



JOB DESCRIPTION

Job Title	Level 3 Nursery Practitioner
Responsible to	Nursery Manager
Department	Nursery
Function	Support
Purpose of job and primary objectives	<ul style="list-style-type: none"> ● Raise the quality of early years provision, including physical, emotional, social and intellectual education and care for children in the setting ● To promote excellent practice at all times ● To support other practitioners in the skills and behaviours that safeguard and promote good outcomes for children
Key Areas	<ul style="list-style-type: none"> ● Knowledge and understanding of the EYFS ● Effective practice ● Relationships with children ● Communicating and working in partnership with families and carers ● Teamwork and collaboration ● Continue own professional development
Knowledge and understanding of the EYFS	<ul style="list-style-type: none"> ● Understand the principles and content of the Early Years Foundation Stage Statutory Framework and Outcomes (April 2017) and know how to put them into practice ● Acknowledge the various influences and transitions experienced by a child from both inside and outside the setting ● Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the wellbeing of children
Effective Practice	<ul style="list-style-type: none"> ● To have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential ● Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn ● Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision ● Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn ● Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion ● Actively support the development of children's language and communication

	<p>skills</p> <ul style="list-style-type: none"> ● Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills ● Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting ● Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being ● Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them ● Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision ● To talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next ● Maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support
Relationships with children	<ul style="list-style-type: none"> ● Establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children to the end of the foundation stage ● Maintain a culture of listening to children, paying attention to what they say and valuing and respecting their views ● Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children
Communicating and working in partnership with families and carers	<ul style="list-style-type: none"> ● Maintain fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them ● To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes
Teamwork and collaboration	<ul style="list-style-type: none"> ● Sustain a culture of collaborative and cooperative working between colleagues ● Shape the policies and practices of the setting and share in collective responsibility for their implementation ● Contribute to the work of a multi-professional team
Professional development	<ul style="list-style-type: none"> ● Develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities ● Play an active role in identifying and finding ways of meeting own needs for professional development and the development needs of the setting ● Adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and to make suggestions
Other duties	<ul style="list-style-type: none"> ● Maintain and replenish resources in the Nursery environment ● To effectively use the Interactive Learning Diary to record observations and assess children's next steps in learning ● Maintain standards of cleanliness and hygiene within the Nursery

	<ul style="list-style-type: none"> • To provide simple First Aid • To attend Nursery team meetings • To supervise Early Morning Care and After School Care when required • Attend staff meetings at the request of the EYFS Coordinator and Nursery Management Team • Attend parents evenings and open days to promote the Nursery • To undertake appropriate in-service training • To display children's work in a variety of ways • Any other reasonable duties as required by the Head Teacher
Supervisory and managerial responsibilities	None
Knowledge and skills required	<ul style="list-style-type: none"> • Experience and knowledge of working with 3 months – 5 years is essential • Skills, supported by demonstrable experience, in supervision and care of children • Calm, professional behaviour at all times, including appropriate reactions to negative behaviour by a child • Proven basic administrative skills • Strong IT literacy • Prior experience or induction training in a similar role, particularly covering Child Protection and Health and Safety training • Detailed knowledge of the EYFS • Be organised, self-disciplined, reliable, conscientious and honest • Be inspiring and influential
Qualifications	<ul style="list-style-type: none"> • Level 3, Early Years Educator Approved qualification; • GCSE Maths and English at Grade C or above • Paediatric First Aid qualification (desirable) • EYFS Observation, Assessment and Planning training (preferable) • Up to date with latest relevant research and theories
Special working conditions	The College operates a smoking policy under which, except for a restricted number of designated areas, smoking is not permitted in public areas, teaching or working areas within its buildings.

This job description is a brief and concise description of the above job.

Date 02/07/2019

Prepared by Jo Newman

Approved by S Dose, Bursar