

Nursery Leader of Learning

Job Description

Purpose

- To safeguard the well-being of pupils and support the development of their social and emotional needs.
- To assist the nursery teachers and EYFS Lead with the day-to-day running of the nursery;
- To support the nursery teachers with the preparation of high-quality learning activities and the creation of a high-quality learning environment;
- To lead a home group.

Main Responsibilities

Children's learning

- Lead a 'home group' of 13 pupils
- Assist groups of children and individual children, including those with Special Educational Needs and Disabilities (SEND)
- Support the development of children's language skills, encouraging them to express themselves clearly. Help to continually extend children's vocabulary
- Support children in their play
- Encourage children to join in with learning activities that promote their development and enjoyment of learning
- Assist with lesson planning; evaluating and amending those plans as required
- Establish constructive working relationships with children and promote inclusion
- Act as a role model, setting high expectations and providing oral feedback on progress and achievement
- Monitor, evaluate and record pupil progress through a range of assessment strategies against pre-determined learning objectives
- Use the online pupil assessment system (following training)
- Provide accurate, objective feedback and reports on pupil achievement and progress using '*Development Matters*'. Systematically record progress and achievement
- Work within the established behaviour policy to anticipate and constructively manage behaviour promoting self-control and responsibility
- Use IT in learning activities and develop pupils' competence in its use
- Actively support the school's equal opportunity policy, ensuring that all pupils have an equal access to learning opportunities.

Preparation of the learning environment

- Organise and maintain an inspiring learning environment.
- Take responsibility for aspects of the internal and external learning environment, classroom organisation and display.
- Prepare and maintain a range of resources and specialist equipment. This will involve preparing: practical group and individual activities; equipment, materials and resources; craft activities and cleaning equipment, such as paints, water trays and brushes and setting up the outdoor area.

Physical Welfare

- Under the direction of the nursery teachers, support the development and welfare of all the children in your care, ensuring that activities are planned to meet requirements outlined in the Early Years Foundation Stage Curriculum
- Supervise children at all times and ensure their health and safety
- Help to dress and undress children, changing those who have wet or soiled themselves (if required)
- Accompany children on educational visits
- Encourage children to become more independent
- Help children to use language to express their needs, develop an awareness of the needs of others, learn self-control in their relationships with others and become self-confident.
- Care for children who are unwell
- Communicate with parents and carers, offering help and advice as necessary.

Other duties

- Attend professional development meetings
- Contribute to the overall aims and targets of the school
- Take initiative to establish constructive relationships with support agencies
- Be aware of and take part in the school's staff appraisal framework, recognise your own contribution and expertise to lead, advise and support others
- Assist with the development of policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Undertake any other duties in line with the purpose of the role, which may reasonably be required.

Person Specification

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Early Years Foundation Stage experience (this could have been gained as part of L3 training)
- Knowledge and understanding of how young children learn
- A sound grasp of the concept of inclusive practice
- Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs and how to meet the needs of gifted children

- Knowledge of the Early Years Foundation Stage curriculum and some understanding of the transition process between Nursery and Reception class
- Knowledge of current educational issues relating to the Early Years
- A sound understanding of safeguarding
- An ability to work collaboratively as part of a team.

SKILLS AND ABILITIES

- Skilled at making and sustaining positive relationships with young children
- Able to stimulate children's interest in learning
- Able to create a rich and vibrant learning environment (inside and outside)
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- In conjunction with the classteachers capable of planning rich learning experiences, assessing the needs and achievements of all children and maintaining appropriate records
- Able to work closely with members of the Early Years Foundation Stage team, and the wider school community in the development of the curriculum and the pastoral work of the school
- Able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education
- Excellent written and oral communication skills.

PERSONAL QUALITIES

- Committed to further professional learning
- Self-motivated and resilient
- Prepared to work hard and 'go the extra mile' for the children
- Able to listen and to reflect
- Organised and proactive
- Excellent time keeper
- Flexible, agile and able to respond in the moment
- Calm and collected.