



## **St. Mary's School Colchester**

### **Job Description**

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| <b>Job Title:</b>                      | Kindergarten – Nursery Practitioner (Level 3)   |
| <b>Reporting to:</b>                   | (1) Kindergarten Manager (2) Head of Lower School   |
| <b>Line management responsibility:</b> | None  |
| <b>Hours:</b>                          | To be confirmed: Monday-Friday between 7.30am and 6.00pm. Hours are flexible during those days so as to meet the needs of the post  |
| <b>Salary:</b>                         | £20,079pa (based upon a full time, year-round position)   |
| <b>Holidays</b>                        | 20 days (some to be taken in line with the Kindergarten Christmas closure period) plus Bank holidays. This is based upon a full-time post.  |
| <b>Benefits:</b>                       | Pleasant working location and grounds<br>Lunch available during term-time<br>Staff discount for School fees (subject to qualifying criteria)<br>Use of School Fitness Suite.<br>Discounted gym membership |

### **General Provisions**

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school. Such duties may vary from time to time without changing the general character of the duties or the level or responsibility entailed within it.

### **Purpose of post**

- Raise the quality of early years provision, including physical, emotional, social and intellectual education and care for children in the setting
- Promote excellent practice at all times
- Support other practitioners in the skills and behaviours that safeguard and promote good outcomes for children

### **Key areas**

- Knowledge and understanding of the EYFS
- Effective practice
- Relationships with children
- Communicating and working in partnership with families and carers
- Teamwork and collaboration
- Continue own professional development

## **Knowledge and understanding of the EYFS**

- Understand the principles and content of the Early Years Foundation Stage Statutory Framework and Outcomes (September 2014) and know how to put them in to practice
- Acknowledge the various influences and transitions experienced by a child from both inside and outside the setting
- Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well-being of children

## **Effective Practice**

- To have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision
- Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
- Actively support the development of children's language and communication skills
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
- Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
- Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision
- To talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next
- Maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support

## **Relationships with children**

- Establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children to the end of the foundation stage
- Maintain a culture of listening to children, paying attention to what they say and valuing and respecting their views
- Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children

## **Premises/Health and Safety**

- Maintain fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
- To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes

## **Teamwork and collaboration**

- Sustain a culture of collaborative and cooperative working between colleagues
- Shape the policies and practices of the setting and share in collective responsibility for their implementation

- Contribute to the work of a multi-professional team

### **Professional development**

- Develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
- Play an active role in identifying and finding ways of meeting own needs for professional development and the development needs of the setting
- Adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and to make suggestions

### **Other duties**

- Maintain and replenish resources in the Kindergarten environment
- To effectively record observations and assess children's next steps in learning
- Maintain standards of cleanliness and hygiene within the Kindergarten
- To provide simple First Aid
- To attend Kindergarten team meetings
- To supervise Early Morning Care and After School Care when required
- To attend staff meetings at the request of the Director of Lower School/Principal
- Attend parents' evenings and open days to promote the Kindergarten and Lower School
- To undertake appropriate in-service training
- To display children's work in a variety of ways
- Any other reasonable duties as required by the Principal



## Nursery Practitioner (Kindergarten) - Person Specification

|   | Essential | Desirable |
|---|-----------|-----------|
| <b>Qualifications/Knowledge</b>   |           |           |
| NVQ Level 3 or above in Early Years Childcare and Education or equivalent                                   | √         |           |
| Valid Paediatric First Aid  |           | √         |
| Evidence of Continued Career Development  | √         |           |
| GCSE Maths and English at Grade C or above  |           | √         |
| An understanding of current relevant best theory and practice   | √         |           |
| <b>Skills and Expertise</b>   |           |           |
| Worked in a nursery setting involving the supervision and care of children                                  | √         |           |
| Induction training in a similar role, particularly covering Child Protection and Health and Safety training |           | √         |
| Detailed knowledge of the EYFS  | √         |           |
| Able to use electronic forms of communication and other software  | √         |           |
| Proven basic administrative skills  | √         |           |
| Able to plan for the individual needs of the pupils   | √         |           |
| Able to create a well organised and stimulating learning environment  | √         |           |
| <b>Personal Qualities</b>   |           |           |
| Organised, self-disciplined, reliable, conscientious and honest   | √         |           |
| Able to work within a team  | √         |           |
| Calm, professional behaviour at all times, including appropriate reactions to negative behaviour by a child | √         |           |
| Self- motivated   | √         |           |

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| Inspiring and influential                     | √ |  |
| Willingness to commit to a whole school ethos | √ |  |
| Organised                                     | √ |  |