – children, colleagues, governors, parents etc.	relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply
	Information	Following/giving instructions, requirements to provide information	Knowledge of CAF (if/when appropriate) Ability to record and report observations in an appropriate manner Ability to distinguish between option and fact
Responsibilities	Organisational skills	Requirements of the post	Ability to be proactive and initiate action
	Line Management	Any line management, supervisory requirements	Ability to manage and support the work of others, as required and appropriate
	Time Management	Requirements of the post	Ability to manage own time effectively Ability to meet deadlines
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	
	Child Protection	General and any specific requirements	Understand what is mean by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/Data Protection	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality

	CPD	Demonstrate commitment Evidence of	
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