**Sandy Lane Primary School**

**Outline Job Description**

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| **Post Title:** | **nursery nurse** |
| **Post Ref:** |  |
| **Grade:** | **Band 6, SCP 6-11** |

**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. This 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. This 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:**

To work as part of a team in assisting and consolidating the work of teaching staff in the school. Supporting children’s learning with full regard to their individual social/emotional/physical/intellectual needs, whilst promoting and maintaining an efficient, attractive and safe environment.

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

**Knowledge and Skills:**

*(See Personnel Specification)*

**Effort Demands:**

* Will work within defined guidelines as set by the classroom teacher, consulting on the planning of daily and weekly activities. This involves giving sensitive and supportive intervention in a designated classroom/learning area.

# Will collaborate with colleagues across the wider school community, in the curriculum planning process within the school guidelines.

# Will supervise groups of children for periods of time throughout the school day.

# Will carry out duties involving physical demands, commensurate with classroom duties for example, long periods of standing/walking or bending and lifting.

* Work to deadlines as part of a team and alone to ensure the provision of high-standard education.
* Will be required to manage the conflicting demands of pupils, parents and colleagues whilst dealing with unavoidable interruptions.
* Will, as a key practitioner, have informal daily contact and meetings concerning the education and welfare of a designated group of children, including parent support, reports for meetings and contact with other professionals/outside agencies.
* Will attend and contribute to staff meetings, discussions and case conferences as appropriate.
* Will give advice and guidance to service users on both internal and external policies and statutory requirements related to the wellbeing of the children.

**Responsibilities:**

* Will treat all users of the school with courtesy and consideration, maintaining effective relationships.
* Will contribute to the performance of the school, ensuring that a customer-focused service is provided.
* Will accurately maintain the records of designated groups of children and contribute to the evaluation process both verbally and in confidential written reports.
* Will when requested, participate in the induction and training of other colleagues, students or trainees.
* Will on occasion, be required to handle small amounts of cash, cheques etc.

**environmental demands/Working Conditions:**

* Will mainly work indoors with occasional outdoor work and exposure to the elements/weather.
* 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.
* 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 Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

* They can express themselves fluently and spontaneously with minimal effort and,
* Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**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 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 adjustments, 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:** | * Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level **E** |
| **Qualifications/**  **Training:** | * Will possess good literacy and numeracy skills (GCSE (or equiv) Maths and English). **E** * Will possess a relevant qualification (NNEB, Level 3 NVQ) or training in the care and education of nursery age children. **E** |
| **Knowledge/Skills:** | * Will possess detailed knowledge of all policies, procedures and regulations relevant to the role, including child protection. **D** * Will possess the ability to relate well to children and adults. **E** * Will possess the ability to develop and follow plans of work and teacher directed learning programmes. **E** * Will personally resolve problems and situations usually following existing rules and procedures with the ability to assess situation and decide on best solution. **E** * Will support children’s learning using advisory, guiding, negotiating and persuasive skills having full regard to their individual social/emotional/physical/intellectual needs. **E** * Will possess strong oral and written communication skills, adapted to the needs of the audience. **E** * In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. |

**OFFICE USE ONLY:**

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| **Compiled by:** | M Huddart; K Hessey |
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