



Job description: Nursery Nurse for Early Years Foundation Stage

Salary: Scale 5 (points 22-25)

Responsible to: class teacher, phase leader

General Duties/ Purpose of role:

To assist the EYFS teachers in providing a secure, caring environment in which each child can find new, stimulating opportunities to develop his/her potential – emotionally, socially, physically and intellectually.

To contribute towards the support of all pupils in the classroom, phase groups and across school.

To address the needs of children to overcome barriers to learning, both inside and outside the classroom, in order to achieve their full potential and enable the school to raise standards of achievement and maintain outstanding standards of behaviour.

Main and Specific Responsibilities:

Supporting the children

- Make firm, reliable and consistent relationships with each child to enable him/her to settle within the school community.
- Promote awareness and respect for self, others and property, encouraging appropriate behaviour through consistent use of the behaviour policy
- Use appropriate strategies to support the children's learning and language development
- Use praise and constructive feedback to maintain the children's interest in the learning activities
- Plan, monitor and evaluate activities that may involve speaking/talking, listening, and other areas of the Early Years Foundation Stage to promote children's progress
- Use language and vocabulary which is appropriate to the children's age, level of understanding and stage of target language development
- Have knowledge of up-to-date information about the children's development and use this knowledge in providing appropriate support for the children
- To work to increase self esteem and self confidence of children to improve their motivation to learn and to improve their personal and social skills.
- To have knowledge and appreciation of the range of activities that could be drawn upon to provide extra support to engage children
- Foster awareness and respect for each child regardless of religion, culture, gender or ability.
- Be able to manage children in a variety of situations in a calm, reliable manner

Supporting the teacher

- Maintain a good working relationship with the class teacher, being able to report all aspects of children's development, planning, record keeping, assessment, curriculum matters and development of the class.
- Undertake all necessary tasks to keep the classroom clean, tidy, safe and efficiently organised for daily use.
- Be in school with sufficient time for preparing the room and liaising with the teacher to discuss planning and confirm with the teacher your understanding of the daily teaching and learning objectives
- provide feedback to the teacher on the children's participation and progress in relation to the learning activities
- agree with the teacher how you will support the teaching and learning activities, including how to prepare the children for the activities and reinforce learning that has taken place
- Respond to any reasonable request made by the class teacher or Headteacher or representative.
- Liaise with parents/carers and keep the class teacher informed of relevant information received from parents/carers
- Organise and supervise such activities, both indoors and outdoors, which encourage the growth and development of the whole child
- Attend Pupil Progress meetings

Supporting the school

- Develop and maintain a good relationship with parents, encourage parental partnership and good home/school links
- Support the ethos of the school
- Share in the corporate responsibility for the well-being and discipline of all children
- Be aware of whole-school policies
- Set high standards of dress and language
- Assist in any part of the school at the direction of the headteacher or his/her representative
- To be aware of the importance of being a team player and working collaboratively
- To undertake specific training as and when required
- To be aware of the school's policy on child protection
- To attend meetings with other assistants
- To have some familiarity with the curriculum for foundation stage
- Accompany teachers and children on out of class learning activities, eg. Trips
- To use basic IT skills to communicate and record information

Supporting the curriculum

- Support children in respect of local and national learning strategies e.g. early years, as directed by the teacher
- Support pupils in using basic ICT as directed
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use
- Knowledge of the curriculum plans and learning programmes developed by the teachers with whom you work when supporting EMA, SEN and PSE pupils

This job description will be discussed with you annually and may be amended at any time in consultation with you.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • NVQ Level Three Childcare or Equivalent 	<p>Good standard of ICT</p> <p>GCSE pass in English – Grade C or above (or Equivalent)</p> <p>GCSE pass in Maths – Grade C or above (or equivalent)</p>
Experience	<ul style="list-style-type: none"> • Experience of delivering the EYFS and working with young children. 	<p>Experience of working in a school.</p>
Ability/Skills	<ul style="list-style-type: none"> • Good communication skills • Able to build and maintain good relationships with children and staff. • Able to support the growth and development of children in different settings • Ability to relate well to children. • Ability to plan, review and assess children's progress and set appropriate targets. • Ability to motivate children. • Ability to maintain confidentiality. • A willingness to participate in in-service training and professional development. • Ability to work effectively with teaching staff, senior managers within the school, parents and with external agencies. 	<ul style="list-style-type: none"> • Counselling or mentoring skills • Child development and positive behaviour management techniques

Personal Qualities	<ul style="list-style-type: none"> • Able to prioritise and react appropriately to events and situations. • A sense of humour. • Able to complete tasks with minimum of supervision • Willing to learn new skills. • Committed to looking after the welfare of the children. • Able to keep school matters confidential. • Able to work constructively as part of a team, understanding classroom roles and responsibilities. • To be interested in children as individuals, in how they learn and be committed to the needs of all. • Ability to work independently. • Energetic and enthusiastic with a naturally positive outlook. • Punctuality 	<ul style="list-style-type: none"> • To have a good knowledge of the local area • To have links with the local community
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to equal opportunities. • Ability to promote and support the school's equal opportunities policy. • A commitment to school inclusion 	