



## **JOB DESCRIPTION**

**Job Title:** Nursery Lead Teacher and Head of the school's Two Year Old and Nursery Provision (classroom teacher to include 0.5 day additional non-contact time + own PPA per week) MPS/UPS + TLR 2b/2c (depending on experience and qualifications – e.g. EYSENCO/NASENCO/NPQSENCO from Sept 2024/)

**Location:** Bankside Primary School

### **AREAS OF RESPONSIBILITY AND KEY TASKS**

A PLANNING, TEACHING AND PROVISION MANAGEMENT, TO:

Teach allocated pupils by planning their personalised teaching requirements to achieve progression of learning through:

- Having strategic oversight of the school's Twos and Nursery Provision including improvement plans, contributing to school evaluation, coaching, mentoring and development of identified staff – may include HLTAs, NNs, TAs.
- Ensure a high quality personalised educational offer for all pupils accessing the Twos and Nursery provision.
- To provide personalised timetables and provision maps for identified children in school's Twos and Nursery provision.
- Provide clear structures for lessons using appropriate resources to support understanding using such as visuals, sign, communication programmes and strategies (Core Boards, PECs, objects of reference etc.).
- Review and enhance personalised curriculum to ensure it meets the needs of all learners in provision rooms, addressing the identified needs and ensuring the specific provision intent is clear for each provision space.
- Make effective use of assessment and ensure coverage of identified curriculum for all pupils including SEN learners.
- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Ensure effective teaching and best use of available time.
- Use appropriate behaviour for learning to motivate and encourage participation and success for all pupils including SEN learners.

- To ensure continuous and specific provision is engaging and extending learning for all learners including SEND pupils (where appropriate).
- use a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught and at the capability of each individual learner.
- Evaluate their own teaching critically to improve effectiveness.
- Use the principles of co-operative learning to develop effective practice.
- Encourage children to communicate, celebrate and share their learning and have high expectations of their progress whilst at school.
- Take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for emotional regulation, personal development, physical development and communication and interaction.
- Ensure all staff working in the Twos and School Nursery have regular CPD focusing on developing sustained shared thinking, extending children's play, developing communication and interaction, physical development including fine and gross motor skills, emotional regulation and social development. Ensuring all adult interaction is of a high quality that extends children's learning through play and focused activities; not merely supervision.
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Manage parents and other adults in the classroom.

#### B MONITORING, ASSESSMENT, RECORDING, REPORTING TO:

- Monitor the daily, weekly, termly and long-term personalised provision on offer for children in the Twos and Nursery.
- Take the SENDCo responsibility for the pupils in school's Twos and Nursery provision.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Use a range of strategies to record and share children's learning journey.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.
- Liaise with external professionals that work with children in school's Rainbow Provision and other identified pupils.
- Provide reports, funding applications, EHCP applications data and personalised learning information for pupils.

#### C OTHER PROFESSIONAL REQUIREMENTS - TO:

- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet

high expectations.

- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take responsibility for overseeing medical and personal hygiene needs of identified children.
- To write and implement pupil risk assessments, de-escalation plans and pupil passports for identified pupils.
- Take responsibility for their own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents and governors.
- Take on any additional responsibilities which might from time to time be determined necessary.
- Provide a programme of support and engagement for the families of children within the Provision and other identified pupils.
- Provide professional development for support staff, wider school staff including teachers.
- Be committed to developing own knowledge and expertise of EYFS personalised SEND provision including visiting and collaborating with existing RPs and SILCs.
- To have the EYSENCO/ NASENCO/NPQSENCO qualification or commit to completing this.

## 2. CONSULTATION

In carrying out these duties, to consult, where appropriate, with the relevant senior leader, the staff in school, parents and carers, pupils and the wider community.

| <b>Specific roles and responsibilities of Heads of Year at Bankside Primary School</b> |  |
|--|--|
| <b>Staff Development</b>   | Be a solution-focused leader of base team  |
|  | Communicate between base staff and senior leadership   |
|  | Support positive relationships between staff   |
|  | Coach and mentor staff within team   |
|  | Daily organisation of base staffing to meet children's needs   |
|  | Induct new staff in year group routines  |
|  | Introducing supply teachers to key times and routines and ensuring that they have the relevant information to complete their role.                                       |
|  | Identify and build on staff strengths  |
|  | Identify training needs of teachers and support staff  |
|  | Organise and/or deliver further training and support for staff professional development  |
|  | Support colleagues to report on and monitor pupil progress and wellbeing through Class Dojo. Cpoms and pupils passports  |
|  | Complete appraisal for members of base team including setting appropriate targets.   |
|  | Organise and manage year group resources   |
|  |  |
| <b>Teaching, Learning and Assessment</b>   | Be a role model of outstanding teaching and learning   |
|  | Have a wide knowledge of specialised and personalised learning strategies that promote good progress for for all learners and especially SEN learners with complex needs |
|  | Lead planning meetings – supporting quality first teaching in each classroom on base   |
|  | Maintain a working knowledge of pupils' pastoral and nurture needs   |
|  | Create provision map and overview of SEN pupils  |
|  | Maintain a working knowledge of current assessment arrangements and age related expectations in their Base   |
|  | Ensuring that children are regularly and accurately assessed against age related expectations in core areas  |
|  | Lead moderation across base and contribute to cluster moderation of teacher assessments  |
|  | Monitoring the achievement of all pupils within the Base, in particular Pupil Premium children.  |
|  | Report regularly to AHT for Inclusion and AHT Keystage Lead  |
|  | Facilitate formative and summative assessment judgements against appropriate assessment for pupils.  |
|  | Organise trips including appropriate risk assessments and pre-visit.   |
|  | Liaise with parents and families, supporting HLTA's and support staff to promote positive communication  |
| <b>Monitoring and Evaluation</b>   | Monitor and evaluate teaching and learning as set out in AME including learning walks, book surgeries, lesson observations, pupil conferencing,                          |

THIS POST IS SUBJECT TO AN ENHANCED DISCLOSURE AND WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED – AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE

**Bankside Primary School**  
**Head of Year and classteacher– Person Specification**

| Key Qualities (E = Essential; D= Desirable)  | E | D | How we will know |
|--|---|---|------------------|
| <i>A=application form R=Reference SP=Selection Process</i>   |   |   |                  |
| <b>EXPERIENCE/QUALIFICATIONS</b>   |   |   |                  |
| • Qualified Teacher Status   | ✓ |   | A/SP             |
| • Good Honours degree  | ✓ |   | A                |
| • NASENCO Qualification/EYSENCO/NPQSENCO   |   | ✓ | A                |
| • Leading whole school training for aspect of school development plan  | ✓ |   | A/R              |
| • Mentoring colleagues to develop professional practice  | ✓ |   | A/R              |
| • Using data to establish key priorities within a staff-team in the wider school   | ✓ |   | A/R              |
| • Managing resource, including staffing, to meet the needs of pupils and develop outcomes in line with school development plan   | ✓ |   | A/R              |
| • Knowledge of current education practice and issues   |   | ✓ | A/SP             |
| <b>SKILLS AND KNOWLEDGE:</b>   |   |   |                  |
| • To be an excellent classroom practitioner  | ✓ |   | R/SP             |
| • To be able to express ideas clearly to a range of stakeholders (including parents)   | ✓ |   | SP               |
| • Proven ability to develop positive relationships with parents and staff as part of a team  | ✓ |   | A/R/SP           |
| • To understand, and model, the importance of working with both adults and children in a restorative and inclusive way   | ✓ |   | A/R/SP           |
| • To plan, effectively deploy and evaluate work undertaken by support staff in the classroom   | ✓ |   | A/SP             |
| • Knowledge of strategies to support children with a range of needs and proven ability to plan and teach learning to support the varying needs in a primary classroom. | ✓ |   | A/SP/R           |
| • Knowledge of a range of effective assessment practices to support learning and development   | ✓ |   | A/SP             |
| • To be able to plan, differentiate and deliver lessons to children with a range of learning styles and promote independent learning                                   | ✓ |   | A/SP             |
| • To be able to use different forms of assessment, recording and reporting of pupils' attainment and progress  | ✓ |   | A/SP             |
| • Ability to use ICT effectively to support all aspects of children's learning and professional duties   | ✓ |   | A/SP             |
| • Evidence of sharing in and contributing to the wider life of a school  |   | ✓ | SP/R             |
| • Ability to develop the classroom learning environment to support learning  | ✓ |   | SP               |
| • Ability to relate to and empathise with all pupils and develop kind and effective relationships to promote effective learning for all                                | ✓ |   | A/SP             |
| <b>PERSONAL QUALITIES:</b>   |   |   |                  |
| • Excellent level of personal organisation   | ✓ |   | R / SP           |
| • Flexible, enthusiastic and positive approach   | ✓ |   | R                |
| • Aspirational practitioner committed to personal CPD and that of others   | ✓ |   | A<br>SP          |
| • Good and appropriate sense of humour   | ✓ |   | R / SP           |
| • Commitment to equal opportunities  | ✓ |   | A/SP             |
| • Open minded and receptive to new ideas, approaches and   | ✓ |   | R                |

|   |   |  |    |
|---|---|--|----|
| challenges  |   |  |    |
| • Ability to use own initiative and motivate others | ✓ |  | SP |
| • Knowledge of safeguarding procedures              | ✓ |  | SP |

**Remember to include all the relevant information required in the 'A' application category in your supporting statement; this will help secure your place on the shortlist. Good luck!**