

Job title: **Nursery and Pre-School Room Leader**

Salary: **Grade 6**

Hours: 35 or 37 Hours per week (TBC)

Contract type: **Permanent**

Our Room Leaders must have a minimum Level 3 Early Years Qualification and have a real passion for early education and nurturing young children.

### **1. Overarching responsibilities:**

#### **a) To uphold the Dunalley vision and values:**

*Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.*

- *We value each individual and celebrate diversity*
- *We care about each other and the environment*
- *We persevere and grow together*
- *We are ready, respectful and safe*

#### **b) To take a leading role in realising the Nursery and Pre-School vision:**

*To cultivate a vibrant and nurturing early years environment where every child flourishes as a happy, confident, and independent learner. We aspire to ignite their natural curiosity about the world, empowering them to embrace challenges, take risks, and develop a resilient "can-do" attitude. Through rich experiences and strong partnerships, we aim to lay firm foundations for lifelong learning, positive relationships, and a deep understanding of themselves, their community, and the wider world.*

### **2. Learning and achieving together**

#### **a) Working with children:**

- To establish and maintain positive relationships with children so that they feel safe and confident whilst engaging with the provision.
- Communicate effectively with children from birth to age five, listening and responding sensitively.
- Promote positive social and emotional behaviour, attitudes and independence.
- Know and understand the significance of attachment and how effectively to promote it.
- Develop and sustain respectful relationships with children.

- Engage in sustained shared thinking with children.
- Give constructive feedback to help children evaluate their achievements and facilitate further learning.
- Demonstrate the positive values, attitudes and behaviours expected from children.
- To provide a range of playful opportunities and teaching approaches and lead regular group activities appropriate to the age and ability of the children.
- To work with families to support children through a range of transitions.

**b) Working with families:**

- To develop and maintain professional working relationships with parents and carers ensuring that they feel part of the full Dunalley community.
- Understand the important influence of parents/carers, engaging them effectively to support their child's wellbeing, learning and development, ensuring they feel part of the Dunalley community
- Develop and sustain respectful relationships with families.
- To communicate effectively with parents and carers regarding events within the setting and provide advice and guidance so that they can support and celebrate learning and development in the home.
- To give regular feedback to children and parents and/or carers to help children progress towards their goals
- To lead autumn and spring term individual family meetings and produce written transition reports for families and Reception teachers in the summer term.

**c) Working with colleagues:**

- To act as a role model and lead practice within the room whilst supporting the professional development of colleagues.
- Support colleagues to understand the part they play to enable every child to reach their full potential.
- Model and implement effective practice, and support and mentor other practitioners.
- To work in partnership and collaboration with Dunalley Leaders, seeking support and guidance where necessary.

**d) Developing self:**

- To actively participate in staff meetings, professional development and training opportunities.
- To positively engage in regular supervision sessions with the EYFS Lead as a means of reflecting on and developing practice.
- Reflect on the effectiveness of provision, propose appropriate changes and influence, shape and support the implementation of policies and practices within the setting.
- Take responsibility for improving practice through appropriate professional development, for self and colleagues.

**3. Curriculum**

- a) To take the leading role in the implementation of the Dunalley EYFS Curriculum and demonstrate a secure knowledge and understanding of how children learn and develop.

- b) Support individual children through all areas of learning and development as outlined in the EYFS.
- c) Encourage and support children's learning in ways that are appropriate to their development.
  
- d) To focus on the development of strong foundations in the prime areas of learning, enabling children to confidently build on this base to explore more complex skills, processes and knowledge within the specific areas.
- e) To set goals that stretch and challenge the individual needs of the children of all backgrounds, abilities and dispositions and demonstrate knowledge and understanding of how children learn and develop
- f) To produce progressive short-term plans and work with practitioners to organise activities and opportunities which captivate and engage children.
- g) Plan and provide appropriate adult led and child-initiated play and experiences that enable children to learn and develop.
- h) To actively develop inclusive environments which are responsive to the unique learning requirements and developmental pace of every child.
- i) To observe and assess children's progress to inform next steps.

#### **4. Assessment**

- a) To observe, assess and record children's development and learning, using this to plan next steps.
- b) To engage actively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
- c) To be accountable for children's progress, attainment and outcomes and attend termly Pupil Progress Meetings.
- d) To use the Dunalley tracking system – Insight.
- e) To understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements.

#### **5. Inclusion**

- a) To demonstrate an awareness of the physical, emotional, social and intellectual development and communication needs of young children, and to adapt education and care to support children at different stages of development.
- b) Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.
- c) To proactively identify when a child needs additional support and how this can be accessed, working in partnership with parents and/or carers, the Dunalley SENCO and other professionals.
- d) Understand the importance of and contribute to multi-agency team working.
- e) Establish and sustain an inclusive environment where all children feel confident and are able to excel.

#### **6. Learning environments**

- a) To establish a safe and stimulating environment where children feel confident and are inspired to learn and develop.

- b) To ensure the continual development of the environment and resources to ensure that children are stimulated and inspired to explore, learn and develop.
- c) Establish and sustain a safe environment and employ practices that promote children's health and safety.

## **7. Administration**

- a) To maintain daily registers and alert the attendance lead to concerns around attendance and/or punctuality.
- b) To welcome children into the cohort, organising and facilitating settling in sessions and assigning key workers.

## **8. Wider professional responsibilities**

- a) To model and implement effective education and care, and support and lead other practitioners in following Dunalley policies and procedures.
- b) Establish and sustain a safe environment and employ practices that promote children's health and safety.
- c) To know, understand and follow child protection policies and procedures, recognising when a child is in danger or at risk of abuse and acting in line with Dunalley policies.
- d) Know the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of children and the implications for early years settings.
- e) Promote equality of opportunity through championing children's rights and anti-discriminatory practice.
- f) Understand the implications of relevant legislation, statutory frameworks, including the EYFS, and policy for early years settings and apply in practice.