



ALKRINGTON PRIMARY SCHOOL

NURSERY TEACHER - JOB DESCRIPTION

Employer	The Governing Body of Alkrington Primary School
Job title	Nursery Teacher - Job Share
Contract	Permanent
Hours	0.5 FTE / 2.5 days per week
Salary	Teachers' Main Pay Range to Upper Pay Range (M1-UPS3)
Responsible to	Headteacher, Mr Andrew Nott / Deputy Headteacher / EYFS Leader
DBS requirement	Enhanced DBS with Children's Barred List check

1. Job Purpose

- Under the reasonable direction of the Headteacher, carry out the professional duties of a teacher in accordance with the current School Teachers' Pay and Conditions Document, Teachers' Standards and the policies and procedures of Alkrington Primary School.
- Provide high-quality teaching and learning within the school's Nursery provision and work collaboratively with the job-share partner, wider EYFS team and other colleagues to ensure continuity, consistency and high-quality provision for all children.
- Promote the ethos, values and aims of Alkrington Primary School and contribute positively to the wider life of the school.

2. Teaching and Learning

- Provide high-quality teaching and learning that starts with the child: their interests, curiosities, current development, emerging skills and individual ways of learning.
- Plan and provide an ambitious, engaging and inclusive Early Years curriculum that responds to children's interests and needs, while ensuring rich opportunities to develop the knowledge, skills, language and dispositions they need to thrive.
- Create a stimulating, welcoming, language-rich and thoughtfully organised learning environment indoors and outdoors, where children feel secure, valued and confident to explore, investigate and learn.
- Prioritise spontaneous learning through high-quality play and provide a thoughtful balance of child-initiated experiences, purposeful exploration, adult interactions and intentional teaching. Encourage children to lead their learning and follow their interests and 'spark'.
- Use high-quality interactions, modelling and sustained shared thinking to develop children's communication and language, physical development and personal, social and emotional development alongside their wider learning.
- Hold high expectations for every child while recognising that children develop at different rates and learn in different ways; provide the encouragement, challenge and support that enable each child to make progress.
- Adapt teaching, interactions, resources and the environment to meet individual needs, including children with SEND, children with English as an additional language and disadvantaged children, ensuring barriers to participation are identified and addressed.

- Know the children well through skilled observation and assessment. Use what children say, do, make and demonstrate to identify their interests, strengths, next steps and emerging needs, and use this understanding to shape future provision.
- Support children to become confident, resilient, curious and increasingly independent learners who are willing to explore, take risks, solve problems, communicate their ideas and develop a love of learning.
- Ensure continuity and progression within Nursery and across the wider EYFS, while maintaining a flexible approach that allows children's interests, experiences and developmental needs to shape the learning journey.
- Make effective use of resources, the learning environment and adult support to enrich children's experiences and extend their learning. Contribute to the ongoing evaluation and development of EYFS provision so that it remains responsive, purposeful and child-centred.

3. Job-Share and Team Working

- Work closely and professionally with the job-share partner to provide consistency in relationships, routines, expectations and experiences, while ensuring that both teachers understand and respond to the children's current interests, learning and needs.
- Establish effective arrangements for communication and handover between working days.
- Contribute collaboratively to planning, observation, assessment and evaluation, sharing meaningful information about children's learning, interests, fascinations and next steps to ensure continuity between working days.
- Work effectively with teaching assistants and other members of the EYFS team, modelling high-quality interactions and providing appropriate guidance and direction so that all adults contribute positively to children's learning and development.
- Contribute positively to a supportive and collaborative staff culture across the school.

4. Inclusion and SEND

- Ensure every child is able to access, participate fully in and enjoy Nursery provision, with adaptations to the environment, resources, interactions and experiences made where necessary.
- Identify and respond sensitively and appropriately to emerging or additional needs, using careful observation, professional knowledge and collaboration with colleagues and families to secure the right support at the right time.
- Work closely with the SENDCo, parents/carers and relevant professionals where additional support is required.
- Contribute to appropriate plans, assessments and reviews for children with SEND and implement agreed strategies consistently.
- Promote equality of opportunity and maintain high expectations for all children.

5. Safeguarding and Welfare

- Take responsibility for safeguarding and promoting the welfare of children.
- Maintain a secure working knowledge of the school's safeguarding and child protection procedures and current statutory guidance.
- Recognise potential indicators of abuse, neglect, exploitation or other safeguarding concerns and report concerns immediately through the school's agreed procedures.
- Maintain appropriate professional boundaries and standards of conduct.
- Ensure Nursery practice and the environment support children's health, safety and wellbeing, including appropriate supervision and contribution to risk assessment where required.
- Undertake required safeguarding training and maintain up-to-date knowledge.

6. Behaviour, Personal Development and Wellbeing

- Establish positive, nurturing relationships with children, getting to know each child as an individual and providing clear, consistent expectations that are appropriate to their age, stage of development and individual needs.
- Promote positive behaviour, emotional wellbeing, independence, confidence, kindness and respect through warm relationships, positive role modelling and an environment where children feel safe to express themselves, explore and learn.
- Work with colleagues and families to support children who require additional help with behaviour, emotional regulation, attendance, wellbeing or transition.

7. Partnership with Parents and Carers

- Develop positive and professional relationships with parents and carers, recognising them as important partners who bring valuable knowledge of their child and can contribute to understanding and extending their learning.
- Communicate effectively about children's learning, progress, wellbeing and development and respond appropriately to questions or concerns.
- Encourage families to contribute to children's learning by sharing interests, experiences, achievements and information that helps practitioners understand and respond to each child.
- Contribute to parent meetings, transition arrangements and other school events as required.
- Work sensitively with families and relevant external professionals where additional support is required.

8. Professional Responsibilities and Development

- Demonstrate consistently high standards of personal and professional conduct and work collaboratively and constructively with colleagues.
- Participate in the school's performance management/appraisal arrangements and take responsibility for continuing professional development.
- Participate in relevant CPD, meetings, training, parents' meetings and other activities as required within the conditions applicable to the post.
- Maintain up-to-date knowledge of developments within Early Years and primary education, particularly child development, play, early language and effective pedagogy; reflect on practice and respond positively to feedback.
- Contribute to the development and improvement of the school and undertake an appropriate curriculum or wider-school responsibility according to experience and career stage, as agreed with the Headteacher.

9. Communication and Spoken English

- Communicate clearly, professionally and effectively with children, parents/carers, colleagues, governors and external professionals.
- The ability to converse at ease with children, parents, colleagues and other service users and provide advice and information in accurate spoken English is an essential requirement of this post.

10. Equality, Health and Safety and School Ethos

- Actively promote the school's commitment to equality, diversity and inclusion and contribute to an environment in which children, families and colleagues are treated with dignity and respect.
- Comply with the school's Health and Safety Policy and other relevant policies and procedures and take reasonable care for personal health and safety and that of others.
- Promote Alkrington Primary School positively and contribute to its welcoming, inclusive and community-focused ethos, ensuring that every child feels known, valued, safe and included.

11. General

- This Job Description outlines the main duties and responsibilities of the post and is not intended to be an exhaustive list.
- The duties may be reviewed from time to time, following consultation with the postholder, to reflect the changing needs of the school and developments in education.

This Job Description was discussed and agreed on: _____

Postholder signature: _____ Date: _____

Headteacher signature: _____ Date: _____