

Role Profile



Part A - Grade & Structure Information

Job Family Code	6CLES	Role Title	Qualified Years Practitioner
Grade	S6	Reports to (role title)	Nursery Lead + SLT
JE Band	192-227	School	Dorking Nursery School
		Date Role Profile was created	Start date 1/1/2023

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	To be an active member of the professional nursery team, working together to create a caring, stimulating and safe environment in which each child can feel happy, secure and learn and develop to his/her full potential. To be a key person for a group of identified children and carry out all duties related to this
Work Context	Dorking Nursery School is one of Surrey's 4 Maintained Nursery Schools. There are approximately 100 children on roll in the Nursery, including 2 year olds and a Special Needs class. The Nursery School is based on the West Street site. In September 2018 the governing body federated with Chertsey Nursery School and leads the Mole Valley Family Centre. Dorking Nursery School prioritises vulnerable children and those with additional needs.
Line management responsibility if applicable	None
Budget responsibility if applicable	None

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> • Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, maintaining supplies of materials and equipment. • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of learning support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • May carry out personal care routines as appropriate. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Support more senior staff in classroom management and behaviour techniques. • Plan and deliver specified work to individual pupils, groups and the whole class. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements. <p>Work with others</p> <ul style="list-style-type: none"> • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • May be required to assist in the recruitment, selection and supervision processes, to ensure high standards of team delivery. <p>Resources</p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Provide and manipulate data for statistical and other report and run and present standard reports. • Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information. • Prepare and despatch a range of correspondence/documents connected with the defined area of activity. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
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Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Minimum 5 GCSEs at Grade C or above (including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • Understanding of Health and Safety requirements. • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Good written and oral communication skills with the ability to build sound relationships with customers. • Require a technical/professional qualification related to the role. e.g. HLTA status, NNEB, or other relevant qualifications at level 2 or 3. • Competent in a range of IT tools. • Ability to work with others to improve customer service. • Good administrative, analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • Ability to guide and support less experienced or more junior colleagues. • Typically previous relevant work experience in a similar service environment. • Some roles may require work out of office hours and physical effort.
Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>Implement the EYFS and keep up to date with current developments in Early Years practice. Have excellent levels of administration to be able to undertake the role of key person fully, completing all paperwork as required for key children</p> <p>Qualified to at least Level 3 in Early Education and Childcare, qualification must be relevant to work in EY ratios. Be competent to complete administration for children, particularly SEND paperwork, completing SSPs, ISPs.</p> <p>Plan and set up an environment and range of activities in which the children's potential for learning is maximised. Experience of working with children with SEND and various interventions is vital.</p> <p>Work in all areas of the classroom, indoors and outdoors as timetabled and take responsibility for the learning, supervision and welfare of the children</p> <p>Develop the children's learning through a variety of strategies which include teaching, role modelling support and encouragement</p> <p>Lead a group time as directed by the Nursery leads</p> <p>Work with parents in a variety of ways to help them support their children's learning</p> <p>Work with children with SEND, working closely with the SENCo and liaising with other agencies and professionals. Be competent to use IT and various IT systems, including Microsoft Office packages.</p>
Role Summary	<p>Roles at this level typically provide a practical support as part of a team. They will carry out a range of practical activities using knowledge of professional standards values and practice, together with a broad understanding of learning strategies. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in all the procedures of their specialism. They may be involved in guiding/supervising the work of more junior staff.</p>

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