

Active Northumberland  
**JOB DESCRIPTION**

|  |   |   |                           |
|--|---|---|---------------------------|
| <b>Post Title:</b> Nursery Practitioner  | <b>Director/Service/Sector:</b> Active Northumberland   |   | <b>Office Use</b>         |
| <b>Band:</b> 4   | <b>Workplace:</b> Hirst Welfare Centre  |   | <b>JE ref:</b><br>ANJD043 |
| <b>Responsible to:</b> Nursery Manager   | <b>Date:</b> September 2018   |   |                           |
| <b>Job Purpose:</b><br>To provide high quality care and play / early learning opportunities to children attending the Welfare Centre's child care provision..<br>To assist the Nursery Manager in maintaining an environment which is safe, stimulating and welcoming to children and parents/ carers.   |   |   |                           |
| <b>Resources</b>   | Staff   | N/A   |                           |
|  | Finance   | N/A   |                           |
|  | Physical  | Handling of sensitive data.   |                           |
|  | Clients   | Children, parents/carers and relevant professionals from partner agencies |                           |
| <b>Duties and key result areas:</b><br><br><div>1. To provide care and early learning experiences according to children's individual needs and stage of development and linked to the early years foundation stage practice guidance.</div> <div>2. To participate in a key worker system for children, providing consistency in facilitating children's physical, emotional, intellectual and social development and assist with assessing and tracking children's progress over time.</div> <div>3. To work in partnership with parents/carers, sharing information about children's progress and encouraging parents/carers involvement in the provision.</div> <div>4. To observe children's development over time, assessing their progress.</div> <div>5. Maintenance of all records relevant to children's needs and progress, in partnership with parents and carers.</div> <div>6. To respond to children's behaviour in a way which promotes their welfare and development.</div> <div>7. Ensure that the physical needs of children are met and to maintain high standards of hygiene and cleanliness in the nursery.</div> <div>8. To observe all policies, procedures and standards relevant to the nursery and Active Northumberland.</div> <div>9. To work as part of the child care team, sharing in and contributing to the ongoing development of the service.</div> <div>10. To undertake continuing professional development that is supportive of the post.</div> <div>11. At all times to carry out duties in accordance with the Active Northumberland Equal Opportunities Policy and in the spirit of anti-discriminatory practice.</div><br><div>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.</div> |   |   |                           |
| <b>Work Arrangements</b>   |   |   |                           |
| Transport requirements:  | None  |   |                           |
| Working patterns:  | Shift patterns and 52 week working is required  |   |                           |
| Working conditions:  | The post entails direct work with children aged 0-5 years in a childcare setting, including significant periods outside through involvement with children's outdoor play. |   |                           |

## PERSON SPECIFICATION

|   |  |   |                     |
|---|--|---|---------------------|
| <b>Post Title:</b> Nursery Practitioner   |  | <b>Director/Service/Sector:</b> Active Northumberland   | <b>Ref:</b> ANJD043 |
| <b>Essential</b>  |  | <b>Desirable</b>  | <b>Assess by</b>    |
| <b>Knowledge and Qualifications</b>   |  |   |                     |
| Good general education demonstrating good literacy and numeracy skills.<br>GCSE or equivalent Grade C in English, Maths and Science<br>NVQ Level 3 in Child Care (or equivalent)<br>Knowledge of Early Years Foundation Stage framework and practice  |  | Training in Early Years Foundation Stage framework and practice;  |                     |
| <b>Experience</b>   |  |   |                     |
| Recent experience of working with children under 2 years in an early years setting.   |  | Experience of working with children with disabilities.<br><br>Experience of working in a child-centred community based project. |                     |
| <b>Skills and competencies</b>  |  |   |                     |
| Ability to plan and deliver a range of play activities to young children.<br><br>Ability to communicate effectively with young children, their parents/carers and with colleagues.<br><br>A working knowledge and understanding of child development and needs. Basic understanding of policies, procedures and standards relevant to a day care setting.<br><br>Ability to record information accurately and appropriately.<br><br>Ability to work flexibly as part of a team in a developing environment.<br><br>Willingness to undertake further training and development in early years practice.<br><br>Willingness to work in an anti-discriminatory way in accordance with Active Northumberland's principles. |  |   |                     |
| <b>Physical, mental and emotional demands</b>   |  |   |                     |
| Able to meet the physical requirements of the post in terms of working with children 0-5;   |  |   |                     |
| Able to work flexibly in terms of shift pattern, service delivery and base;   |  |   |                     |
| <b>Other</b>  |  |   |                     |
| Satisfactory DBS check.   |  |   |                     |

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

| National Qualifications Framework                           | Framework for Higher Education Qualification levels (FHEQ)   |
|---|--|
| 8<br>Specialist awards                                      | D (doctoral)<br>doctorates   |
| 7<br>Level 7 Diploma<br>Professional qualifications         | M (masters)<br>masters degrees, postgraduate certificates and diplomas   |
| 6<br>Level 6 Diploma<br>Professional qualifications         | H (honours)<br>bachelors degrees, graduate certificates and diplomas   |
| 5<br>Level 5 BTEC HND                                       | I (intermediate)<br>diplomas of higher education and further education, foundation degrees, higher national diplomas |
| 4<br>Level 4 Certificate                                    | C (certificate)<br>certificates of higher education  |
| 3<br>Level 3 Certificate (OND)<br>Level 3 NVQ<br>A levels   |  |
| 2<br>Level 2 Diploma<br>Level 2 NVQ<br>GCSEs Grades A*-C    |  |
| 1<br>Level 1 Certificate<br>Level 1 NVQ<br>GCSEs Grades D-G |  |
| Entry<br>Entry Level Certificate in Adult Literacy          |  |

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.