

## Job Description and Person Specification

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| <b>Job title</b>         | <b>Nursery Lead</b>                                |
| Reports to               | Headteacher  |
| Permanent or fixed term? | [Permanent]  |
| School                   | [King Offa Nursery]                                |
| Location                 | [Down Road, Bexhill-on-Sea, East Sussex, TN39 4HS] |
| Grade                    | ESCC Single status grade 7, 18-19                  |
| Hours                    | 37.5 per week                                      |
| Working weeks            | [Term time only]                                   |

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### Job description

#### Role purpose

To lead, manage and raise the quality of education in the Early Years provision in the nursery, working effectively as an integral part of the Nursery team providing a stimulating and caring environment for pre-school children (age2-4).

#### Key tasks

- Ensure that OFSTED regulations are adhered to, including maintaining ratios and deploying staff appropriately
- Manage regular inspections by OFSTED
- Maintain records and documentation which comply with statutory requirements including a register of available places and other data, as required
- Ensure that Health and Safety regulations are adhered to and that the premises are kept in a condition that meets statutory requirements for hygiene and building maintenance.
- Encourage practitioners to have high expectations of all children and demonstrate commitment to ensuring they can reach their full potential
- Maintain respect and confidentiality with regard to children and families, ensuring that all staff are aware of their responsibilities
- Model excellent practice within the setting
- Undertake the planning and preparation of, and participation in, a range of safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn ensuring the consistent and high-quality delivery of the Early Years Foundation Stage
- To lead on the nursery SEF, Development Plan and Summative Assessments, to evidence positive outcomes in supporting children in reaching their greatest potential
- Develop and maintain good working relationships with parents/carers, external and internal agencies and partners and lead on the engagement of families from the first point of contact with the nursery, ensuring there is continued support. Promoting strong partnerships through attendance at open evenings, parent/carer consultations, taking into account parents'/carer's and children's views
- Maintain records and documentation which comply with statutory requirements

- Continually evaluate the service provided to ensure sustainability by recording and reporting on data, including occupancy status and the financial position of the nursery to relevant colleagues
- Take the views of parents/carers into account when developing the services
- Lead on the collection of fees and debt management, ensuring compliance with relevant policies and regulations
- Lead and develop transition arrangements in the nursery ensuring that children are supported in seamless transition within the nursery setting, and to establish a professional relationship with primary schools
- Organise the registers and staff rotas in order to ensure that staff/child ratios are maintained at all times

#### Support of Colleagues

- Recruit and manage high quality, effective and compassionate nursery staff, leading induction and prioritising appropriate support and supervision to all staff
- Ensure effective staff supervision, performance management, training and continuing professional development, and understand the impact of these on children's well-being, learning and development
- Undertake effective peer to peer observation within the setting
- Facilitate and lead regular team meetings
- Work closely with the Reception Teacher/Early Years Lead
- Work proactively and collaboratively with other members of the staff team

#### Self-Development

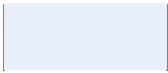
- Attend staff and team meetings as required
- Participate in training and other learning activities offered by the school
- Improve own practice, including through observation, evaluation and discussion with colleagues

#### Legislative and Procedural Compliance

- Maintain confidentiality on all school matters at all times
- Contribute to the development and implementation of nursery policies and procedures
- Follow all legislation and best practice relevant to your role
- Follow all school and Aurora Academies Trust policies, procedures and guidelines

#### Safeguarding and Child Protection

- Act as Deputy Safeguarding Lead to comply with the Child Protection and Safeguarding procedures
- All staff have a responsibility for providing and safeguarding the welfare of children and young people they come into contact with
- All staff must comply with the school's Safeguarding Policy
- If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety and welfare of the children, these concerns must be reported immediately in accordance with the policy
- It is a requirement of the role that appropriate safeguarding and child protection training is undertaken
- A Disclosure and Barring Service (DBS) Check will also be required, and any additional checks recommended by Keeping Children Safe in Education may be undertaken (which may include online and social media checks)



The list of duties in this job description should not be regarded as exclusive or exhaustive.

This job description details the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot, of themselves, justify a reconsideration of the grading of the post.

Aurora Academies Trust reserves the right to update this job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any significant proposed changes.

## Person specification

| Criteria   | E = Essential<br>D = Desirable | Assessed by<br>A = Application<br>C = Certificates<br>I = Interview |
|--|--------------------------------|---|
| <b>Qualifications/Training</b>   |                                |   |
| NVQ Level 3 in Childcare, or equivalent  | E                              | C   |
| Foundation degree, or equivalent, or working towards   | D                              | A   |
| First aid trained, or willingness to become so   | E                              | I   |
| Special Educational Needs Co-ordinator training, or willingness to undertake   | E                              | C/I   |
| Designated Safeguarding Lead training, or willingness to undertake   | E                              | C/I   |
| <b>Experience</b>  |                                |   |
| At least 2 years of working in an Early Years setting with previous experience in a childcare setting management role                    | E                              | A   |
| Previous experience of supporting children with special educational needs and disabilities and social, emotional and mental health needs | E                              | A   |
| Experience of establishing positive relationships with children  | E                              | I   |
| Experience of working as part of a team  | D                              | A   |
| <b>Skills</b>  |                                |   |
| Ability to use language and other communication skills that children can understand and relate to  | E                              | I   |
| Ability to lead and inspire a team in order to support a high-quality Early Years setting  | E                              | I   |
| Ability to organise fun and stimulating activities   | E                              | I   |
| Ability to consistently and effectively implement agreed behaviour management strategies   | E                              | I   |
| Ability to demonstrate active listening skills   | E                              | I   |
| Ability to communicate effectively with parents, carers and other professionals  | E                              | I   |
| Ability to create and maintain high-quality and accurate records   | E                              | I   |
| Ability to remain calm and patient under pressure, whilst working to deadlines   | E                              | I   |
| Good numeracy, literacy, IT and communication skills   | E                              | I   |
| Ability to problem solve proactively and positively  | E                              | I   |
| Ability to work effectively and supportively as a member of the nursery and school team  | E                              | I   |
| Ability to work in an organised and methodical manner  | E                              | I   |
| <b>Knowledge</b>   |                                |   |
| Working knowledge of legislation relevant to working with young children   | E                              | I   |
| Demonstrable understanding of children's development   | E                              | I   |
| Demonstrable understanding of the Early Years Foundation Stage statutory framework   | E                              | I   |
| Knowledge or awareness of the SEN Code of Practice   | E                              | I   |

|  |   |   |
|--|---|---|
| Knowledge and understanding of managing the behaviour of groups of children  | E | I |
| Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils | E | I |
| <b>Attributes</b>  |   |   |
| Display a commitment to, and an ability to contribute to, the protection and safeguarding of children and young people   | E | I |
| A commitment to giving children and families the opportunity to reach their full potential   | E | I |
| A passion for working with and supporting children in the Early Years  | E | I |
| Model behaviour, attitudes and dress that set the best possible example to children  | E | I |
| <b>Other</b>   |   |   |
| Ability to maintain confidentiality on all nursery and school matters  | E | I |
| Ability to create and maintain an appropriate environment which ensures the safety of all users of the nursery and school  | E | I |
| Willingness to participate in further training and development opportunities offered by the nursery and school, Aurora Academies Trust and the county              | E | I |
| Flexibility in the approach to work and the demands of the post and to be adaptable to the changing circumstances of the nursery and school                        | E | I |
| A commitment to the school's vision, values and ethos  | E | I |
| A commitment to Aurora Academies Trust vision, values and ethos  | E | I |