Job Description: Nursery Teacher

School: Two-Form Entry Primary School, Haringey
Job Title: Nursery Teacher
Scale: M1-M6

Phase: Early Years Foundation Stage (EYFS)
Responsible to: Headteachers and EYFS Phase Leader
Qualifications: Qualified Teacher Status (QTS) – Essential

Job Purpose

We are seeking an enthusiastic, committed and experienced Nursery Teacher to join our Early Years team in our two-form entry primary school in Haringey.

The successful candidate will be an outstanding early years practitioner with Qualified Teacher Status (QTS), a strong understanding of the Early Years Foundation Stage (EYFS) framework and proven experience of leading or managing a nursery provision.

The role will involve taking a leading role in the delivery of high-quality teaching and learning within the nursery, while supporting the EYFS Phase Leader in overseeing the strategic development, organisation and day-to-day running of both our two-year-old and three-year-old provisions.

We are looking for someone who has a genuine passion for early childhood development, understands the importance of high-quality provision for our youngest learners and can lead, motivate and support colleagues to ensure that all children receive the best possible start to their education.

Key Responsibilities

1. Teaching, Learning and Curriculum

- Plan and deliver high-quality, engaging and developmentally appropriate learning experiences in line with the EYFS framework.
- Provide an ambitious, inclusive and stimulating curriculum that meets the needs of all children, including those with SEND and those who may be disadvantaged.
- Ensure that learning is carefully sequenced and builds on children's individual starting points, interests and developmental needs.
- Promote language development, communication, early literacy, mathematics, physical development and personal, social and emotional development.
- Use observations, assessments and professional knowledge to identify children's next steps and inform future planning.

- Create a rich, enabling environment, both indoors and outdoors, that promotes independence, exploration, curiosity and purposeful play.
- Ensure that teaching and learning reflect the principles of effective early years practice and are responsive to children's needs.

2. Nursery Leadership and Provision Management

- Take a leading role in the organisation and development of the nursery provision, ensuring consistently high standards of education, care and safeguarding.
- Demonstrate previous experience of leading, managing or overseeing a nursery or early years provision.
- Support the EYFS Phase Leader in overseeing both the two-year-old and three-year-old provisions.
- Work collaboratively with the Phase Leader to monitor the quality of provision, teaching, learning and children's outcomes across the nursery.
- Support the effective deployment of staff to ensure that provision is appropriately staffed and that children's needs are met.
- Establish clear expectations and consistent approaches to routines, behaviour, interactions and learning across the nursery.
- Contribute to the development, implementation and evaluation of policies, procedures and improvement priorities.
- Support the Phase Leader in identifying areas for development and implementing actions to improve the quality of the nursery provision.
- Promote effective communication and collaboration between the two-year-old and three-year-old teams to ensure continuity and progression in children's learning and development.

3. Supporting and Developing Staff

- Provide guidance, support and professional leadership to nursery practitioners and support staff.
- Model high-quality interactions, teaching approaches and effective early years practice.
- Support colleagues in developing their understanding of the EYFS framework, child development and effective assessment.
- Contribute to staff meetings, professional development and opportunities for reflective practice.

- Promote a positive, supportive and collaborative team culture in which all staff feel valued and have high expectations for children's learning and development.
- Work alongside the EYFS Phase Leader to identify staff training needs and support improvements in practice.

4. Assessment, Monitoring and Outcomes

- Maintain accurate and purposeful records of children's progress and development.
- Use assessment information effectively to identify gaps, monitor progress and inform teaching.
- Support the Phase Leader in monitoring outcomes across both nursery age groups.
- Identify children who may require additional support and work with colleagues, parents and external professionals to ensure appropriate provision is in place.
- Contribute to the school's self-evaluation and improvement planning processes for EYFS.
- Ensure that transition arrangements between the two-year-old and three-year-old provisions, and into Reception, are effective and support children's individual needs.

5. Safeguarding, Welfare and Inclusion

- Ensure the safety, welfare and wellbeing of all children within the nursery.
- Maintain a thorough understanding of safeguarding requirements, statutory EYFS guidance and school policies.
- Promote an inclusive environment in which every child feels safe, valued and supported.
- Ensure that appropriate care routines, including toileting, feeding, sleep and personal care, are managed sensitively and in accordance with school procedures.
- Work in partnership with parents and carers to support children's development, wellbeing and learning.
- Ensure that the nursery environment meets statutory requirements and that health and safety procedures are consistently followed.

6. Partnership with Parents and the Wider Community

- Develop positive, trusting relationships with parents and carers.

- Communicate effectively about children's progress, achievements and developmental needs.
- Support settling-in arrangements and transitions into nursery and between age groups.
- Work collaboratively with external agencies and professionals to support children's individual needs.
- Promote the nursery as a welcoming, inclusive and integral part of the wider school community.

Person Specification

Essential Qualifications and Experience

The successful candidate must have:

- Qualified Teacher Status (QTS).
- Substantial experience of teaching within an Early Years setting.
- Strong knowledge and understanding of the EYFS statutory framework and early childhood development.
- Previous experience of leading, managing or overseeing a nursery provision.
- Experience of working with both two-year-old and three-year-old children, or a strong understanding of the developmental needs of these age groups.
- Experience of supporting, guiding or developing other practitioners.
- A proven ability to plan and deliver high-quality teaching and learning.
- Experience of using assessment to identify children's needs and improve outcomes.
- A strong understanding of safeguarding, inclusion and effective early years practice.

Essential Skills and Attributes

The successful candidate will:

- Be an inspirational and reflective early years practitioner with a genuine passion for working with young children.
- Demonstrate strong leadership, organisational and communication skills.
- Have the confidence and ability to support the EYFS Phase Leader in overseeing the nursery provision.

- Be able to motivate, support and develop colleagues.
- Have high expectations of themselves, colleagues and children's learning and development.
- Demonstrate a strong understanding of how young children learn through play, exploration and meaningful interactions.
- Be proactive, solution-focused and able to manage competing priorities.
- Be committed to inclusion, equality of opportunity and ensuring that every child achieves their potential.
- Demonstrate a warm, nurturing and professional approach when working with children, families and colleagues.
- Be committed to ongoing professional development and continuous school improvement.

Desirable

- Experience of working within a two-form entry primary school or a larger EYFS setting.
- Experience of overseeing provision for children aged two to four.
- Experience of supporting a nursery expansion or developing an early years provision.
- Knowledge of the two-year-old progress check and effective early identification of developmental needs.
- Experience of working with external agencies, including speech and language therapists and other early years professionals.
- Experience of supporting transitions between nursery and Reception.

Professional Expectations

All staff are expected to:

- Uphold the school's values, ethos and high expectations.
- Actively promote safeguarding and the welfare of children.
- Work collaboratively with colleagues across the school.
- Maintain professional standards and confidentiality.
- Engage in professional development and contribute to school improvement.
- Promote equality, diversity and inclusion in all aspects of school life.