Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title:** Nursery Room Leader- Supporting and Delivering Learning (Level 4) | | **Director/Service/Sector:** Children’s Services | | **Office Use** |
| **Band:** 5 | | **Workplace:** Wylam First School | | JE ref: SG20  HRMS ref: |
| **Responsible to:** EYFS Lead/Line Manager, Senior Leaders | | **Date:** 25.05.18 | **Manager Level:** |
| **Responsible for:** Nursery TAs | | | | |
| **Job Purpose:** To work under an agreed system of supervision and take the lead role within the nursery setting to ensure a quality first education under the guidelines of the statutory framework. | | | | |
| **Resources** | Staff | Supervision of other TAs | | |
| Finance | | Not Applicable | | |
| Physical | | Responsibility for the nursery environment, equipment and materials relating to role. | | |
| Clients | | Nursery children | | |
| **Duties and key result areas:**  **Support the EYFS leader in adhering to all requirements laid out in the EYFS Statutory Framework by:**     1. Following all policy and procedure in EYFS 2. Organising and managing appropriate learning environments (enabling environments) and resources for learning to meet the needs of all individuals within the setting. 3. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate to ensure that all children make at least expected progress from their start points 4. Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against agreed,   learning objectives.   1. Provide the EYFS leader with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence. 2. Undertake the maintenance of pupil’s records and accurately record achievement. 3. Establish positive relationships with parents and carers and participate in feedback sessions and parents evening as directed. 4. Take the lead role in establishing positive behaviour and effective routines in the nursery setting with support from the EYFS lead. 5. Support inclusive practice by planning effective learning environments and a sequence of activities to support all learners’ needs. 6. Create learning journals of evidence that tracks progress and demonstrates achievements across all areas of the EYFS. 7. Along with the EYFS leader, monitor the quality of teaching across the nursery, supporting staff where necessary. 8. Along with the EYFS leader, monitor the quality of key worker learning journals. 9. Provide administrative support to the EYFS Leader in the preparation of reports on pupils with special educational needs including:    * Dealing with correspondence    * Analysis of attendance data    * Compilation of data    * Making telephone calls   **Support for Pupils**     1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning. 2. Develop and implement individual education plans. 3. Establish positive relationships with pupils, acting as a role model and responding to the needs of each individual child, setting high expectations. 4. Actively promote inclusive practice within the classroom setting to ensure acceptance of all children. 5. Encourage children to play and interact with one another appropriately. 6. Support pupils consistently whilst recognising and responding to their individual needs. 7. To have challenging expectations that encourages children to act independently and build self-esteem and support the characteristics of effective learning. 8. Provide feedback to pupils in relation to progress and achievement   **Support for the Curriculum**     1. Deliver learning activities to pupils within an agreed framework, adjusting activities to meet pupil needs 2. Provide an inspiring and challenging learning environment to meet the needs of the curriculum, the age and stage of development of the children in the class and promote the characteristics of effective learning. 3. Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills. 4. Support the use of ICT in learning and develop pupils’ confidence and independence in its use. 5. Help pupils access learning activities through specialist support. 6. Advise on appropriate deployment and use of specialist equipment or resources   **Support for the School**    1. Comply with all school policies and contribute to the development of policy relating to:   * Health and Safety * Equal Opportunities * Child Protection * Confidentiality and data protection. * EYFS Statutory framework     2. Work in such as to promote the ethos and vision of the school.    3. Participate in training and development, and activities that contribute to the management of performance.    4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher  and member of the school’s management.    5. Attend and participate in regular meetings    6. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.  **Line management responsibilities**    1.     Manage other teaching assistants across the nursery setting ensuring that they are working effectively within the statutory framework.    2.     Liaise between the EYFS managers or teaching staff and teaching assistants    3.     Hold regular meetings with managed staff.    4.     Undertake the following activities:  ∙   Recruitment of staff  ∙   Induction of staff  ∙   Appraisal of staff  ∙   Staff training  ∙   Mentoring and coaching of staff    5.    To undertake other duties and responsibilities as required commensurate with the grade of the post.  This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school’s procedures to report any concerns you may have regarding the safety or well-being of any child or young person.  The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | |  | | |

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**PERSON SPECIFICATION**

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| **Post Title:** Nursery Room Leader- Supporting and Delivering Learning (Level 4) | **Director/Service/Sector:** Children’s Services | **Ref**: SG20 | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| **Knowledge and Qualifications** | | | |
| Meet the National Standards for HLTAs or equivalent qualification  Excellent numeracy and literacy skills( at least NVQ 2 Qualification);  HSAW First Aid Certificate or equivalent;  Participated in training related to various national strategies e.g. literacy and numeracy | NNEB or equivalent ( First/Primary Middle) or Specialist Degree(Middle/High) | | (a), (i)  (t) |
| **Experience** | | | |
| Working with children of the relevant age    Basic clerical skills    Planning effective actions for pupils at risk of underachieving | Supervising small groups of children    Counselling  Working with children with additional needs  Managing other employees | | (a), (i) |
| **Skills and competencies** | | | |
| Effective ICT skills and  3 years experience of using ICT in a learning environment  Ability to use other types of learning technology:   * Photocopying * Whiteboards * Digital Media   Understanding of codes of practice and recent relevant education;  Good understanding of the principles of child development and the learning process  Can work as a member of a team, understanding their role in the classroom and associated responsibilities. | NVQ 2 ICT Qualification | | (a), (r)  (i) |
| **Physical, mental and emotional demands** | | | |
|  |  | |  |
| **Other** | | | |
| Willingness to participate in training and personal development |  | | (i) |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,

(o) others e.g. case studies/visits