

Nursery Lead Practitioner

Job Description: Nursery Lead Practitioner

Line Manager:	Headteacher, EYFS Lead
Main Purpose of Role:	To supervise and manage on a day-to-day basis all setting staff and to contribute to the planning and development of the setting. To provide and deliver learning activities for children under the supervision of a qualified teacher.

Accountabilities:

Management of Setting

- Support the Headteacher in the day to day running of the Nursery
- Support the Headteacher with the management of all nursery staff, supervising and supporting them in their day-to-day duties
- Ensure the Nursery is resourced appropriately with stock of equipment, furnishings and fittings.
- Be responsible for overseeing administrative duties associated with the management of the facility, e.g. maintaining records on staff and children and ordering equipment.
- Support the marketing of the setting as necessary to ensure it runs to its full capacity.
- To actively promote and support the safeguarding of children and young people in the workplace, ensuring that all staff and volunteers observe policies and procedures to keep children safe from harm.

Effective Practice

- Contribute to the delivery of a high quality provision within the setting.
- To encourage others to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.
- To establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn.
- Support the Headteacher in developing and promoting strategies to monitor children's activity, development and progress and to use this information to inform, plan and improve practice and provision.
- Plan and provide safe and appropriate activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn inline with the EYFS Curriculum.
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
- Actively support the development of children's language and communication skills.
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.
- Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being.
- Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them.
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision.

Relationships with children

- Establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively.
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.
- Demonstrate the positive values, attitudes and behaviour which the setting expects from the children.

Communicating and working in partnership with families and carers

- Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them.
- To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.

Teamwork and collaboration

- Establish and sustain a culture of collaborative and cooperative working between colleagues.
- Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis.

Professional development

- Demonstrate skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities.
- Adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions.

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Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role, as directed by the line manager.

Relationships

- ◆ To work with the children
- ◆ To work as part of the school team
- ◆ To work effectively with other staff across the trust.
- ◆ To provide high-quality customer service to parents, pupils and other stakeholders.