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**Outline Job Description**

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| **Post Title:** | **teacher – NURSERY with Early years resourced provision** |
| **Post Ref:** | **CNS 3** |
| **Grade:** | **Main Scale / Upper pay scale** |

**Generic Introduction:**

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.
3. Canterbury Nursery School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Canterbury Nursery School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Prime Objectives of the Post:**

As a Nursery school teacher within a specialist provision, you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole nursery school and across all the areas of learning that you are required to teach.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

You will be acutely aware of the strategies required to achieve the highest standards with pupils with a wide range of learning abilities and a wide range of SEND and within your specialist subject area/across the curriculum.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

**Knowledge and Skills:**

*(See Personnel Specification)*

**SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:**

* To have a detailed knowledge of the Early Years Foundation Stage and its implementation
* An understanding of all aspects of child development, including how children learn
* To understand progression in the Early Years.
* Teaching and Learning approaches to support individual learning programmes for pupils with a wide range of SEND including SEMH needs

**Effort Demands:**

* Will contribute to the overall ethos/work/aims of the school.
* Will appreciate and support the role of other professionals.
* Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
* Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g., dealing with a sick, injured or distressed child.

**Responsibilities:**

Teaching:

* To teach children according to their individual educational needs, including the appropriate setting and evaluation of work to be carried out by the children.

* Identifying and implementing effective intervention and support strategies for children.
* To monitor and evaluate children’s progress, keep meaningful records and give meaningful feedback.
* To take responsibility for planning and implementing appropriate learning experiences
* To use a variety of delivery methods, that will stimulate learning appropriate to the children’s needs and ensure continuity and progression in the delivery of the Early Years Foundation Stage.
* To undertake pastoral duties, such as taking on the key person role and supporting children on an individual basis through academic or personal difficulties.
* To maintain a high-quality learning environment that reflects current excellent practice for very young children both indoors and outdoors.
* To complete reports as required e.g., End of Year Reports, EHCP review reports etc. ensure that they meet a good standard of literacy and are completed within appropriate timescales, specifically those statutory timescales linked to the Code of Practice for SEND.

Health, Safety and Discipline:

* To ensure a safe, secure and healthy environment for children
* To promote and manage positive behaviour from children in the nursery and on school premises, and apply appropriate and effective measures in cases of misbehaviour
* To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.
* Complete all risk assessments as required prior to completing activities and continue to complete dynamic risk assessments throughout the day ensuring any risks are pointed out to others and any concerns raised with senior leaders.

Whole school organisation and strategy:

* To participate in and organise extracurricular and enhancement activities, such as outings, social activities and community events.
* To contribute to the development, implementation and evaluation of school’s policies, practices and procedures in such a way as to support the school’s values and vision.
* Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
* Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

Management of staff and Resources:

* To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
* To supervise and support the work of Early Years Practitioners, Early Years Support Workers, apprentices, trainee teachers and newly qualified teachers (NQTs).
* To be responsible for developing and maintaining appropriate resources and equipment, preparing the room indoors and outdoors and ensure it is safe, clean and tidy at the start and end of each session.
* Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

Professional Development:

* To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
* Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
* Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

Communication:

* To communicate and consult with parents and carers over pupils' progress and attainment and participate in meetings, parents' evenings and whole school training events.

Working with colleagues and other relevant professionals:

* To liaise with other professionals, such as health professionals, educational psychologists, speech and language therapists

**environmental demands/Working Conditions:**

* Will have long periods of sitting or standing.
* Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
* Will have contact with members of the public/other professionals e.g., teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
* The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
* This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person.

**Special Conditions of Service:**

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Other considerations**

* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Co-ordinator or the Head of School.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

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|  | **ESSENTIAL (E)/DESIRABLE (D)** |
| **Experience:** | * Proven record of success as an outstanding Teacher (E) * Previous teaching experience of children with complex SEND(E) * An understanding and demonstration of barriers to learning and how those may be overcome (E) * Experience of managing children’s progress and intervention strategies to accelerate progress (D) * Previous teaching within Early Years (E) * Experience of safeguarding and additional educational needs (D) * Experience of working alongside employer partners to achieve learning objectives (D) * Leading and management of staff or others (D) * Appraisal and management of staff (D) * Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E) |
| **Qualifications/**  **Training:** | * Honours degree or equivalent in relevant subject (D) * Qualified Teacher Status (E) * Professional qualification or relevant experience (D) |
| **Knowledge/ Skills:** | * Ability to communicate effectively with a range of internal and external stakeholders (E) * Excellent literacy, numeracy and IT skills (E) * Knowledge of implementing the guidelines for the Early Years Foundation Stage (E) * Knowledge and understanding of inclusive practice (E) * The knowledge and ability to take a leading role in curriculum development and training (D) * Awareness and understanding of a variety of cultures, faiths and communities in Bradford (D) |
| **EQUALITY** | * Candidates should indicate an acceptance of and commitment to the principles underlying the Council’s Equal Rights policies and procedures (E) |
| **DISPOSITION AND ATTITUDE** | * Committed to building positive relationships with children, parents and colleagues (E) * A positive attitude to change (E) * Conscientious, self-motivated, organised, flexible, enthusiastic, prepared to innovate and evaluate (E) |

**OFFICE USE ONLY:**

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| **Compiled by:** |  |
| **Adapted by:** | R. Sowerby December 2021 |
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