



UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Level 3 Nursery Nurse JOB DESCRIPTION

Who we are: The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations about the possibilities of education. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry and challenge thinking in the pursuit of innovative ideas. Our mission: to support the development of education for all children.

Title: Level 3 Nursery Nurse

Grade: SCP 7-11 £23,114 - £24,702 FTE

Responsible to: Executive Headteacher, EYFS Phase Leader and Nursery Teachers

Purpose:

1. To assist the school leadership in ensuring the very best learning experience for children in our school
2. To carry out the duties of a Nursery Nurse Practitioner and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Executive Headteacher and the accountabilities expected of support staff at the University of Cambridge Primary School.
3. To demonstrate a passion for learning and education, striving to develop yourself and others.

Purpose of Job

To ensure the very highest expectations for all children with a positive proactive attitude to finding ways through for every child. To model the ethos and vision of the school to ensure the tenets of Ambition, Innovation and Inclusion are achieved within a framework inspired by our values and ethics.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.

| Accountabilities | Results and deliverables |
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| Safeguarding: Year Group Leaders promote a robust safeguarding culture, following all safeguarding policies | |
| <p>1. To ensure that safeguarding, health and safety and educational policies are understood and followed to the highest standard</p> | <ul style="list-style-type: none"> • Risks assessments are compliant • Health and Safety review indicate best practice • Safeguarding practices of team are strong (as determined by internal and external review) • Intimate care is delivered in a dignified & professional manner in accordance to the Intimate Care Policy |
| <p>Professional Duties<i>General</i></p> <ol style="list-style-type: none"> 2. Ensure the safeguarding of children is central to their practice 3. Alongside the Executive Headteacher and Senior Leadership Team promote the school within the local community. 4. If needed, to represent the school at meetings within Children’s Services, Faculty of Education and outside when/if necessary. 5. This job description and allocation of particular responsibilities may be amended from time to time in relation to the school’s needs. As a Nursery Nurse you will be expected to adhere to these amendments. 6. Communicates clearly and in a professional manner with the team 7. Organises and plans to manage personal daily workload to meet deadlines 8. Attend all relevant meetings | <p>Safeguarding</p> <ul style="list-style-type: none"> • Demonstrate a strong safeguarding ethic at all times • Subscription to NSPCC Casper updates service • Attend and complete the UCPS Safeguarding Training • Read all relevant policies (Safeguarding, First Aid, Intimate Care) <p>Community Events</p> <ul style="list-style-type: none"> • Attend two community events per academic year (when appropriate) Tuesday planning meeting attendance • Contribute daily to the teachers’ responsive journal • To ensure that children’s records, such as learning journeys/next steps and tapestry are kept up to date • Keep and maintain necessary individual tracking documents as directed by the SENDco or Inclusion Lead • Keep Medical Records Diary for any named children • Use up-to-date information to contribute to meetings with colleagues from outside agencies and the faculty |

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| | <p>Expectations</p> <ul style="list-style-type: none"> • Adhere to code of conduct • Expectations are set out in Learning Coach Guidance (updated annually). |
| <p>Teaching and Learning To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and behaviour management of all children.</p> <ol style="list-style-type: none"> 1. Understands the seven key features of effective practice in Early Years Foundation Stage 2. Understands that all children start school at different starting points and the vulnerabilities that can prevent typical development 3. Responsive to the needs of the children and is able to read the room and react accordingly 4. To provide a wide variety of learning challenges for children that are suitable for their individual stages of development 5. 6. Enable the continuation of learning when working with a child/group/whole class 7. To engage in professional dialogue with the class teacher/Learning Coach team/UCPS Team/External Agencies 8. To support and contribute, find or access resources needed in order to fulfil the needs of the child 9. Use ScholarPack when required 10. Liaise with class teachers about assessment and progress. Using the Teacher's Responsive Journal and AFL Stickers 11. Scaffold children's learning correctly (MITA Scaffolding Framework) 12. Mark learning and provide feedback in the moment | <ul style="list-style-type: none"> • Can discuss the revised Early Years Foundation Stage: Principles into Practice. <p>Development Matters</p> <ul style="list-style-type: none"> • Can discuss children's development stages and provides learning challenges to meet these needs • Engages in playful enquiry using conversation to optimise learning for all children • Demonstrates a willingness to work in all learning situations. Whilst adhering to the school's positive behaviour management systems. • Annotates individual Learning • Maintain and extend the learning session in the absence of the class teacher • Works swiftly and efficiently to maintain the learning environment • Knowledge and understanding of children's individual learning journeys • Through observation identify potential learning barriers, in discussion with the class teacher find ways to improve individual children's learning outcomes • Supports learning with assistive technologies (when necessary) • When relevant contribute towards the planning of individualised learning activities • Use Branch Maps and Tapestry to record observations when required |

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| <p>13. Support and contribute to the maintenance of classroom displays and environment</p> <p>14. Follow the school's positive relationship behaviour policy when supervising classes.</p> <p>15. Work within our values framework so that every child's voice is heard and valued and to ensure that respect for all people irrespective of sex, gender identity, ethnicity, race, religion, disability, sexuality</p> <p>16. We do not label children (Low ability, naughty etc)</p> <p>17. Develop supportive relationships with pupils;</p> <p>18. Strive to develop positive relationships with families by communicating and consulting with parents of pupils;</p> <p>19. Liaise with the school team, parents and other professionals to support children's learning;</p> <p>20. Participate in meetings as deemed necessary;</p> <p>21. To take part in whole school INSET activities and training opportunities (sometimes via twilight sessions) to enhance job effectiveness.</p> <p>22. Participate in School Probationary/Appraisal procedures;</p> <p>23. To keep professional skills up to date and maintain a personal professional development file as a record of ongoing training;</p> <p>24. Promote the safeguarding of the health and safety of the whole school community when on school premises or when engaged in school activities elsewhere; any safeguarding concerns you may have, must be raised in line with the current school safeguarding policy and procedures.</p> <p>25. To inform the class teacher of any educational or behavioural concerns about any of the</p> | <ul style="list-style-type: none"> • Respond to challenge courageously & professionally • Use of Scholar Pack to contact parents, for registration or for medical/dietary needs • Daily use of assessment for learning, EHCP and Pupil Premium stickers (When necessary) • Correct modelling strategies implemented when working with children (see LC Guidance) • Weekly updates of individual Pupil Passports (When necessary) • To actively encourage independence, only offering support and guidance when the child needs it • To actively extend child/ren's knowledge through careful questioning and dialogue • Collaboratively plan innovative displays (considering the diverse diversities within our school community) • Communicates respectfully and kindly with all people • Builds relationships with all children. Demonstrating the five values of the school in all interactions. Especially when dealing with behaviour incidents. • To positively facilitate a fresh start for all children after a negative behaviour incident. All adults must be mindful of the language used around children. The behaviour must be highlighted not the child (refer to the behaviour policy) • Actively builds positive empathetic relationships with the parent/carer community. |
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| <p>children (Including playtime behaviour)</p> <p>26. Support and implement the aims of University of Cambridge Primary School.</p> <p>27. To accompany children on trips, visits and other educational activities.</p> <p>28. To undertake duties on the school's duty rota (including break times and lunch times). Proactively encouraging participation for all children, when required</p> | <p>Attending Pupil Passport meetings and/or EHCP annual review meetings (when appropriate)</p> <ul style="list-style-type: none"> • Disseminate any CPD to the Learning Coach team or teacher colleagues when appropriate • Courageously take part in UCPS INSET sessions, even when the sessions may be outside of your comfort zone • Actively develop self by attending UCPS CPD Twilight sessions when relevant • On a weekly basis complete the Learning Coach Journal • Throughout the year proactively work towards your appraisal targets • Prepare for probationary/appraisal meetings. Positively attend these meetings • Input all CPD into personal development folder on the school's intranet • Any safeguarding concerns must be raised via My Concern within half an hour of the disclosure. This must be followed up with a verbal conversation with one of the Designated Safeguarding Lead • All negative playtime behaviours need to be recorded on a school behaviour form. Negative educational or playtime behaviours must be shared with the Class Teacher and on occasions recorded in the Teacher's responsive journal. • Knowledge and understanding of the school's Anti-Bullying Policy and when to implement it |
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| | <ul style="list-style-type: none"> • Ensure that the class and personal first aid kits are restocked • Knowledge, awareness and how to respond to the medical needs across the school • Responsibly for organising and administering first aid on class educational and residential trips • To engage in Intimate Care procedures (Following the Intimate Care Policy) • Support children in their play and with peer interactions |
| <p>School</p> <p><i>To support and promote efficient and effective day to day running of the school so that children and parents have a positive experience of life at school</i></p> <ol style="list-style-type: none"> 1. <i>Maintain the Nursery environment daily</i> 2. As well as the Classroom Nursery Nurse role support outside and inside play opportunities, when required. Providing first aid, intimate and pastoral care when needed 3. To model and assist in facilitating consistently good communication within the school and sustain the personal motivation colleagues need within the school. 4. Assist with daily interventions (sensory circuits, Lego Therapy) and forest school when required 5. Contribute to the development of less experienced colleagues | <ul style="list-style-type: none"> • Support children in all aspects of the school day by adhering to the weekly rota/schedule (When necessary) • Flexibility and adaptability to support children during lunchtime & playtime in numerous roles: individual support (in line with the child's EHCP), lead a group activity or a playground zone (Refer to Learning Coach Guidance) If needed • Engage children in conversation & play during playtime and lunchtime • Run interventions (When advised by the SENDco) according to the guidance and maintain records • Support all new and existing members of the team when necessary |

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| <p>Research informed pedagogies: Continuing Professional Development</p> <p><i>To support the leadership team and staff body in achieving a high quality learning community, principled on our ethos and vision:</i></p> <ol style="list-style-type: none"> 1. We want all staff to be inspired by actively engaging with their professional development 2. To engage in high quality professional learning opportunities within the school. 3. To be actively engaged in research: by being informed (through reading and personal study) and working with colleagues at the University in generating new research | <ul style="list-style-type: none"> • As part of the wider team contribute to the School • Attend and contribute towards the weekly Learning Coach Briefing and planning meetings • Positively engage with training opportunities, for example coaching training and Maximising the Impact of Teaching Assistant training. • When required support the school's research generating ethos |
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Flexibility Clause - As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

Closing Date: Monday 2nd September 2024

Shortlisting: Tuesday 3rd September 2024

Interviews: Monday 16th September 2024

Start Date: ASAP

Please be aware that this vacancy will be open during the summer holidays at which point the school will be closed. If you have any questions or queries regarding the vacancy, please email enquiries@universityprimaryschool.org.uk and we will respond after 29th August.

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