

Job Advertisement



Job Title: Early Years Educator (Nursery Nurse) – Level 3
Location: Redbridge Primary School
Job Type: 6 months Fixed (temp/perm)
Job Hours: Term-time only 36 hours per week
Salary: LBR 6 Scale Point 18
Closing Date: 10th March 2021
Interview Date: 22nd March 2021



Description:

Redbridge Primary School, College Gardens, Essex IG4 5HW

A school where all pupils thrive - Ofsted

We are seeking to appoint a dedicated, talented, enthusiastic and caring Nursery Nurse to join our happy and successful school. The successful applicants will be excellent classroom practitioners, passionate about teaching and learning.

We are an outstanding school (Ofsted, 2018). We are able to offer an excellent range of professional development opportunities through the Redbridge Education Partnership and our local networks and alliances. This is an exciting time for our school as we continue to expand to four forms of entry.

We can offer:

- A happy and settled school where children enjoy learning and achieve well
- Motivated and enthusiastic staff
- An opportunity to help shape the ethos of an expanding school
- Programme to develop your teaching and leadership skills
- Application Process

Please write a supporting statement of no more than a single side of A4 paper, expressing interest in the role and include particulars of your experience, skills and further information in support of your application. Completed applications can be either emailed to Rabina Khanam at admin.redbridgeprimary@redbridge.gov.uk or a paper copy handed to the office.

Please note we are unable to accept applications by CV.

Visits to our friendly school are welcomed and encouraged.

Redbridge Primary School is committed to safeguarding and promoting the welfare of Children and Young People and all staff working with these groups are expected to share a commitment to this. Adults employed by the school, contractors or volunteers within the school will be expected to report any concerns relating to the safeguarding of children and/or young people in accordance with agreed procedures. If any conduct in relation to the safeguarding of Children or Young People gives cause for concern, the School's agreed Child Protection procedures will be followed, alongside implementation of the school's Disciplinary Procedure.

Redbridge Primary School is a large, inclusive school, which is currently expanding to four forms of entry. There is a purpose built nursery on site as well as a Children's Centre. The Children's Centre is managed by the local authority and has very close links with the school.

The key stage 1 building is approximately twenty years old and each classroom opens out with a patio onto a large field. KS1 is linked to KS2 by a new building, which houses our Year 2 and Year 6 classrooms and a separate dining hall. New building opened in September 2016. The KS2 building is a substantial building dating from 1937. The school has three halls, a quad with vegetable garden, two ICT suites, a library, a sensory room, a music room, an arts room, history museum and a large dedicated learning lab. We are very well resourced and the new expansion streamlines the existing buildings into one unit.

The school has very positive relationships with parents and the local community. Parents are ambitious for their children and are active in their education. Our PTA is thriving and very supportive. We are a community school and work in partnership with the local authority and other local schools.

Purpose of job

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Planning, preparing and delivering learning activities for individuals, groups or whole class, monitoring and assessing pupils and recording and reporting their progress. To be a keyworker for a group of children. To take individual responsibility for keyworker role development or whole-school policy development in a specific area.

Main duties and responsibilities

Participating in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEP's).

Preparation of the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.

Taking responsibility for a small group of children for varying types of activity, under the direction of the teacher.

Supporting children who are identified as having Special Educational Needs (SEN) or English as an Additional Language (EAL), by organising the implementation of IEP's set by other professionals.

Accompanying children on outside activities (e.g. swimming, educational visits, etc.)

Encouraging the children's development, independence, self-reliance, initiative and problem-solving skills.

Observing children's activities and contributing to their written records

Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.

Taking responsibility for work experience students acting as mentor and adviser. Working with the class teacher and Head teacher in the supervision and assessment of students working for NVQ level 3 or childcare qualifications. Inducting, training and mentoring less experienced staff.

Maintaining respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs

Being supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.

Attending to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.

Assisting with support for children who are identified as having special requirements (including those with complex needs), by assisting with performance of clinical procedures which may be undertaken by non-health qualified staff eg. administering prescribed medicines, catheter care, tracheostomy care etc

Dressing and undressing children whenever necessary throughout the day, arrivals, departures, playtimes and Physical Education (P.E.) classes.

Preparing children for swimming and dressing them afterwards if required

Feeding children unable to feed themselves at lunchtime and supervising drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary.

Moving and handling children, where necessary, following Health and Safety guidelines.

Assisting individual children with their mobility and independence training, including the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.

Toileting continent children, with assistance from colleagues where it has been assessed that more than one member of staff is required. (This does not include children requiring specialist nursing skills e.g. catheters). Occasionally, changing continent children who have soiled, with help from colleagues

Any other duties consistent with the purpose and grade of the post.

Keyworker Responsibilities

Overseeing the introduction and settling in process for children and families into the school/centre, including initial home visit with parent, giving initial information on school/centre policies.

Taking responsibility in planning, tracking and evaluating.

Setting individual targets and monitoring progress.

Carrying out a full record keeping programme for each child according to school/centre policy.

Being the first contact for key parents.

Setting targets and reviewing IEPs, in collaboration with the Special Educational Needs Co-ordinator (SENCO).

Initiating and implementing IEPs through regular liaison with Teaching Assistants, according to school policy.

Liaison with outside agencies e.g. Speech Therapists.

Registration of the children

Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).

Supporting and including children with SEN and to attend case conferences and reviews on own or with teacher as appropriate.

Attend and participate in relevant meetings, training and other learning activities and performance development as required.

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.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. To demonstrate an understanding of and a commitment to equal opportunities and diversity and to the standards of customer care.

Be responsible for own health and safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Duties and responsibilities of the post may change over time as requirements and circumstances change.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the Line Manager that are broadly within the grading level of the post and the competence of the post holder.

Person specification - Job Title Early Years Educator (Nursery Nurse) – Level 3

Education and Qualifications:

NNEB qualification or equivalent

Experience/Knowledge/Skills:

- Significant experience of working with or caring for children at Foundation Stage, including those who may have special needs.
- A sound understanding of early childhood development and learning.
- Ability to undertake individual assignments above routine EYE work.
- Training in the relevant learning strategies.
- First aid training/training as appropriate is desirable.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.
- Good numeracy and literacy skills.
- Ability to effectively use ICT to support learning.
- Ability to relate well to children and adults
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

We are looking for a caring individual whose ethos is inline with our values. we proudly have have 5 values that are at the heart of our school. Our 5 values are: **Positivity Honesty Friendship Resilience Respect**