

## Job Description

**Title:** Specialist Nursery Provision Lead

**Name:**

**Salary:** Teachers Main Scale

**Grade:** MPS/UPS + TLR3 + SEN  
allowance depending on experience

**Responsible to:** Assistant Headteacher Primary

**Accountable to:** Head of School

### Purpose of the Job

- To take responsibility for a class group and the outcomes of all pupils.
- To demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- To act as subject co-ordinator within curriculum teams and to take responsibility for teaching and learning liaising with other teachers throughout the federation.
- To promote effective teaching and learning for all pupils.
- To safeguard pupils in accordance with statutory policy.
- To lead by example in respect of professional conduct and inter-personal relationships to ensure the well-being of pupils and staff.
- To effectively lead a team of teaching assistants to ensure written observations and moderate assessments are completed for all pupils.
- To ensure the development of the federation enabling both schools to provide effective support to each other, developing the best possible provision leading to positive outcomes for all pupils.
- To support parents with the process of formal diagnosis for their child, choosing and applying for schools, and the statutory assessment process, where appropriate.
- The duties attached here are to be undertaken in accordance with the provision of the current School Teachers' Pay and Conditions document.
- Teachers Standards apply to all teachers regardless of their career stage.

**Reporting to:**

1. Head of School
2. Deputy Director / Assistant Headteacher
3. Teaching, Learning & Curriculum Leads

### 1. Key tasks

2. To ensure best outcomes for all pupils, working closely with staff at King's Farm nursery to ensure inclusive practices for all pupils.
3. To deliver high quality teaching, learning and assessment.
4. To secure pupils personal development, behaviour and welfare.
5. To develop effective class teams.
6. To develop working relationships with multi agency teams.
7. To work closely with the Gravesham Special Educational Needs Inclusion Fund practitioner to jointly
8. support pupils who have dual placements with Ifield nursery.
9. Plan transition programs so that each pupil has an effective transition to their news school, whether specialist or mainstream or returning to their other nursery.

## **Main duties and responsibilities (Accountabilities):**

1. Sustain effective teaching to ensure the learning and progress of all pupils by monitoring attainment, progress and needs over time, and identifying whether an Education and Health Care Plan(EHCP) may be necessary. Where appropriate, initiate statutory assessment by completing relevant paperwork, liaising with the Local Authority throughout the process. If issued, create provision plans and carry out the first annual review of the EHCP, where required.
2. Model classroom practice and provide support and guidance to colleagues, selecting the most appropriate teaching and learning methods and resources for pupils.
3. Ensure delivery of a high quality curriculum characterised by good learning and teaching, enthusiastic involvement and a sense of purpose and enjoyment from staff and pupils.
4. Provide high quality and creative cross curricular opportunities within the whole school curriculum and ensure the timetable for Ifield nursery children compliments the timetable of King's Farm nursery.
5. Ensure high quality performance of pupils from their starting points, evidenced by positive and improving progress data, within a positive climate for learning.
6. Complete data analysis of pupil progress data of Ifield nursery pupils, to be discussed at termly pupil progress meetings.
7. Create and maintain a staff team at the leading edge of developments at local, regional and national level.
8. Provide an outstanding personal and professional role model for all staff in line with the Teachers Standards.
9. Provide quality information and support to parents/carers to enhance pupils inclusive learning.
10. Liaise closely with NHS multi agency professionals to ensure specialist support programs are implemented effectively (e.g. speech and language therapists, physiotherapists, occupational therapists, sensory impairment specialists, medical professionals).
11. Manage the admissions of pupils into the nursery, and after attend termly multi agency professional meetings, following the guidance detailed in the Service Level Agreement for Specialist Nurseries.
12. Where pupils are allocated a dual placement with another nursery, work collaboratively with the other nursery, by actioning outreach visits to share good practice and jointly review personalised plans, as well as hosting staff from the other nursery for "inreach" visits to Ifield nursery.
13. Work closely with Specialist Teaching and Learning Services Early Years team to develop SEND support for Early Years settings within Gravesham, and attend Early Years Lift meetings and Early Years SENCO forums.
14. Provide clear evidence of effective contributions to whole school improvement and development. Be a reflective practitioner taking account of the school's strategic vision.
15. Develop an annual improvement and development action plan.
16. To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes.

## **Scope for Impact:**

- Improve the quality of teaching and learning for all pupils.
- Increase rates of pupil progress and raise pupils' achievements.
- Maintain Teacher Standards

## School Plan Priorities for 2020-2021

### **Priority One: To continue to raise the quality of education that the school provides**

- 1.1 Ensure that learning meets pupils' needs through a relevant curriculum, appropriate resources, suitable interventions and high expectations.
- 1.2 Make certain that pupils who have fallen behind in their learning during school closures resulting in a widening achievement gap between them and pupils working at similar cognitive ability are addressed.
- 1.3 Inspire pupils to learn through memorable experiences and linked cross-curricular opportunities.
- 1.4 Ensure that the school's curriculum within key stages 3 and 4 reflects the rationale for determining pupils' pathway within the secondary phase of their education.
- 1.5 Increase consistency of teachers' effective use of assessment to plan learning that meets the wide range of pupils' needs and abilities.
- 1.6 Ensure pupils have access to high level careers education that expands from early years to post-16 so that they are increasingly autonomous, possess transferrable skills, and are better prepared for life outside of school.
- 1.7 To ensure that accreditations are well planned and delivered in a timely manner so that key stage four, five and post-19 learners achieve the highest standards within academic areas.
- 1.8 To ensure that Relationships Education (compulsory in all primary schools in England) and Relationships and Sex Education (compulsory in all secondary schools), as well as Health Education (compulsory in all state-funded schools) is implemented in a way that is meaningful to pupils and students.

### **Priority Two: To continue to strengthen pupils' positive behaviours and attitudes towards themselves, others, learning and life**

- 2.1 To work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- 2.2 To improve staff confidence and expertise when supporting pupils who have social, emotional and mental health difficulties-zones of regulation
- 2.3 To empower pupils to help raise standards throughout the school and continue to involve them in decision making, particularly surrounding the quality of the school's curriculum.

### **Priority Three: To further enable pupils to grow in their personal development so that they are increasingly self-reliant and able to impact on, and benefit from, the community in which they live**

- 3.1 Ensure that the life-skills curriculum provides opportunities for pupils to progress so that they work towards greater independence and employability.
- 3.2 To implement a Recovery Curriculum to support pupils' transition back to school following an extended period of absence due to the COVID19 Pandemic.
- 3.3 To ensure that transition arrangements for pupils and young people are highly effective as they move from one phase of their education to another.

### **Priority Four: For leaders and managers to ensure that the school's values cascade through the school's curriculum intent with staff that are enabled, empowered and expert in their responsibilities and work closely with other stakeholders of the school so that all pupils are successful.**

- 4.1 Continue to raise the quality of teaching and learning across the school with particular focus on practitioners new to the profession and those who were unable to complete their ITT or NQT year.
- 4.2 The school's PRIDE values are personalised and meaningful to each key stage so that pupils are motivated and inspired throughout the school day.
- 4.3 To support staff mental health and wellbeing as a result of the COVID19 pandemic
- 4.4 Ensure staff receive training and development that will develop their expertise and subject knowledge in the areas for which they are responsible

4.5 To enhance stakeholder engagement in pupils' learning and development especially in relation to parental engagement.

4.6 To work alongside the local authority to support the authority's priorities for SEND pupils across Kent. (nursing, capacity NOR, EHCP, KSENT, KAH, STLS, TTA)

4.7 To ensure that governor skills and knowledge are developed and used effectively, and to ensure that governors are provided with opportunities to effectively monitor the school's progress against school improvement and action plans

#### **Priority Five: Evaluating the quality of early years education in schools (insert priorities above)**

5.1 Continue to raise the quality of teaching and learning across the Early Years Foundation Stage

5.2 To ensure that the curriculum in Reception focuses on the prime areas of learning: communication and language; physical development; personal, social and emotional development in order to meet the complex needs of the current cohort.

5.3 To ensure that the transition from nursery to school supports children to continuously build on prior learning and personal development, while maximising the beneficial relationship between school, families and wider professionals

#### **Priority Six: Evaluating sixth-form provision**

6.1 To further develop staff to enable them to have a better knowledge of the requirements for the teaching and learning of functional skills and accreditation pathways.

6.2 To make certain that all groups of students feel safe at college; they understand clearly what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to online safety.

6.3 To ensure that accreditation pathways are tracked and monitored so that outcomes are achieved to meet standards.

6.4 To ensure that ASDAN accreditation pathways are delivered to the highest standards and meet provider outcomes.

6.5 To ensure that EHCP outcomes are linked to the curriculum targets and future aspirations.

6.6 To embed an effective tracking tool so that accreditation assessments are tracked in accordance to student outcomes.

6.7 To offer meaningful and enriching PE Enrichment opportunities for all students

6.8 To maximise learning opportunities

6.9 Students are committed to their learning and are able to make improvements to their own learning.

6.10 To encourage learners to have their say, teaching them skills required for adulthood. Developing their ideas to improve the college setting, taking on responsibilities beyond their classroom.

6.11 To deliver a highly effective careers programme which offers advice, experience and aspirations

6.12 To involve students with wider community contributions.

**Signed:**

**Signed:**

**Head of School: Miss M Jones**

**Name:**

**Date:**

**Date:**