

## GLPC Job Description

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|  | <b>Job Title</b>               | Nursery Practitioner level 3                 |
|                                                                                   | <b>Directorate</b>             | Children and Young people                    |
|                                                                                   | <b>Department</b>              | Early Help                                   |
|                                                                                   | <b>Grade</b>                   | Scale 5                                      |
|                                                                                   | <b>Reports to</b>              | Deputy Manager, Lead for Teaching & Learning |
|                                                                                   | <b>Staffing Responsibility</b> | NONE                                         |

### Job Purpose:

- To work under the guidance of Nursery Manager, Deputy Managers, Lead for Teaching & Learning and the Teacher SENDCo, and within an agreed system of supervision, to implement and provide high quality education integrated with day care for individual and groups of children throughout the nursery (including those requiring detailed and/or specialist knowledge in particular areas).
- To assist senior staff in the whole planning cycle and management of resources. To contribute to the overall ethos, work and aims of the nursery and the EYFS. To work as a member of a multi disciplinary team and in close partnership with parents, carers and families.

### Principal Accountabilities and Responsibilities:

1. The post holder must at all times carry out her/his duties with due regard to the Council's Customer Care, Equal Opportunities and Best Value Policies and incorporating the Council's Core Competencies.
2. The post holder is required to take reasonable care for the safety and health of themselves and others who may be affected by their acts; and to work with management to comply with Service/Unit procedures and protocols and with Brent Council's Health and Safety Policy and all guidance, instructions and risk assessments. In particular the jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
3. To understand the value of information to the council and to contribute to good information governance by keeping information safe, accurate and up to date and available to those who need it. Abide by the council's information governance policies, including GDPR.
4. Act as a key worker to ensure children have access to the E.Y.F.S curriculum framework by:
  - Observing, assessing and recording with reference to the nursery policies to monitor each child's progress.

- Planning with the support of Deputy Manager, Lead for Teaching & Learning and SENDCo, evaluating daily, weekly and termly to meet the children's needs and interests.
- Working with individuals and groups of children as appropriate to their development and individual needs.
- Working in partnership with Parents/Carers.
- Organising with the support of the Deputy Manager, Lead for Teaching & Learning, SENDCo and other professionals a smooth transition from home to nursery, between rooms and nursery to primary school.
- Drawing on the expertise of colleagues within the nursery and internal and external agencies to draw up plans for individual children.
- Displaying the children's work to draw attention to their achievements.
- Be responsible for keeping and updating records as agreed with senior staff including Learning Journeys.
- Providing an inclusive service for care and education insuring that activities planned and carried out are sensitive to, and reflect the diverse background of the children.
- To provide a sensitive and high level of personal care to children that promotes and supports their individual needs.

5. Foster the physical, social, emotional, intellectual and linguistic development of all children attending the nursery, including those with special educational needs.

6. Establish good relationships with children, acting as a role model, being aware of and responding appropriately to their individual needs, and encouraging children to interact and engage in activities with others.

7. Provide a comfortable, safe, stimulating and aesthetically pleasing environment which provides positive consideration of families ethnic, cultural and linguistic backgrounds and consideration for children's gender.

8. Take part in home visits to your key children.

9. Work in partnership with parents individually or in groups. This will include daily informal contacts, regular reviews, workshops and discussion groups.

10. Promote healthy eating for young children through dietary advice and by contributing to food and hygiene standards when preparing snacks and serving meals.

11. To set up, supervise activities, as well as encourage the learning and development of all children, both indoors and outdoors.

12. Provide objective, accurate and detailed feedback of key children's progress, achievements, and other matters ensuring the availability of appropriate evidence. To maintain children's trackers, Learning Journeys and all other records.

13. Promote positive behaviour strategies, dealing promptly with conflict and incidents as agreed in the nursery policies and procedures and encourage children to take personal responsibility for their behaviour.

14. Supervise children at all times, including mealtimes, snack time and rest time.

15. To accompany senior staff, children and Parents/Carers on trips and outings as required taking responsibility for small groups.

16. Be an active member of a multi disciplinary team working in partnership with colleagues and offering support as necessary

17. Evaluate, prepare, maintain and support the use of resources and equipment.
18. To ensure the learning environment and equipment is kept clean, well organised, safe and in good order.
19. Provide opportunities for children to access information technology, plan relevant learning activities and develop children's competence and independence.
20. Keep up to date with current thinking by attending courses internally and externally, reading documents etc as required in fulfilling this role.
21. To take a high degree of responsibility for own continuing professional development through an active involvement in supervision, appraisal, team meetings, workshops and attending learning and development activities and programmes.
22. To take responsibility in representing the nursery at meetings, as appropriate/required.
23. Be aware of and comply with policies and procedures, and report all concerns to Manager, in respect of:
  - Child Protection
  - Health, safety and security
  - Confidentiality
  - Data protection
24. Ensure all children have equal access to opportunities to learn and develop in a fully inclusive setting.
25. To support learning and development of students and volunteers.
26. To liaise with the nursery's Special Educational Needs and Disabilities Co-ordinator and other professionals.
27. To work cooperatively as part of a team actively participating in external and internal inspections, quality assurance programmes and audits being aware of and working to all defined policies and procedures.
28. To prepare and present reports for reviews, case conferences and other forums using IT.
29. Undertake any other duties as delegated by Room leaders and members of SLT.
30. Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.
31. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection, Health and Safety and Emergency Planning & Awareness (including to provide assistance where available) policies and procedures.
32. Employees should embed environmental sustainability into their work, actively contributing to Brent becoming a carbon-neutral borough in 2030.
33. Undertake any other duties commensurate with the general level of responsibility of this post.

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| DBS Status             | Enhanced Barred List: Child |
| Politically Restricted | No                          |

## Person Specification

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| <b>All criteria are essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | To be identified by:<br>Application Form(A)<br>Test/assessment (T)<br>Interview (I)<br>(Please indicate all that apply) |
| <b>Qualifications and Professional Membership requirements:</b> <ul style="list-style-type: none"> <li>• N.N.E.B or equivalent qualification e.g. N.V.Q 3 or BTEC in Care and Education</li> <li>• Evidence of successful completion of training in relevant strategies for early year's education</li> <li>• Current First Aid Certificate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | A<br><br><br>A<br><br>A                                                                                                 |
| <b>Knowledge</b> <ul style="list-style-type: none"> <li>• Full working knowledge of OFSTED requirements, The Foundation Stage curriculum and The SEND Code of Practice</li> <li>• Understanding of key principles of child development and learning</li> <li>• A thorough understanding of how young children learn</li> <li>• An understanding of the needs of children and families including those with disabilities</li> </ul>                                                                                                                                                                                                                                                                                                                                   | I<br><br>I<br><br>I<br><br>I                                                                                            |
| <b>Experience</b> <ul style="list-style-type: none"> <li>• Previous successful experience of using information and communication technology to support learning</li> <li>• Previous successful experience of operating a range of resources and equipment in a learning environment, including ICT</li> <li>• Previous experience in working with children aged birth to five</li> <li>• Previous experience of leading a small team or area</li> <li>• Experience of dealing with childhood illnesses, accidents and emergency procedures and have current First Aid Certificate</li> <li>• Experience of food preparation for young children including young babies</li> <li>• Understanding and commitment to the Council's Equal Opportunities policy</li> </ul> | A<br><br>I<br><br>A<br><br>A<br><br>I<br><br>A<br><br>I                                                                 |

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| Skills and abilities (please specify all essential criteria):                                                                                                                                      |       |
| •Ability to absorb and understand a wide range of information concerning the functions of the nursery                                                                                              | A & I |
| • Ability to build and form working relationships with children, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team | I     |
| • Ability to work on own initiative, and to prioritise between conflicting demands                                                                                                                 | A & I |
| • Ability to self-evaluate learning needs and to develop new skills and learning opportunities                                                                                                     | I     |
| • Ability to work co-operatively within a multi-disciplinary team                                                                                                                                  | A & I |
| • Evidence of commitment to continuous learning within a learning environment                                                                                                                      | I     |
| • Strong verbal and written communication skills appropriate to the need to communicate effectively with managers, children, parents/carers, families and staff.                                   | A & I |
| • Excellent numeracy and literacy skills equivalent to NVQ Level 2 in Maths and English                                                                                                            | A     |
| • Good communication and interpersonal skills                                                                                                                                                      | A & I |

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| List desirable criteria: |  |
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