

	<b>The Devon Moors Federation</b>		
<b>Role title</b>	<b>Foundation Stage Worker</b>		
<b>Location</b>	<b>Copplestone Pre-School</b>		
<b>Reporting to</b>	<b>Pre-School Leader and Head of School</b>		
<b>Post number</b>		<b>Grade</b>	<b>B</b>
<b>Work base</b>	<b>Copplestone Primary School</b>		
<b>Effective date of JD</b>	<b>01/09/2020</b>	<b>JE Job number</b>	<b>1755</b>

## **Job Purpose including main duties and responsibilities**

Work under the guidance of the teaching and senior staff using experience and expertise in Early Years, Care and Learning, in an agreed system of supervision to:

- implement agreed practice with individuals and groups of children, inside and outside the nursery or foundation stage unit
- work with the teacher and senior staff in the observation, assessment and planning cycle and to manage and prepare resources
- Engage with and support children's learning and generally support children with set activities, independent problem solving and creative play.
- Supervise children outside usual school hours, including before and after school and at lunchtimes as required.
- Accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher or senior staff.

### **1. Supervision**

- Working under direction/ instruction of senior member of staff with no direct supervision of others

### **2. Creativity and Innovation**

Working as part of a team, the post holder will have opportunities to work creatively with children in a defined framework, (such as the statutory Early Years Foundation Stage), as instructed by onsite early years' teaching and senior staff. This may require some creative interpretation to adapt activities from the Early Years Foundation Stage curriculum to the needs and/or interests of the individual or small group. All team members would be expected to contribute in this way to maintain a varied and interesting menu of activities for the children to experience and learn new skills from. Any considerable changes to planned activities would require input from a senior member of staff.

All members of the nursery team are expected to take shared responsibility for enabling children to reach their full potential, and seeking opportunities for continuous improvement in the nursery or Foundation Stage Unit.

### **3. Contacts and relationships**

- Work with a wide range of people including other school staff and families.
- Communicate sensitively and effectively with parents and carers of children under supervision of senior staff in order to create an appropriate safe and secure learning.
- Work with teachers and other team members to share information and agree on a recommended course of action before speaking with parents.
- Establish productive working relationships with children, providing immediate feedback, whilst acting as a role model.
- Set high expectations for behaviour and learning.
- Support the activities of the teacher and senior staff in promoting and marketing the provision to prospective parents and be an enthusiastic advocate of early learning.

### **4. Levels of Responsibility**

The post holder has to work strictly under the supervision of the line manager and within the school's policies and procedures. Although this post assumes part of the shared responsibility for the safety, security, care, and education of the children who attend, with particular responsibility for his or her key worker children, this is always under the guidance of the supervisor who will be on site at all times. All staff members have a responsibility to ensure that Ofsted requirements are met at all times. The post holder has very little autonomy – freedom to act is very limited.

### **5. Effects of Decisions**

This role reports directly to the Assigned Teacher, Early Years Nursery Manager or Early Years Nursery Supervisor, as such, all decisions would be made in agreement with that post holder.

As part of a small staff team, the Worker may make contributions to decisions affecting the working of the nursery unit. As Key Worker to a small group of children, they may also exercise a limited autonomy with regard to the implementation of various activities and/or procedures.

### **6. Resources**

- The post holder takes part in organising the availability and use of general and specialist play equipment and other resources, including checking to make sure they are clean, safe and secure for young children. The post holder must uphold the school's health and safety policies by reporting problems with resources and equipment to senior staff for further action to be taken. The post holder takes part in discussions about the provision of new resources.

### **7. Work demands**

Under supervision of the senior staff member and with other members of the Foundation Stage Team, the post holder must promote and uphold the Ofsted minimum requirements of for the Early Years Foundation Stage at all times. Inspections should coincide with the schools Ofsted inspection process, and therefore little or no notice is given. Work demands can vary and there will often be interruptions or disruption to routine (a child becoming ill, a parent running late) but these are typically of a routine nature and covered within the policies and procedures of the school.

## 8. Physical demands

The role involves working directly with young children including bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities, and may include changing nappies and toileting duties.

The Foundation Stage curriculum requires that a broad range of activities, including outdoor play, should be made available for children to access daily, so the role will involve working outdoors in a playground or other out door area. Lifting and carrying of play equipment, and bending and clearing away after play are all a daily part of this role, sometimes assisted by the children.

## 9. Working conditions

- Work involves working both indoors, within the school environment, and outdoors, including leading facilitating in an outside environment – for example building a snowman with young children.
- As with all work with young children, the post holder will experience periods of moderate noise, for example, when participating in a music session with young children.
- The post holder may also occasionally work in other environments when accompanying the children on trips to places of interest, both within the local community and further afield, for example, on a visit to the zoo.

## 10. Work context

- There is a minimal risk of illness or injury working in a school or other early years setting.

## 11. Knowledge and skills

This role requires the ability to undertake work in one broad area of activity - a nursery or foundation stage unit with children aged rising 3-5 - with a basic level of practical knowledge and skills. In order to meet statutory requirements, the post holder must possess a Level 2 qualification in CCLD (Children's Care, Learning, and Development) or the equivalent. Specifically the post holder should demonstrate knowledge and skills with regard to:

### Work with the children

- Implementing agreed learning activities and teaching programmes.
- Monitoring children's responses to learning activities through observation and providing objective and accurate feedback and reports as required on child achievement and progress and other matters to the teacher or senior staff making sure that appropriate evidence is available.
- Encouraging children to both interact and work co-operatively as well as develop independence and self-reliance. This includes promoting positive values, attitudes and good child behaviour acting as a role model, and engaging children in activities and providing immediate feedback in relation to progress and achievement.
- Working with the teacher and senior staff to establish an appropriate physical and emotional safe and secure learning environment thus ensuring that all children have the opportunity to learn, interact and fulfil their potential

### Administration

- Contributing observations on children's progress to the setting's observation recording system
- Providing general clerical and administrative support as required – for example, by making an entry in an accident log.

### Liaison

- Liaising sensitively and effectively with parents and carers under the supervision of senior staff.

- Liaising with senior staff with regard to the need for, preparation of and/or maintenance of general and specialist equipment and resources.
- Being aware of, and complying with, policies and procedures relating to child protection, health safety and security, equality and diversity, confidentiality and data protection and reporting all concerns to an appropriate person. The setting operates a policy of collective responsibility, (including all staff and children) towards the safeguarding of all members of the setting and the welcoming of diversity
- Recognising your own strengths and areas of expertise and using these in the setting.
- Aiding in the promotion and marketing of the provision to prospective parents and members of the community

**Other**

- Contributing to the overall ethos, work and aims of the school.
- A positive approach to continuous professional development, including accessing recommended training and development programmes as identified by senior staff..

**Signatures**

**Job Description agreed by**

**Line manager** \_\_\_\_\_ **Date** \_\_\_\_\_

**Job holder** \_\_\_\_\_ **Date** \_\_\_\_\_