Nursery School Nursery Nurse L3+

PREAMBLE

At The Nursery School we believe in high quality teaching and learning for all children. Practitioners make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Practitioners act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as Practitioners up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Job Outline & Agreed Standards

A Practitioner must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan activities to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant areas of learning, foster and maintain pupils' interest in the areas, and address misunderstandings
- demonstrate a critical understanding of developments in the *Prime* and *Specific* areas, and promote the values of the characteristics of effective learning.
- demonstrate an understanding of and take responsibility for promoting high standards of communication and language, articulacy and the correct use of vocabulary.
- when teaching personal and social development and physical development, demonstrate a clear understanding of how the prime and specific areas of learning and development are all interconnected.
- when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured inputs/lessons

- impart knowledge and develop understanding through effective use of group, adult led and child initiated time
- promote a love of learning and children's intellectual curiosity
- set tasks and plan other out-of-nursery activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of inputs and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant area(s) of learning.

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent inputs/lessons
- give pupils regular feedback, both orally and through learning journeys, and encourage pupils to recognise and reflect on next steps in learning.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in the nursery, and take responsibility for promoting good and courteous behaviour around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage *Key Worker* group effectively, using approaches which are appropriate to childrens needs in order to involve and motivate them
- maintain good relationships with children, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
deploy support effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

- *Practitioners must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.*
- *Practitioners must have an understanding of, and always act within, the statutory framework for EYFS which sets out their professional duties and responsibilities.*

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Teaching Assistant – Level 3

Selection Criteria	Essential	desirable	Evidence
Experience	• Experience of working in a nursery setting • Experience of lesson planning • Experience of teaching and assessment • Experience of working within the EYFS • Able to work unsupervised and act on own initiative	• Experience of working with SEN pupils • Experience of dealing with children with specific personal, social and communication needs • Experience of working in a school environment	• Application form • Reference • Interview
Qualifications	• NVQ Level 3 • Maths and English: GCSE C or above	• Degree or PGCE • First aid training	• Application Form • Certificates
Knowledge & skills	• Excellent awareness of child protection • Ability to manage other TAs as appropriate • To have good communication skills • To have an understanding of the structure and operation of a nursery school • Ability to plan sequences of inputs linked to children's next steps	• To have a specialist knowledge or skills such as music, art, forest school, ICT • Ability to innovate and lead • To have the willingness to attend relevant training as and when required	• Reference • Interview
Interpersonal/ communication skills	• Positive relationship with staff, children and parents • Organised • Works well with others • Able to use initiative • Flexible • Able to deal with sensitive situations • Able to work as a member of a team • Caring and enthusiastic • Be aware of confidentiality at all times	• Eager to accept responsibility • Willingness to take on new challenges • Good ICT skills	• Reference • Interview