

## Aire Valley Nursery Schools Federation



### OUTLINE JOB DESCRIPTION

### NURSERY TEACHER

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavor has been made to outline all the 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 description.
- 2 Officers 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 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed 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.

**Responsible to: Headteacher and the Governing Body**

#### OVERALL RESPONSIBILITY

- To plan, develop and deliver a high quality early years learning environment within the broad, balanced, relevant and differentiated curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor children's progress, keeping children's records that include assessment outcomes and 'Next Steps' set at regular intervals in line with school policy.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Child Protection Policy and Procedures.
- To maintain and build upon the standards achieved in the award for QTS as set out by the secretary of state.
- To promote the school's policy of parental involvement and undertake visits to families in their homes where appropriate.

## **Section 1- GENERAL TEACHING DUTIES**

### Teaching and Learning

1. Manage children's learning through effective teaching in accordance with the Early Years Foundation Stage and school agreed policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match objectives in areas of learning to children's needs and interests and ensure equality of opportunity for all children.
4. Support individual learning by planning a high quality environment with appropriate challenge and monitoring and reviewing children's outcomes regularly.

### Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the children in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents/carers.
3. Make effective use of data to monitor and evaluate children's progress across the curriculum and to inform teaching, learning and planning.
4. Write high quality and informative reports to parents/carers of children leaving to enter Reception classes.
5. Discuss children's progress and well-being with parents/carers both formally and also informally at other times.
6. Contribute towards the implementation of Individual Education Plans (IEPs) as detailed in the current Code of Practice, particular the planning and recording of appropriate targets, actions and outcomes.
7. Assess children systematically and use the results to inform future planning, teaching and curricular developments.

### Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the Early Years Foundation Stage.
2. Have a good knowledge of any other statutory requirements related to the children's education or welfare.
3. Keep up to date with research and developments in pedagogy and early years issues.
4. Use detailed subject knowledge to deal effectively with subject related questions raised by children's knowledge and understanding.
5. To be responsible for coordinating a curriculum area(s) across the whole school as appropriate.

## Professional Standards and Development

1. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies e.g. Code of conduct, Behaviour Policy etc.
2. Be aware of the role and functions of the Governing body.
3. Set a good example, not only to children they teach, but also to all other children in the school, in their appearances and their personal conduct.
4. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
5. Establish effective relationships with other professional colleagues.
6. Assist in the development of the school action plans in line with the school improvement plan.
7. Assist in the maintenance and promotion of good discipline in and around the school.
8. Attend meetings within the constraints of 'directed time' and contribute to developments and any other relevant aspects of the life of the school.

## **Continuing Professional Development**

1. In conjunction with their line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the early years' curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the school improvement plan, taking full advantage of any relevant training and development available.
3. Implement the use of new technologies that enhance teaching and learning.
4. Participate in leadership, peer and self-monitoring and evaluation schemes. Responding to and acting upon advice and guidance received.
5. Carry out reflective practice exercises to move classroom practice, teaching and learning forward.
6. Maintain a professional portfolio of evidence to support the performance management, teaching and learning review process – evaluating and improving own practice.

## **SECTION 2 – SPECIFIC PASTORAL DUTIES**

### Support, Guidance, Monitoring and Reporting

1. Consider the children's wellbeing as paramount, and take action in accordance with the responsibility 'in loco parents'.
2. Monitor the social progress of children paying specific attention to the Personal, Social and Emotional aspects of learning.
3. Use a counselling approach to help children explore thoughts, feelings and solutions to problems.

### 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.

Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.

In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level.