

The Lilycroft & St Edmund's Nursery Schools' Federation

Job Description - Nursery School Teacher

Post Title:	Nursery School Teacher
Post Ref:	
Grade:	Main Pay Scale

Generic Introduction:

The following information is furnished to assist staff joining the schools 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. The schools are Equal Opportunities Employers and require its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. The schools are 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, you will be an exceptional early years educator who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the Lilycroft & St Edmund's Nursery Schools' Federation. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

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

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:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. As per the Teachers Standards July 2011.

Effort Demands:

- Will contribute to the overall ethos/work/aims of the Lilycroft & St Edmund's Nursery Schools' Federation
- Will appreciate and support the role of other professionals.
- Will 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 pupils according to their individual educational needs, including the appropriate planning and delivery of the early years curriculum within the statutory requirements of the EYFS.
- Identifying effective intervention and mentoring strategies for individuals and groups of pupils.
- To assess pupils in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to pupils needs and the demands of the curriculum, for example, video, partnerships with families, active / kinesthetic learning
- To undertake pastoral duties, such as taking on the role of key person and supporting pupils and their families on an individual basis through developmental or personal difficulties.

Health, Safety and Discipline:

- To ensure a safe, secure and healthy environment for pupils.
- To support pupil regulation in the classroom and outdoors and apply appropriate and effective measures in cases of dysregulation and stress.

- To actively encourage good practice regarding punctuality, attendance, behaviour and independent learning.

Schools' organisation and strategy:

- To participate in and organise extracurricular activities, such as outings, social activities and family/community events; including participation in occasional evening and weekend activities.
- To contribute to the development, implementation and evaluation of the schools' policies, practices and procedures in such a way as to support the schools' ethos, vision and mission.
- 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. Including across the federation.

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 support staff (early years support workers and early years practitioners, apprentices, students, volunteers and trainee teachers / early career teachers (ECTs)).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

Professional Development:

- To under-go regular observations (monitoring) and participate in regular training as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal, review and supervision (Pause & Reflect) 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 with families regarding pupils' progress and participate in relevant meetings, parents' evenings (Better Together Meetings) and whole school training events.

Working with colleagues and other relevant professionals:

- To liaise with other professionals, such as the SCIL team, Educational Psychologists, Family Navigators, Social Workers, Health Professionals

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.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

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 safeguarding and child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Designated Safeguarding Lead or the Headteacher.
- 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:

	ESSENTIAL (E)/DESIRABLE (D)
Experience:	<ul style="list-style-type: none"> · Previous teaching within nursery education (E) · Proven record of success as an exceptional Maintained Nursery School Teacher (D) · Experience of leading a team of early years educators including taking on the role of mentor for Apprentices and Trainee Teachers (D) · An understanding and demonstration of barriers to learning and how those may be overcome (E) · Experience of managing pupil regulation/behaviour and intervention strategies to support wellbeing and progress (D) · Experience of safeguarding, inclusion and additional educational needs (D) · Experience of working alongside other agencies to achieve learning objectives (D) · Experience of working in respectful partnership with families to ensure the best start in life for all pupils from a diverse range of backgrounds and cultures (D) · Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E)
Qualifications/ Training:	<ul style="list-style-type: none"> · Honours degree or equivalent in relevant subject (E) · Qualified Teacher Status (E) · Professional qualification or relevant experience (E)
Knowledge/ Skills:	<ul style="list-style-type: none"> · Ability to communicate effectively with a range of internal and external stakeholders (E) · Excellent literacy, numeracy and IT skills (E) · In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level.