

# Job Description

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## Nursery Key Worker

**Grade:** Kent Range 6

**Hours:** 30 hours per week

**Weeks:** Term Time Only (38 weeks + INSET days)

**Salary:** £21801 FTE (pro rata £15407.56)

**Reporting to:** Headteacher

**Posts reporting to this position:** N/A

**Working hours:** 8:30am – 3.30pm every day

**Based at:** Lydd Primary School

**This is a permanent position** (subject to a 6 month probationary period)

### Purpose of the Job:

The primary focus of the post will be to work under the professional direction of the nursery teacher as part of the professional team to support learning activities for pupils. Within an agreed system of supervision the EYFS Key worker would deliver learning through play and direct teaching. The post holder will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.

(Roles at this level do not deliver "specified work" as defined in the guidance to Section 133 of the Education Act 2002.)

### Key duties and responsibilities:

(Duties relating to supporting pupils with health care needs are not included in this profile)

- Organise and manage a safe, stimulating and engaging learning environment and significantly contribute towards planning teaching and learning opportunities (including the environment) to ensure pupil progress and development.
- To be involved with the teacher in the development and delivery of all areas of the curriculum including planning, preparation, observations, assessment and writing and delivering provision plans.
- Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
- Support the role of parents in children's learning through Tapestry and parent consultations by providing constructive feedback on children's progress to ensure children achieve their best results.
- Act as a role model and establish a clear framework for discipline in line with established policies, anticipate and manage behaviour in order to promote pupils' self-control and independence to ensure good behaviour and respect for others is maintained.
- Use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.

- Lead a key group of children, taking on full responsibility for their observations, building the parent partnership, making formative and summative assessments and contributing to writing individual reports.
- Encourage independent self-help skills and good standards of personal hygiene and care in pupils. Where necessary assist pupils who require changing following accidents / support toilet training.
- Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
- Contribute to the overall work/aims of the school and, in liaison with the teacher, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils.
- Participate in training and other learning activities as required and attend relevant meeting to ensure own continuing professional development.
- Adhere to all health and safety regulations
- Keep up to date with relevant training such as health and safety and safeguarding procedures
- Act as a role model adopting personal standards of behaviour with Trust staff, Trust pupils and the wider community which support the highest possible standards putting children at the centre of everything you do
- Be aware of health and safety issues within the Trust and its individual schools and how they impact of pupils, staff and visitors to the school Maintain confidentiality and discretion in all aspects of work
- Any other work requested by, and deemed appropriate by, strategic leaders

OCMAT Trust is committed to safeguarding and promoting the welfare of children. **This role is subject to an enhanced DBS check.**

**Footnote:** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post

# Person Specification

## Nursery Key Worker

Applicants should describe in their application how they meet these criteria.

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Level 3 or above</li> </ul>	<ul style="list-style-type: none"> <li>Paediatric First Aid</li> <li>Makaton</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Previous experience of working with children as a key person in a nursery or pre-school</li> </ul>	
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>Numeracy and literacy skills.</li> <li>Basic IT skills.</li> <li>Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing.</li> <li>Good influencing skills to encourage pupils to interact with others and be socially responsible.</li> <li>Must be flexible with effective time management skills.</li> <li>Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use / willingness to learn a range of IT software and hardware e.g. Interactive Whiteboards, Management Information Systems</li> <li>Able to recognise when learning is maximised and how the adult role can enhance this</li> <li>Excellent communication skills with both adults and children</li> <li>Have a creative approach to problem solving and use this to inspire and motivate pupils.</li> <li>Must have ability to critically evaluate own performance.</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.</li> <li>Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing the EYFS Framework and other relevant learning programmes.</li> <li>Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of SEND need and strategies to support</li> </ul>

<p><b>PERSONAL ATTRIBUTES</b></p>	<ul style="list-style-type: none"> <li>• Professional conduct at all times and with all staff, pupils, other professionals, visitors etc.</li> <li>• Able to maintain confidentiality</li> <li>• Flexible and responsive to change</li> <li>• Calm under pressure</li> <li>• Self-motivated and pro-active</li> <li>• Appropriate levels of personal presentation</li> <li>• Good sense of humour</li> <li>• Diplomatic and resourceful</li> <li>• Positive/can do approach</li> <li>• Loyalty – act as an ambassador for the Trust with visitors and all members of Trust community</li> <li>• Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>VALUES</b></p>	<ul style="list-style-type: none"> <li>• Commitment to school’s aims and values</li> <li>• Commitment to continuous personal development</li> <li>• Honest and reliable, displays integrity and commitment to the Trust</li> <li>• Champion for children – establish positive relationships with Trust children, their families and staff so that pupils see all staff groups as integral and vital parts of the school family</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>