



Keston Primary School and Nursery

Role Profile

Job Title:	Nursery Nurse Level 3
Grade Range:	Scp 26 - 28
Hours:	Afternoons only; 11.45hrs – 15.15hrs. Monday – Friday term time only
Reports to:	Headteacher/Deputy Headteacher/Early Years Leader
Role Purpose and Role Dimensions:	To complement the professional work of teachers by taking responsibility for learning activities under an agreed system of supervision. Planning, preparing and delivering learning activities for individuals, groups or whole class, monitoring and assessing pupils and recording and reporting their progress. Additionally, taking <i>individual</i> responsibility for keyworker role development.
Key External Contacts:	<ul style="list-style-type: none">Children's parents/carers/families, other professionals e.g. Speech Therapists, Physiotherapists,
Key Internal Contacts:	<ul style="list-style-type: none">Head, Deputy Head, Teachers, Staff team, Children
Key Areas for Decision Making:	<ul style="list-style-type: none">Planning, observation & assessment. Evaluating and adjusting activities. Ensuring effective partnership with families. Children's behaviour & welfare.Tailoring developmental plans to suit child or school needs, evaluation of effectiveness and modification of same without immediate recourse to higher authority.
Key Accountabilities and Result Areas:	Key Elements: This will involve: <ul style="list-style-type: none">Liaising with the Early Years leader to ensure continuity of provision from the morning Nursery provisionOverseeing day to day activities, allocating work and ensuring the quality of provision and practice.Motivating, inducting, assessing training needsIdentifying any performance issues and reporting them to the Early Years LeaderEnsuring staff operate good practice through monitoring and feedback to individuals together with reporting back to the Early Years Leader.
To work with level 3 colleague to oversee and manage a small team of teaching assistants	



To contribute to assessments on the school system and compile written reports

This will involve:

- Contributing to day to day assessment records on the school system
- Compiling written records for an allocated group of children by observing, assessing and recording their progress and provide detailed feedback and work in partnership with members of the children's families.
- Providing regular and detailed reports to the Early Years Leader.
- Being responsible for report writing and policy review in line with Ofsted requirements.

To take responsibility for the quality and development of the sessional care provision

This will involve:

- Planning for and overseeing sessional care activities
- Ensuring that Ofsted regulations and procedures are strictly adhered to by all staff under supervision by this post.
- Creating an attractive and stimulating learning environment and lead others in developing and maintaining it.
- Offering advice and guidance and resolving any issues in the absence of the Early Years Leader.
- Ensuring the needs of all children are met and the appropriate support is in place in the sessional care provision, with particular regard towards children with complex needs.



Key Accountabilities and Result Areas:

Working in partnership with the class teacher and colleagues, in order to support, challenge and extend the children's learning.

Key Elements:

This will involve:

- Participating in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and individual support plans
- Preparation of the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Taking responsibility for groups of children for varying types of activity
- Supporting children who are identified as having Special Educational Needs (SEN) or English as an Additional Language (EAL), by organising the implementation of plans set by other professionals.
- Accompanying children on outside activities (eg. swimming, educational visits, etc.)
- Encouraging the children's development, independence, self-reliance, initiative and problem-solving skills.
- Observing children's activities and contributing to their written records
- Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintaining respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Being supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.



Key Accountabilities and Result Areas:

To be a **Keyworker** of a group of children

Key Elements:

This will involve:

- Overseeing the introduction and settling in process for children and families into the school/centre, including initial home visit with parent, giving initial information on school policies.
- Taking responsibility in planning, tracking and evaluating.
- Setting individual targets and monitoring progress.
- Carrying out a full record keeping programme for each child according to school policy.
- Being the first contact for key parents.
- Setting targets and reviewing support plans, in collaboration with the Special Educational Needs Co-ordinator (SENCO).
- Initiating and implementing support plans through regular liaison with Teaching Assistants, according to school policy.
- Liaison with outside agencies e.g. Speech Therapists.
- Registration of the children
- Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).
- Supporting and including children with SEN and to attend case conferences and reviews on own or with Early Years Leader as appropriate.

Key Accountabilities and Result Areas:

Safeguarding the health, safety and welfare of the children.

Key Elements:

This will involve:

- Maintaining high standards of hygiene.
- Attending to the needs of sick or injured children. Completing recognised first aid certification if required
- Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected. To accompany children to hospital in an emergency if required.
- Liaising with other professional staff for example Health Visitors, Educational, Psychologists, Social Workers, Speech Therapists involved with children and their families.
- Being aware of and meeting the specific needs of children for whom English is not their first language.
- Assisting with support for children who are identified as having special requirements (including those with complex needs), by assisting with performance of clinical procedures which may be undertaken by non-health qualified staff e.g. administering prescribed medicines,



Providing personal care to individual children in the areas of every day activity, as required.

This will involve:

- Dressing and undressing children whenever necessary throughout the day, arrivals, departures, playtimes and P.E. classes.
- Feeding children unable to feed themselves at lunchtime and supervising drinks at breaks, liaising with the other professionals (eg Speech Therapist), where necessary.
- Moving and handling children, where necessary, following Health and Safety guidelines.
- Assisting individual children with their mobility and independence training, including the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
- Toileting continent children, with assistance from colleagues where it has been assessed that more than one member of staff is required. (*This does not include children requiring specialist nursing skills eg catheters*). Occasionally, changing continent children who have soiled, with help from colleagues

Acting as mentor or adviser

This will involve:

- Taking responsibility for work experience students and for direct reports acting as mentor and adviser.
- Inducting, training and mentoring less experienced staff.

Data Protection

This will involve:

- Being aware of the school's responsibilities under the GDPR for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- To maintain records and archive systems, in accordance with school procedure, policy and statutory requirements.

Confidentiality

This will involve:

- Treating all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the council's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.



Key Accountabilities and Result Areas:

To contribute as an effective and collaborative member of the school Team

Key Elements:

This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the school
- Actively sharing feedback on school policies and interventions



Person Specification

PERSON SPECIFICATION – Level 3 Nursery Nurse/Early Years Educator

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> NNEB or NVQ Level 3 qualification or equivalent experience, to include Nursery and Literacy qualifications at Level 2 Experience of working within the Early Years Foundation Stage 	<ul style="list-style-type: none"> Knowledge of specialist techniques such as: Makaton signing, Restraint. Effective use of ICT to support learning Experience of working within a school setting
Knowledge and understanding	<ul style="list-style-type: none"> An awareness of safeguarding issues A good understanding of child development and learning processes 	
Skills and abilities	<ul style="list-style-type: none"> Ability to create a safe, happy, challenging, stimulating and effective learning environment Ability to encourage independent learning Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to manage, motivate and lead a small team of staff Ability to organise and implement planning Communicate effectively (both orally and in writing) Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality. High level of initiative and creativity Ability to plan, devise and develop systems of work Positive approach to behaviour management Show initiative and work independently 	
Personal Qualities	<ul style="list-style-type: none"> Ability to relate well to children and adults Ability to work closely as part of a team Self-motivated and hard working Able to initiate ideas and put them into practice Have a commitment to personal development A sense of humour and the ability to make learning fun Awareness of the need for confidentiality Flexible approach to work Commitment to further professional development 	