

Douglas Valley Nursery School Job Description

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| Post Title: | Early Years Worker Level 3 |
| Post No: | |
| Job Purpose: | To work with children aged 2-5 years under the guidance of the senior staff and within an agreed system of supervision, to implement agreed work programmes with individual / groups of children, including acting as a key person, working constructively in partnership with parents/carers. This could include working with children who require detailed and specialist knowledge in particular areas, and will involve planning and the management / preparation of resources To undertake supervision of whole classes when required in the short term absence of a teacher and provide support to teaching staff and children . |
| Reporting To: | Deputy Head |
| Responsible For: | The delivery of a range of learning activities for children aged 2 years to 5 years, under the EYFS framework for 0-5s. |
| Liasing With: | Headteacher; Deputy Headteacher; teachers; support staff; parents; external agencies. |
| Hours of Work: | 23.75 |
| Salary/Wage Grade: | G4 |
| Current Base: | Douglas Valley Nursery School |
| Car Designation: | Non essential |
| Disclosure Level: | Enhanced |

Main Core Duties .

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| Service Provision: | <ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Promote equality and diversity by adopting positive practises including the use of appropriate resources and materials • Establish constructive relationships with children and their families, acting as a role model, and interact with them according to individual needs. • Encourage pupils to interact with others and engage in activities led by the practitioner • Set challenging and demanding expectations and promote self-esteem and independence • Provide particular support for children, including those with additional needs, ensuring equality of access to learning activities and supervision to ensure their safety |
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| | <ul style="list-style-type: none"> • Contribute to the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes • To share responsibility for the preparation and maintenance of the indoor and outdoor learning environment, including contributing to displays that are interactive and evidence children's learning • Establish constructive relationships with parents/carers and support their role in children's learning. • To work as part of a team to ensure high quality appropriate learning experiences to meet the needs of all children. • Provide regular feedback on pupils' achievement, progress and problems to teachers / Under 3 s Manager • Contribute to the overall ethos/work/aims of the school. • Appreciate and support the role of other professionals • Attend and participate in relevant meetings, including parents meetings as may be reasonably directed • Accompany children on visits, trips and out of school activities and take responsibility for a group under the supervision of teachers/Under 3s manager as may be reasonably directed • To provide a warm and welcoming environment where each child is treated as an individual and staffs are sensitive to each child's needs. • To assist in providing pastoral care to all children and to develop and maintain excellent line of communication to parents and carers. • To take responsibility for groups of children working in different learning situations when required. • To participate in children's play and conversation to stimulate and extend language, promote questions and develop ideas. • To feed, change and wash children as necessary. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to be sensitive to others whilst learning to become an independent learner. • Prepare, maintain and use those resources required to meet the relevant learning activity and assist pupils in their use • Administer medication to children following the school policy and procedures • Under supervision of teachers / Under 3s manager be responsible for the planning of learning activities for children within a designated key worker group and evaluate the effectiveness of each learning activity by undertaking regular observations and assessments. • Monitor pupils' responses to learning activities and accurately record achievement/progress as directed • Be responsible for keeping and updating records • Work in partnership with parents, other practitioners and other professionals where appropriate • Use strategies to support pupils to achieve learning goals |
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| | <ul style="list-style-type: none"> • Support their line manager with day to day Health and Safety management within the setting (including hygiene procedures, first aid, risk assessments, arrivals and collections) • Undertake any other duties as requested by SLT which are commensurate with the grade and job title of the post. |
| Service Development: | <ul style="list-style-type: none"> • Contribute to the overall ethos / work / aims of the school • To attend staff meetings as appropriate • Assist the Deputy Headteacher in supporting volunteers and students. • To work with parents individually or in groups • To contribute to open days, fund raising and other marketing strategies to raise the profile of the setting in the community |
| Staff development | <ul style="list-style-type: none"> • To participate in a staff development and training programme which aims to enhance individual skills and create opportunities for professional development. • To contribute to the staff review and development process • Participate fully in both the supervision and employee development process, keeping their line manager informed as to the progress that children, young people and their families are making. |
| Quality Assurance: | <ul style="list-style-type: none"> • To work to the Government Legislation as laid out in the EYFS (or its successor) • Support the Headteacher in working towards any relevant quality assurance schemes • Work to the standards laid down within the policies, processes and procedures of the school. • Ensure work is completed within specific timescales. • Continually review/evaluate performance of duties including personal performance and endeavour to seek modification and improvement when required. |
| Communications: | <ul style="list-style-type: none"> • Promote and maintain effective communication throughout the school • Ensure parents are well informed about the school curriculum and their child's progress and development |
| Management of Resources (other than people) | <ul style="list-style-type: none"> • Create and maintain a purposeful, orderly and supportive environment in accordance with planning and assist with the display of children's work • Support their line manager with day to day Health and Safety management within the setting (including hygiene procedures, first aid, risk assessments, arrivals and collections) |
| Corporate responsibility: | <ul style="list-style-type: none"> • Act as a positive role model . • Support the implementation of school policies and procedures within the workplace |

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| | <ul style="list-style-type: none"> • Co-operate with all school staff in order to develop effective and mutually supportive working relationships |
| Other Specific duties | |
| <p>To carry out the duties in the most effective, efficient and economic manner available.</p> <p>To support and contribute to the school ethos/work/ aims</p> <p>Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to appropriate person</p> <p>Be aware of and support difference and ensure equal opportunities for all</p> <p>Develop constructive relationships and communicate with other agencies/professionals</p> <p>To continue personal development in the relevant area</p> <p>To participate in staff review and development appraisal process</p> <p>Undertake any other duties as requested by Headteacher, which are commensurate with the grade and job title of the post</p> | |
| Special conditions of Service | |
| <p>Where the postholder has a disability, every effort will be made to make reasonable adjustments to enable them to carry out the duties of the job.</p> <p>This job description is current at the date shown, but, in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title.</p> <p>Safeguarding</p> <p>Douglas Valley Nursery School's Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.</p> <p>We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.</p> | |

April 2026

Duglas Valley Nursery School Person Specification / Selection Criteria

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| Post Title | Early Years Worker Level 3 |
| Post No. | |

A. Experience

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task Observation P = Presentation |
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| In-depth experience of working with children aged 2-5 in a formal childcare setting. | √ | | A,I,R |
| Experience of planning and assessing children's progress in accordance with the EYFS | √ | | A,I,T,R |
| Experience of working with ofsted during the inspection process | √ | | A,I,R |
| Liaising and working with outside agencies | √ | | A,I,R |
| Experience of facilitating and recording transition meetings and records | | √ | A,I,R |
| Effective record keeping and report writing | | √ | A,I,R |
| Experience of using IT. | | √ | A,I,R |

B. Training and Qualifications

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task/ Observation P = Presentation |
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| Full and relevant Level 3 Childcare qualification. | | √ | A,I, |

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| A willingness to undertake further training, including induction. | √ | | A,I, |
| Up to date paediatric first aid (in line with EYFS recommendations) | | √ | A,I, |
| Up to date basic food and hygiene | | √ | A,I, |

C. Knowledge and Understanding

(Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post)

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task Observation P = Presentation |
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| Good knowledge of EYFS | √ | | A,I,R |
| Good knowledge of child development | √ | | A,I,R |
| Knowledge of current Government legislation relating to early years and childcare. | √ | | A,I,R |
| Knowledge and understanding of equality and diversity | √ | | A,I,R |
| Knowledge and understanding of safeguarding, health, safety and security, confidentiality and data protection | √ | | A,I,R |

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task/ Observation P = Presentation |
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| Ability to build positive relationships with children, young people and their families. | √ | | A,I,T,R |
| Ability to be flexible in their approach to working with children, young people and families. | √ | | A,I,T,R |

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| Ability to communicate effectively both verbally and in the written form | √ | | A,I,R |
| Ability to work constructively with other agencies | | √ | A,I,R |
| Ability to work as part of a team | √ | | A,I,R |
| Ability to use a range of techniques when working with children and families to meet specific needs. | √ | | A,I,T,R |
| Ability to use their own initiative in challenging situations | √ | | A,I,R |
| Ability to work in an anti-discriminatory manner | √ | | A,I,R |
| Ability to develop and implement programmes of work for individual and groups of children in accordance with their needs | √ | | A,I,T,R |
| Good interpersonal skills | √ | | A,I,T,R |
| Be able to use appropriate IT programmes to support children in their learning. | | √ | A,I,R |

E. Physical Requirements

Where the applicant/postholder has a disability every effort will be made to make reasonable adjustments to enable them to carry out the duties of the post

F. Legal Issues

| | Essential | Desirable | Source A = Application I = Interview R = References T = Task Observation P = Presentation |
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| Legally entitled to work in the U.K | √ | | A,I |

April 2026