



St Edmund's
Nursery School and
Children's Centre

Student Policy September 2017

Rationale

St. Edmund's recognises the importance of supporting students. All our school/centre community is committed to support students having high regard to meeting their needs. This work is reflected in our procedures and practices.

Aims

- To give students hands-on experience of what working in a Nursery School/Children's Centre involves and an insight into the job opportunities available
- To provide students with excellent role models to support their training (theory into practice) and to give them the opportunity to work in a professional team
- To help students and ourselves to develop as reflective practitioners; examining and developing practice through working alongside others

Methodology

Prior to start of placement

Every student must visit the school/centre prior to the start of their placement. On this visit the parental involvement worker will discuss:

- Hours of placement (including lunch-time arrangements)
- Professional expectations (dress-code, time-keeping, attitudes)
- Where student will be placed (the student will be introduced to the staff in the space where their placement is)
- The student will also be given a tour of the building

First week of placement

- On the first day of placement the student will be allocated a mentor, within the space they are working who will be responsible for supporting the student on a day-to-day basis throughout their placement.
- The mentor will be responsible for showing the student location of toilets, staff room, kitchen etc. and ensuring their well-being
- The parental involvement worker will meet with the student to complete an induction checklist. The student will be asked to sign a school/centre/student contract outlining expectations from both parties

Role of the mentor during the placement

- The mentor will support the student through modelling and making explicit good practice
- Initially the student should shadow the mentor, but over time these roles should be reversed so the student works with increasing independence under the supervision of the mentor. Where possible students should work towards being involved in all aspects of the work (planning/group times/displays/extended day/filing etc.). See job descriptions for expectations of students working towards L2 and L3 qualifications.
- The mentor should explain the routines/planning/policies and the reasoning behind practice
- There should be on-going professional dialogue between the mentor and student. The mentor should offer encouragement and give specific praise when the student does well. If there are difficulties the mentor should talk with the student to look at ways to resolve these

- The mentor should help the student to take responsibility for organising their college documentation (the student should have this with them at all times). On a day-to-day basis the mentor should sign any time sheets and on a weekly/fortnightly basis check progress
- At the end of the practice it is the mentor's responsibility to ensure the student has fully met the requirements of the placement (including number of days which can be checked against the sign-in system) and has completed an evaluation form (to be returned to the parental involvement worker).

Where a student is in danger of failing a placement

- Initially the mentor alongside the teacher/business manager should talk with the student about any concerns. The head of school should be informed of serious concerns
- The head of school will meet with the student explaining that they are in danger of failing their placement and put in place an action plan for remedying the situation
- The head of school will arrange a meeting with the student, school/centre and college tutor to draw up a contract
- In serious cases/where all the above have been applied students will be required to withdraw from the practice

OUTLINE JOB DESCRIPTION – Level 2

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To undertake work/care/support programmes, to enable access to learning for children and to assist the teacher/early years practitioner in the management of children and the classroom and outdoor play area. Work may be carried out throughout the nursery school/children's centre.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

RANGE OF DECISION MAKING:

To make decisions using initiative within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of children and whole classes
- the correct use and care of materials by individual and small groups of children
- the safety, mobility (if required) and hygiene and well being of the children.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school/centre, it's children, parents and carers.

The provision, use and storage of equipment and materials used by children with whom the postholder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school/centre.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR CHILDREN

- 1.1 Supervise and provide particular support for children, including those with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with children and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all children.
- 1.4 Encourage children to interact with others and engage in activities.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to children in relation to progress and achievement under guidance of the teacher/senior early years practitioner.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

2. SUPPORT FOR THE ENVIRONMENT

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of children's work.
- 2.2 Provide detailed and regular feedback to teacher/ early years practitioner on children's achievement, progress, problems etc.
- 2.3 Monitor children's responses to learning activities and accurately record achievement/progress as directed.
- 2.4 Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour
- 2.5 Establish constructive relationships with parents/carers.
- 2.6 Provide clerical/admin. support e.g. photocopying, typing, filing, money etc.
- 2.7 Use strategies, in liaison with the teacher, to support children to achieve learning goals.
- 2.8 Assist with the planning of learning activities.
- 2.9 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

3. SUPPORT FOR THE CURRICULUM

- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to children's responses.
- 3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the room planning/relevant learning activity and assist children in their use.

4. SUPPORT FOR THE SCHOOL/CENTRE

- 4.1 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.
- 4.2 Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school/centre.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of children, including before and after school and at lunchtime.
- 4.8 Accompany teaching staff and children on visits, trips and out of school/centre activities as required and take responsibility for a group under the supervision of the teacher/early years practitioner.
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

OUTLINE JOB DESCRIPTION – Level 3

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

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- 5 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 6 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 7 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To implement agreed work programmes as a member of a multi-disciplinary nursery school/children's centre team in supporting children and their families.

To assist the nursery coordinator/teacher in the long, medium and short term planning and implementation of the Early Years Foundation Stage

To support the learning of the children and to prepare resources and equipment for the nursery room and the outdoor play area.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

The Early Years Practitioner will be responsible for children from Birth to Five.

To maintain the planned range of activities in the nursery room and the outdoor area in accordance with the short term planning.

To take delegated responsibility in the supervision and guidance of students on work placement trainees and voluntary helpers.

SUPERVISION AND GUIDANCE:

To work under the guidance of teaching/senior staff and within an agreed system of supervision.

RANGE OF DECISION MAKING:

To make decisions using initiative where appropriate within established working practices.

The postholder will be expected to use creativity and initiative to:

- Help the children and their families take full advantage of the opportunities provided in the school/centre
- Support children and their families in the best use of the materials and equipments available
- Ensure the safety, mobility, care and well being of the children and adults.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school/centre its children, parents and carers.

To be responsible for the care of all equipment and materials, within the classroom/designated area of the school/centre in conjunction with other members of staff.

The provision, use and storage of equipment and materials prepared by postholder and used by the children with whom the postholder is working.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1 SUPPORT FOR CHILDREN

- 1.1 Use specialist skills/training/experience to support children
- 1.2 Establish good relationships with children, acting as a role model and setting high expectations
- 1.3 Promote the inclusion and acceptance of all children within the classroom
- 1.4 Encourage children to interact and work co-operatively with others and engage all children in activities
- 1.5 Help the children to develop independence and talk to the children appropriately about their behaviour.
- 1.6 Talk with the children about activities in relation to their holistic development, understanding, progress and achievement.
- 1.7 Assist with the development and implementation of IEPs
- 1.8 Give consistent support to children whilst recognising and responding to their individual needs.
- 1.9 Help to prepare the nursery room and outdoor play area in order to establish an appropriate learning environment
- 1.10 Observe and assess the children's progress for their Record's of Achievement, collecting the relevant evidence and provide accurate information through discussion and reports to the relevant members of staff.
- 1.11 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- 1.12 Help the Teacher/Senior Early Years Practitioner in putting the school/centre behaviour policy into practice by promoting high self esteem among children.
- 1.13 Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- 1.14 Prepare and producing teaching and learning materials.
- 1.15 Monitor and evaluate children's responses to play activities through observation and planned recording of achievement as part of the planning cycle.
- 1.16 Work with the teacher/senior early years practitioner in short, medium and long term planning using the Early Years Foundation Stage, evaluating the planning and moderating as appropriate.
- 1.17 Accurately record children's achievement/progress.
- 1.18 Use ICT as directed by policies, procedures and by senior staff.

2 SUPPORT FOR CURRICULUM

- 2.1 As a member of the nursery team contribute fully to planning, implementing and evaluating the curriculum.
- 2.2 Support the children in appropriate learning activities, both child initiated and adult led and modify if necessary.
- 2.3 Support the use of ICT in learning activities and develop children's competence and independence in its use
- 2.4 Determine the need for, prepare and maintain general and specialist equipment and resources.
- 2.5 Help children to access learning activities through specialist support

3 SUPPORT FOR THE SCHOOL/CENTRE

- 3.1 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

- 3.2 Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
- 3.3 Contribute to the overall ethos/work/aims of the school/centre
- 3.4 Establish good relationships and communicate with other agencies and professionals in liaison with the teacher, to support the development, achievement and progress of the children.
- 3.5 Attend and participate in regular meetings
- 3.6 Participate in training and other learning activities as required
- 3.7 Take a supervisory role with the children both during the core and extended provision.
- 3.8 Supervise children on visits, trips and out of school/centre activities as required.
- 3.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- 3.10 Work across all age groups in the school/centre as requested, recognising own strengths and areas of expertise and use these to advise and support others.
- 3.11 Maintain the quality of the indoor and outdoor learning environment and maintain the implementation of the short term planning.
- 3.12 Support the children in their learning.
- 3.13 Deal with any immediate problems or emergencies using the school/centre policies and procedures and discuss the action taken with a senior member of staff.