

Role Title	Foundation Stage Practitioner (Maintained Nursery) 8.8.08 (previously Foundation Stage Nursery Assistant, also previously Early Years Assistant)		
Location	Spreyton Primary School		
Reporting to	Head of School & Executive Headteacher		
Post Number	G.1295	Grade	C
Work Base	Spreyton Primary School		
Effective date of JD	September 2020	JE Job number	1295

Job GLPC profile

SMP	C&I	C&R	D.D	D.C	Res	WDM	PDM	WCN	WCT	K&S	Score

Please refer to completion notes to complete the sections below.

1. Job Purpose including main duties and responsibilities:

- To work under the guidance of the teaching/senior staff, within an agreed system of supervision, to:
 - implement agreed range of activities with individuals/groups of children, either within or outside of the nursery/foundation stage unit
 - assist the teacher in the whole observation, assessment and planning cycle
 - management/preparation of resources to support an enabling learning environment, both indoors and outdoors
 - supervise all children during the short term absence of teachers (i.e. cover supervision)
 - generally assist children in undertaking both adult directed and child initiated activities , interacting with them to support their learning and development
- Regularly contributing towards written observations of a child's progress, whilst maintaining confidentiality at all times
- Collating evidence to support a child's progress towards learning outcomes

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

2. Supervision:

- Providing appropriate guidance and occasional general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development i.e. students, placements.
- Supervision of children outside usual school hours including before and after school and at lunchtimes as required.
- Accompanying teaching staff and children on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

3. Creativity and Innovation:

- Working creatively with children, within the Early Years Foundation Stage framework , and any appropriate quality standards within Devon, as instructed by on site Early Years teaching staff
- Daily interaction with young children, to provide a range of stimulating activities which promote all areas of learning as identified in the Early Years Foundation Stage , both adult led and child initiated
- Working with the Early Years teacher in planning and evaluating daily/weekly learning and care, including planning of activities for key worker groups
- Implementing plans on a daily basis as devised with/by the teacher, including some scope for creativity and interpretation, eg. by adjusting activities according to children's responses/needs
- Assisting with the development and implementation of Individual Education Plans as needed
- Implementing local and national learning and childcare strategies e.g. EYFS, Devon's Learning Journey, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Supporting the use of ICT in activities and developing children's competence and independence in its use
- Being aware of and supporting difference and undertaking actions to ensure that all children have equal access to opportunities to learn and develop.
- Recognising own strengths and areas of expertise and using these to advise and support others

4. Contacts and Relationships:

- Working with a wide of range of people including teachers and school/ nursery staff, visiting professionals and agencies (e.g. Ofsted), parents, children and families, and visitors/student placements.
- Regular liaison with parents/ carers of children, e.g. providing updates on a child's progress and specific needs, which may occasionally require a sensitive approach. These discussions may take place outside nursery opening hours.
- Working with teachers and other team members, to share information, liaise and agree upon a recommended course of action, prior to discussions with parents
- Liaising sensitively and effectively with parents/carers as agreed with the teacher, including:
 - participating in feedback sessions/meetings with parents either alongside the teacher or as directed
 - home visits prior to child starting a nursery/foundation stage unit if required
 - working with the teacher to establish an appropriate safe and secure learning environment.
- Working with the teacher and other nursery staff in planning and evaluating daily/weekly learning and care.
- Establishing productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Providing feedback to children in relation to progress and achievement on a daily/weekly basis.

- Establishing constructive relationships and communicating with other agencies/professionals, e.g. Early Years Quality and Inclusion Advisory Teachers, in liaison with the nursery teacher to support achievement and progress of children
- Positive promotion and marketing of the provision to prospective parents

5. Decisions - Discretion:

- Work is broadly defined by standards and regulations which operate in the nursery setting, and which are enforced and monitored by the nursery teacher. Decisions taken by this role would work within this scope.
- Making decisions on how to implement a specific activity which has been defined by/discussed with the Early Years Teacher, eg. planning and implementing a small group activity to fit with defined learning intention for the day,
- Contributing recommendations to the team, regarding planning for future learning

6. Decisions - Consequences:

- Recommendations and suggestions made by this post are essential to the success of the early years nursery team, e.g. all members of the nursery team are expected to take shared responsibility for enabling children to reach their full potential, and seeking opportunities for continuous improvement in the nursery
- The impact of recommendations made by the post holder may improve a child's ability to reach their full potential

7. Resources:

- Organising the availability and use of general and specialist play equipment and other resources, including checking to ensure they are clean, safe and secure to be available to young children. Carrying out risk assessments on equipment and environment on regular basis.
- Making recommendations about the procurement of new resources
- Uphold school's health and safety policies, by reporting problems with resources and equipment to the teacher, for further action to be taken.
- The nursery operates a policy of collective responsibility, (including all staff and children) towards the appropriate management of resources.

8. Work demands:

- Occasional amendments to the planned programme may need to be implemented to accommodate children's needs and abilities, in agreement with the nursery teacher.
- Visits from external organisations are usually pre-planned and therefore not disruptive to the nursery, but may include Ofsted inspections, visits from advisory teachers and other professionals. Sudden interruptions would be minimal.

9. Physical demands:

- Work requires working with young children, including bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities, and also may include changing nappies/toileting duties.
- Activities may take place indoors, or outdoors.

10. Working conditions:

- Work involves significant elements of inside and outside work, including leading learning in an outside environment e.g. building a snowman with young children
- Exposure to moderate noise, especially whilst working inside the nursery, e.g. a music session with young children
- Other environments may include occasional trips to places of interest, e.g. local zoo

11. Work context:

- There is a minimal risk of illness or injury working within the nursery setting.

12. Knowledge and skills:

- This role requires the ability to undertake work in one broad area of activity (i.e. a nursery/foundation stage unit with children aged 3-5), with a good level of practical knowledge and skills, including:

Work with the children:

- Working with the teacher in planning and evaluating daily/weekly learning and care.
- Interacting with children and supporting development of their knowledge, skills, attitudes, problem solving and thinking.
- Monitoring and evaluating children's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on child achievement progress and other matters to the teacher ensuring the availability of appropriate evidence.
- Encouraging children to interact and work co-operatively with others and engaging children in activities.
- Understanding and being able to implement inclusive practices into the setting, to ensure all children have the opportunity to learn, interact and fulfil their potential
- Working with the teacher to establish an appropriate safe and secure learning environment.
- Monitoring and evaluating children's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems/records as requested.
- Promoting positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging children to take responsibility for their own behaviour
- Establishing productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Establishing productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.

- Working consistently whilst recognising and responding to individual children's needs
- Encouraging children to interact and work co-operatively with others and engaging children in activities.
- Providing feedback to children in relation to progress and achievement on a daily/weekly basis.
- Implementing agreed learning activities/teaching programmes, adjusting activities according to children's responses/needs.
- Awareness of specialist support services available to children and families, eg. Speech & Language Therapists
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher to support achievement and progress of children.

Administration:

- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems/records as requested.
- Accurately recording achievement/progress
- Provide general clerical/administrative support as required.

Liaison:

- Liaising sensitively and effectively with parents/carers
- Participating in feedback sessions/meetings with parents either alongside the teacher or as directed.
- Using specialist curricular/learning skills/training/experience
- Assisting with the development and implementation of IEP's
- Implementing local and national learning and childcare strategies e.g. EYFS, Devon Quality Standards, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Supporting the use of ICT in activities and developing children's competence and independence in its use.
- Determining the need for, preparation and maintenance of general and specialist equipment and resources
- Being aware of and complying with policies and procedures relating to child protection, health safety and security, confidentiality and data protection and reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all children have equal access to opportunities to learn and develop.
- Contributing to the overall ethos./work/aims of the school.
- Providing appropriate guidance and general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development i.e. students, placements.
- Recognising own strengths and areas of expertise and using these to advise and support others
- Promoting and marketing the provision to prospective parents.

Other

A positive approach to continuous professional development, including accessing recommended training and development programmes as identified by the line manager

Signatures:

Job Description agreed by:

Line/Originating Manager: _____ **Date:** _____

Job Holder (if in place): _____ **Date:** _____

Head of Service: _____ **Date:** _____

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Experience of guiding and supervising students and those on work placement ○ Contribute towards the maintenance and upkeep of resources in the setting 	<p>Application form</p> <p>Interview</p>
Experience	<ul style="list-style-type: none"> ○ Proven experience of working with children of relevant age in a early learning environment, either on placement or in paid employment ○ Experience of working with the Early Years Foundation Stage national curriculum and other relevant learning programmes/strategies eg contributing towards individual education plans ○ Knowledge or experience of working as a key worker with a group of children 	<ul style="list-style-type: none"> ○ Experience of working in Early Years in a school environment ○ Experience of working as part of a team ○ Experience of working with other agencies and professionals ○ Knowledge and understanding of the type of external support that is available to support childrens development and how to access these services. 	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Practical task/ assessment</p>
Practical Skills	<ul style="list-style-type: none"> ○ Ability to plan effective learning and care programmes either under appropriate supervision and guidance or in collaboration. ○ Ability to work independently using own initiative. Ability to self-evaluate learning needs and actively seek learning opportunities ○ Ability to relate well to children and adults including other professionals/carers/parents ○ Ability to demonstrate and promote good practice in line with the ethos of the school both indoors and outdoors. ○ Ability to reflect on learning and care needs and use this knowledge to impact on childrens outcomes e.g in planning, procurement of resources, Individual Education Plans (IEPs), communication with parents ○ Ability to manage multiple tasks, whilst ensuring 	<ul style="list-style-type: none"> ○ Ability to interact with children and support their involvement in physical activities and outdoor play ○ Consistent approach with children and parents ○ Experience of having kept written records of children's achievements including observations 	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Practical task/ assessment</p>

	children, colleagues, parents and carers are respected and listened to.		
Communication	<ul style="list-style-type: none"> ○ Fluent English speaker - Ability to fulfil all spoken aspects of the role with confidence and fluency in English ○ Effectively communicate with adults and children ○ Written, verbal and non verbal communication 	<ul style="list-style-type: none"> ○ Ability to promote and market the service to the wider community ○ Knowledge and/or experience of other forms of communicating with children, e.g. Makaton 	References Interview Practical task/ assessment
Personal Qualities	<ul style="list-style-type: none"> ○ Proactive and positive team player, able to work constructively as part of a team to understand nursery/foundation stage unit roles and responsibilities and own position within these. ○ Enthusiasm for learning and working with children ○ Reflective approach and commitment to personal development ○ Able to provide consistently high levels of quality care and education opportunities to all children, in pressured and sometimes noisy and challenging environments ○ Caring, friendly, approachable, open, inclusive, welcoming, and personable ○ Able to maintain confidentiality at all times 	<ul style="list-style-type: none"> ○ 	Application form References Interview Practical task/ assessment
Strategic Thinking	<ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ○ Contribute ideas at school meetings for developing the early years provision, this may include policy writing and the school development plan. 	References Interview
Technology / IT Skills	<ul style="list-style-type: none"> ○ Ability to effectively use ICT to support learning or to undertake training to do so ○ Ability to use other technology to support learning e.g. video, photocopier, etc. 	<ul style="list-style-type: none"> ○ 	Application form References Interview Practical task/ assessment
Education and Training	<ul style="list-style-type: none"> ○ NVQ3 in Children's Care, Learning and Development 	<ul style="list-style-type: none"> ○ Full working knowledge of relevant policies/codes of practice 	Application form

	<p>(CCLD) or equivalent qualifications or experience (need correct title – should there be a link to follow up what equivalents are?)</p> <ul style="list-style-type: none"> ○ Training in the relevant strategies e.g. parenting and/or in particular learning areas, e.g. quality improvement, observation and record keeping, Communication, Language and Literacy, ICT, maths, etc. ○ Willingness to participate in other development and training opportunities 	<p>and awareness of relevant legislation</p> <ul style="list-style-type: none"> ○ Working knowledge of Early Years Foundation Stage national curriculum and other relevant learning programmes/strategies ○ Requirement to participate in training/development as and when identified by line manager as essential for performance of the post. ○ Understanding of principles of child development and learning processes and in particular barriers to learning 	<p>References</p> <p>Interview</p> <p>Practical task/assessment</p>
<p>Equal Opportunities</p>	<ul style="list-style-type: none"> ○ Understanding and recognition of the principles of equality and diversity ○ knowledge of child development and learning processes with reference to particular barriers to learning 	<ul style="list-style-type: none"> ○ Ability to ensure the learning and care environment is accessible for all children and parents 	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Practical task/assessment</p>

Job Description completion notes:	
	Role Title, Location, Reporting to, Post Number, Work Base and Effective Date of JD to be completed by manager.
	Grade, Salary, and GLPC profile details to be supplied by Personnel and Performance Job Evaluation team.
Job Purpose including main duties and responsibilities:	
1.	Initially describe in briefly what the job is there for and why it needs to be done. Then briefly outline the key duties and responsibilities of the job. Concentrate on regular tasks and activities .
Supervision:	
2.	Give details on who the job holder is responsible, the area/speciality of work. Give extent of this responsibility, e.g. work checking, appraisals etc. Give numbers, state whether full-time, part-time, contract, temporary etc. Provide a structure chart showing where within the department the job sits.
Creativity & Innovation:	
3.	Describe here the level and extent of creative thinking/problem solving required to get the job done. For example design, contract specifications, counselling, application of ICT, policy development, interpersonal skills , written word , general task problem solving . What is the frequency of this problem solving (daily/weekly/monthly). Indicate whether the job holder has to follow guidelines and regulations, and how closely.
Links with other officers, service users or members of the public:	
4.	Describe here the normal range of contacts that the job holder has. What are the reasons for the contact, e.g. information, advice, negotiation, persuasion, care, assessing, developing, motivating. Indicate the frequency of these contacts etc.
Levels of responsibility:	
5.	The freedom and level of decision making involved with the regular pattern of the job. The requirement to make decisions. The availability of guidelines and procedures limiting decision making.
Effects of decision making:	
6.	Describe the effects of decision making, the outcome, on budgets, people, services, objectives. This is the properly thought out end result of a decision made and not about the negative affect of not making a decision or doing something.
Resources:	
7.	Describe the tangible assets that the job holder is responsible for. Such assets are cash, buildings, plant/equipment etc. Does the Job have responsibility for data systems, e.g. Systems Administrator role.
Work demands:	
8.	Describe the deadlines and timescales for tasks, what are the interruptions and their extent and suddenness, what is the frequency of those interruptions. Does the job holder have to juggle with conflicting priorities for example with resource needs.
Physical Demands:	
9.	Describe how physical the job is. The amount of lifting, carrying, working in awkward positions is required. What is the frequency at which the job holder is required to work in such conditions.
Working conditions:	
10.	Describe whether in office environment, kitchen, outdoors etc. What is the percentage of time that the job holder is exposed to these conditions.
Work context:	
11.	Describe the potential for injury to health from carrying out work, eg. Contact with public, working in traffic, using machinery etc. Describe the level and frequency of exposure to these risks.
Knowledge & Skills:	
12.	What is the level of knowledge and skills and experience, qualities and attributes that are required to be held by the post holder in order to competently undertake full duties of the role. State academic qualifications and experiences gained through time that are a requirement of the job.