



# FRAYS

*Academy Trust*

## **Frays Academy Trust Early Years Policy**

**Date Ratified: September 2025  
Review Date: September 2028**

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## Approval

<b>Signed by Chair of Directors</b>	
<b>Date of Approval/Adoption</b>	September 2025
<b>Date of Review</b>	<b>September 2028</b>

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## 1 Policy Statement

At the Frays Academy Trust, we acknowledge the importance of 'quality' in the Early Years Foundation Stage and we recognise that every child is unique and is entitled to have their own individuality appreciated, respected and their particular needs provided for appropriately.

The Early Years Foundation Stage is a distinctive and key phase of a child's education and it underpins all future learning.

This policy applies to all schools within Frays Academy Trust. Where specific arrangements apply in individual schools this is specified in the policy where appropriate.

## 2 Legislative basis

This policy is based on requirements set out in the [Early Years Foundation Stage Statutory Framework - For Group and School-based Providers \(2025\)](#). We work within this statutory guidance as well as the [Early Years Foundation Stage Profile Handbook](#). We also use the [Development Matters \(2023\)](#) (non-statutory curriculum guidance for the early years foundation stage).

## 3 Definition – the Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) begins from birth until the end of Reception. The children in the Trust can enter The Pond (in Hillingdon) the term after their second birthday, the Nursery in the September after their third birthday and then start the Reception class the September after their fourth birthday (Compulsory schooling begins at the start of the term after a child's fifth birthday).

The Early Years Foundation Stage seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress, with no child left behind;
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## 4 Roles and responsibilities

### 4.1 The Board of Directors

The Board of Directors will:

- Approve the Early Years Policy
- Receive an annual update on the Statutory Check

### 4.2 The Frays Early Years Strategic Lead

The role of the Early Years Strategic Lead is:

- To provide teaching and learning support for schools in the Trust
- To provide leadership support and development for Early Years Leaders in schools in the Trust
- To narrow the attainment gap between advantaged and disadvantaged pupils across the schools in the Trust
- To provide professional development for all practitioners in the Early Years
- To provide advice to the Frays Academy Central Team
- Take a lead in the monitoring of Early Years across schools in the Trust
- To lead the Early Years Team in the Trust

### 4.3 The Headteacher

The role of the Headteacher is:

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- To ensure that the school is compliant with the Early Years Foundation Stage Framework, including the:
  - learning and development requirements (section 1),
  - assessment requirements (section 2),
  - safeguarding and welfare requirements (section 3).
- To manage the Early Years Lead, developing a professional culture amongst all staff in the Early Years and holding staff to account.
- To lead on the safer recruitment of Early Years staff, ensuring that their induction and on-going professional development is in line with Frays policy.
- To ensure that all Early Years staff have access to regular supervision meetings with their line manager, as outlined in this policy.
- Ensure that an annual check of the statutory EYFS safeguarding and welfare requirements is completed in preparation for the annual safeguarding audit.
- To ensure that the Reception Baseline Assessment (RBA) declaration form is signed each year and that the assessment is being delivered in accordance with the current EYFS Framework and the assessment and reporting arrangements (published annually).
- To work alongside with the Frays School Improvement Team, identifying areas for development and prioritisation.

#### **4.4 The Early Years Lead**

The role of the Early Years Lead is:

- To champion the Early Years and its undeniable significance to the overall outcomes and future success of pupils in the school. This includes promoting the presence of the phase within the whole school vision and ethos, the strategic planning and its inclusion in school wide events.
- To work in partnership with the school's Senior Leadership Team, Inclusion team and Trust's Early Years Strategic Lead to secure the phase' success and improvement, ensuring high quality education for all learners and improved standards of learning and achievement.
- To have high expectations for all pupils and staff, knowing and understanding what constitutes high quality in early years educational provision, the characteristics of effective teaching and learning, and strategies for raising standards and outcomes for young children.
- To promote pupils' spiritual, moral, social and cultural development and positive learning behaviour through effective management and leadership.
- To develop and deliver a strategic vision and curriculum for the phase, which secures outstanding teaching and learning and leads to outstanding outcomes for children in Early Years.
- To be responsible for the long- and medium-term planning of a curriculum that:
  - Is diverse and inclusive
  - Meets the needs of all pupils and the 'Learning and Development' requirements of the EYFS framework
  - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
  - Is effectively and consistently implemented across the EYFS
- To monitor the effectiveness of the quality of teaching and learning within the phase for all learners, including planning, delivery, quality of the learning environment and managerial systems, giving feedback and taking action where needed.
- To respond proactively to the needs of the upcoming or current cohort, instigating swift staff training or allocation, adaptations to the learning environment, timetables/management, resources or policy in response to the information.
- To lead on assessment in the Early Years, ensuring that statutory and termly assessments are carried out or administered in line with statutory guidance, and moderated effectively where appropriate.
- To lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS.

- To monitor, evaluate and review the effects of policies, priorities and targets of the Early Years in practice, and take action as necessary.
- Ensure that a professional demeanour and attitude is maintained by all staff in your team.
- Lead professional development of staff through example, creating strong teamwork.
- Support the provision of high-quality professional development by methods such as coaching and team teaching, drawing on other sources of expertise where appropriate.
- Lead Performance Management and Supervision meetings for staff in the Early Years Team.
- Ensure that parents are well-informed about their child's attainment and progress.
- To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development.
- Involve parents in the learning process through workshops and events.
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents.
- Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

#### **4.5 Early years staff**

The role of our staff is:

- To have high expectations for all pupils, knowing and understanding what constitutes high quality in early years educational provision, the characteristics of effective teaching and learning, and strategies for raising standards and outcomes for young children.
- To support the school to meet the requirements outlined in the Early Years Foundation Stage Framework.
- To commit to the responsibilities outlined in the Frays Teaching and Learning Policy.

### **5 The Principles and Practice**

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Children are inquisitive and curious, and we wish to build upon this in a positive and enjoyable manner.

The Early Years Foundation Stage is based around four 'Guiding Principles', three 'Prime areas of Learning', four 'Specific Areas of Learning' and three 'Characteristics of effective Teaching and Learning'.

#### **5.1 How do we do this?**

##### **5.1.1 A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

##### **5.1.2 Practitioners**

- understand and observe each child's development and learning, assess progress, plan for next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

### 5.1.3 Positive Relationships

Children learn to be strong and independent through positive relationships.

#### Positive Relationships are:

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built by attentive and attuned interactions

### 5.1.4 Enabling Environments with Teaching and Support from Adults

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

#### Enabling Environments:

- value all people
- value all learning

#### They offer:

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

## 5.2 Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Throughout their time in the Early Years children will experience an ambitious curriculum that is based on what each individual school feels their children need to know and be able to do to thrive. Practitioners use the 2021 Development Matters document as a base to build a robust and engaging curriculum for their cohorts that is usually interest or topic led. These show the knowledge, skills, understanding and attitudes that children need to learn throughout their time in the Early Years. This is not only to ensure they have the greatest opportunity to achieve the Early Learning Goals (See Appendix 1) at the end of Reception, but to cultivate a love of learning that will last for their whole life.

Weaving through our curriculum are the three Characteristics of Effective Teaching and Learning

- **Playing and exploring** - children investigate and experience things, and ‘have a go’
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

## **6 Planning in the Early Years Foundation Stage**

We plan for the knowledge, skills and understanding that we believe all young children should develop through quality and authentic learning experiences, driven by our knowledge of child development. We intertwine this with the children’s interests and believe they should play an active role in generating ideas for the curriculum. Each year group have plans for continuous provision inside and outside, some which correspond to ensure continuity throughout the phase, as well as social interaction and a greater range of differentiation in supported activities. The literacy and mathematics plans focus on whole class and small group teaching alongside adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well resourced and equipped for the children to learn, practise, develop, apply and transfer skills through play.

### **6.1 Long term planning**

This is a yearly overview of the skills and knowledge. It outlines the main objectives to be covered within each term, building progress across the year and phase.

### **6.2 Medium term planning**

The medium-term planning outlines, in more detail, each of the objectives to be covered, week by week. These contain clear learning objectives, considering the age and development of the children. They are progressive and each week’s learning builds upon the last, building a wider picture of development across the term, year and phase.

### **6.3 Short term planning**

Weekly plans show learning objectives, activities and observation and assessment opportunities. We plan a mixture of directed and child-initiated learning for the children to engage in. Some settings in the Trust also plan their provision with an ‘In the Moment’ approach.

## **7 Assessment and the pupil profile**

Our Assessment procedures are as follows:

- On entry to our settings, children are assessed using the Frays on-entry assessments developed by the Early Years Strategic Lead and Early Years Leaders in the Trust.
- We use observations to inform our planning and to record assessments of the children, and progress is tracked across the ‘Development Matters’, then recorded on Target Tracker regularly (four times annually).
- All pupils are assessed against guidance in the ‘Early Years Foundation Stage (EYFS) Handbook’.
- At The Pond (in Hillingdon), each child aged between 2 and 3 years will be assessed against the ‘Progress Check at Two’ guidance. This includes:
  - Reviewing their academic progress in collaboration with health professionals using their ‘Health and Development Review’ (parents must provide a copy of this for staff).
  - Hold a face-to-face meeting with parents/carers, providing them with a short, written summary and of their child’s development in the prime areas. This progress check must

- identify the child's strengths, and any areas where the child's progress is less than expected.
  - During the meeting practitioners should guide parents on how to support their child's next steps at home.
  - If there are concerns about a child's development based on criteria of the Two-Year-Old Check, the parents should be informed and work together with the Inclusion team at Laurel Lane School.
- Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).
- At the end of the EYFS, staff complete the EYFS profile for each child. Staff use their professional judgement to decide whether or not each child has met each of the 17 Early Learning Goals. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. All ELG judgements are moderated within schools and the Trust.
- This information is given to the local authority (Hillingdon or Wokingham as appropriate) and is a national assessment where all data is collated and forms a national data bank.
- The Early Years Foundation stage profile will form the basis for reports to parents/carers. This forms a summary of the child's development at that point and:
  - states the child's attainment against the ELGs
  - summarises attainment in all areas of learning
  - comments on general progress including the characteristics of effective learning (through our report format)
  - explains arrangements for discussing the profile
- The above information is also shared and discussed with the Year 1 teacher so that they can continue to help all children to get off to a flying start in Year 1.

### **7.1 Teaching methods and approaches**

Play underpins the delivery of all the Early Years Foundation Stage.

Through play, in a secure but challenging environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to understand the need for rules;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems.

### **7.2 Assessment through Observation**

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc., and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations may be allocated each week, which may take place in the form of a general classroom observation, e.g., of an activity, an observation on a particular child or skill.

These observations are recorded in a variety of ways e.g., photographs, post its, floor books, learning journeys, whole class feedback forms, etc.

## **8 Play in the Early Years Foundation stage**

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems and express fears or re-live anxious experiences in controlled and safe situations. Staff in the Early Years Foundation Stage value and participate in children's play to help children to concentrate and persevere, devote time and quality to their play, develop language and social skills, consolidate and reinforce past learning and build upon existing experiences and past learning.

## **9 Admission to The Pond, Nursery (if applicable) and Reception (all schools)**

The Pond, which is a multi-age setting at Laurel Lane Primary School, is Frays Academy Trust's provision for two-year olds. It offers 15 hours or 30 hours of provision for children between two and four years of age. Places are offered to children the term after they turn two. Children who are eligible for funded free childcare places have priority in our admission criteria.

Our school nurseries offer either 15 or 30 hours of education for children between three and four years old. Places are offered to those who meet the admission criteria set out by the Governors. Places are offered to children the term after their third birthday. Young children starting school need support to enable them to adjust successfully to their new environment and to develop positive attitudes towards the range of experiences they will encounter. We believe that developing a positive relationship with parents is a vital part in encouraging emotional security. Application forms are available from the school offices.

Children with successful applications will begin Reception in September after their fourth birthday. Admission into one of our Nurseries does not guarantee a Reception place, as parents must apply for these through the London Borough of Hillingdon or Wokingham as appropriate.

## **10 Transition**

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The EYFS team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. This section outlines how we achieve this.

### **10.1 Settling in to The Pond or Nursery (if applicable)**

School nurseries and The Pond generally provide 15 hours of provision (three-hour length sessions either five mornings or five afternoons per week), however some schools are able to provide 30 hours of provision, which equates to approximately four and a half school days.

- School staff often make home visits prior to pupils starting Nursery in September.
- School staff work alongside feeder nurseries to ensure the transition is as informed and as successful as possible.
- New nursery pupils and their families are invited to visit the setting before starting in September.
- The parents will receive effective communication regarding school routines and other important information.
- During the autumn half term, parents are able to come into the setting with their child for the beginning of the session to help them settle.
- Pupils in Nursery have quick yet staggered start, with groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.

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- After six weeks in the Nursery parents are invited to discuss how their child has settled during 'Parents Evening'.
- Nursery pupils transitioning to Reception regularly visit during the summer term, where they will have the opportunity to meet their class teacher and familiarise themselves with the open plan classroom.

## **10.2 Settling in to Reception (all schools)**

- The parents of children transitioning from Nursery, or an alternative setting, are invited to a 'Transition Meeting' with the EYFS leader and other key members of staff.
- School staff work alongside feeder nurseries to ensure the transition is as informed and as successful as possible.
- Children who attend the school nursery (if applicable) will have access to planned, regular transition activities across the summer term, including multiple visits to the reception setting and interactions with reception staff.
- Children who do not attend the Nursery of the school they will be starting Reception in, will have planned transition activities that allow both them and their parents to familiarise themselves with the classroom and staff.
- Children will attend full time school as promptly as possible, based on the individual circumstances of the school and/or cohort.

Reception often begins and ends at the same time as the rest of the school, although this varies at some schools. Staff are available to speak to parents at the beginning of each session (briefly) and for a longer period at the end of a session, as well as during organised appointments.

## **11 Attendance**

The school's Attendance Policy applies to our early years settings. Although children under the age of five are not of statutory school age, and therefore not subject to legal attendance enforcement or penalty notices, we maintain high expectations for excellent attendance in our early years' settings. Regular attendance is essential to ensure that children benefit fully from the rich learning experiences and developmental opportunities available. We strongly encourage families to prioritise consistent attendance to support their child's early education and long-term success.

## **12 Safeguarding and Welfare**

It is imperative to us that all children in the school are safe from harm. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill.

Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Child Protection Policy).

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."*

At Frays Academy Trust, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage, 2025.

We understand that we are required to:

- promote the welfare and safeguarding of children, acting promptly and diligently when we feel a child's safety is compromised.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.

- manage behaviour effectively in a positive manner appropriate for the children’s stage of development and individual needs.
- ensure that adults working with pupils have the expertise, training and physical and mental state needed to successfully meet the requirements of their roles.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- ensure that all children’s developmental needs are met and that additional provision and services are arranged to support.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **12.1 Child protection**

The school’s Child Protection Policy applies fully to the early years settings. All staff receive safeguarding and child protection training that meets the criteria outlined in Annex C of the Statutory Framework for Early Years Foundation Stage, ensuring they are equipped to identify, understand, and respond appropriately to signs of abuse, harm, or neglect. In addition, staff undertake early years-specific safeguarding training to ensure their knowledge and practice are tailored to the developmental needs and vulnerabilities of children aged 0–5. This training is refreshed at least every two years and is supported by ongoing professional development and supervision.

### **12.2 Whistleblowing**

The Trust’s Whistleblowing policy applies to our early years settings.

### **12.3 Suitable people**

The Trust’s Safer Recruitment and Selection Policy and associated guidance applies to our early years settings.

### **12.4 Staff qualifications, training, support and skills**

#### **12.4.1 Staff recruitment and induction**

Staff will be recruited and vetted in the same way as any other staff within the Trust. A model job description for the role of Nursery Nurse is attached as Appendix 2. New staff should be inducted following the same processes and procedures as the school and subject to the same pre-employment checks. Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the Headteacher is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.

#### **12.4.2 Staff supervision**

We provide supervision for staff in accordance with the [Statutory Framework for the Early Years Foundation Stage](#), under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.34 and 3.35.

Supervision is a means to ensure staff are clear about the expectations of their role and to be supported to do that job well. The meeting gives line managers the opportunity to support, coach, and provide training for the practitioner, whilst promoting the interests of children. It also encourages the confidential discussion of sensitive issues, allowing a two-way discussion between both parties, building an effective working relationship. To be effective, each person must take an

equal responsibility for ensuring clear communication and cooperation, valuing the purpose of supervision meetings. Supervision does not replace the annual staff appraisals.

#### **12.4.3 Responsibility, Process and Frequency of supervision**

Headteachers are responsible for ensuring that regular supervision meetings are conducted by line managers with every member of Early Years staff. All Early Years staff must be provided with a regular supervision (one-to-one) meeting with their line manager each term (three per year), which is booked in advance at an agreed time. There must be a written record of the meeting (see below).

#### **12.4.4 What to cover at supervision meeting**

The content of the supervision meeting will be to:

- Discuss the continuous professional development of staff, including their engagement and progress with current training programmes, and what they would like to work towards in the future.
- Celebrate the strengths and contributions they bring to the quality teaching and learning within the setting.
- Discuss any issues or concern about children, children, families, staff, workload, the curriculum or any other aspect of the setting.
- identify appropriate support and guidance regarding all aspects of work including support in dealing with children and their individual needs.

Staff should:

- Come prepared to discuss what they are doing well and the successes they've had since the last meeting, alongside any areas that need to be improved or developed further.
- Demonstrate how they are engaging with current professional development opportunities, seeking support if needed.
- Express their concerns, especially about particular children, or to share any insights around improving the quality of teaching and learning in the setting
- End the meeting knowing how to further excel within their role as a result of a coaching conversation.

Line managers should:

- facilitate fair, open and honest discussions, where both parties respect confidentiality and demonstrate a willingness to strive for continuous improvement.
- Be an active listener, allowing staff to express their opinions, ideas and concerns.
- Provide effective coaching sessions where staff can strategise opportunities to make improvements as a result of the meeting.

#### **12.4.5 Recording supervision meetings**

The supervision meeting will be recorded on the Supervision Proforma (see Appendix 3) and should be completed during the meeting. Both parties will sign the record. A copy of the form will be given to the member of staff. To ensure that the confidentiality and identity of individual children is maintained within the supervision record, only initials will be used.

#### **12.5 Staffing and Ratios**

The ratio and qualification conditions below apply those who can have Class teacher responsibility and who can cover in the absence of the class teacher in Reception, Nursery and Pre-Nursery.

### 12.5.1 Class Teacher Responsibility

#### Reception

- A class teacher with QTS = staff: child ratio of 1:30
- A class teacher deemed suitable by the Headteacher with at least a full and relevant L3 qualification (see 13.2) = staff: child ratio of 1:30

#### Nursery

- A class teacher with QTS = staff: child ratio of 1:13
- A class teacher deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.2) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:8

#### Pre-Nursery

- A class teacher deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.2) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:5 for 2-year-olds, 1:8 for 3-year-olds.

### 12.5.2 Specifications for a Class teacher who does not hold 'Qualified Teacher Status'

Suitable persons must:

- hold a fully relevant and approved level 3 qualification
- be recognised by the Headteacher as professionally competent and knowledgeable
- have a commitment to continued professional development
- meet the roles and responsibilities outlined on a class teacher job description and personal specification
- be paid on the 'Unqualified Teacher' pay scale as agreed with the CEO.

### 12.5.3 PPA, Leadership or Emergency Cover

#### Reception

- An instructor or coach can lead whole class physical education or music lessons.
- A member of staff deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.4).
- If both class teachers are not in the setting, a combination of PE or Music Instructor and a suitable member of staff (see 13.4) would be the preferred model of cover.

#### Nursery

- Supply cover with QTS = staff: child ratio of 1:13
- A suitable person (see 13.4) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:8

#### Pre-Nursery

- A person deemed suitable by the Head with at least a full and relevant L3 qualification (see 13.4) + half of remaining staff must hold a full and relevant L2 qualification = staff: child ratio of 1:5 for 2-year-olds, 1:8 for 3-year-olds

### 12.5.4 Specifications for staff without 'Qualified Teacher Status' to cover PPA, Leadership or in an Emergency

Suitable persons must:

- hold at least a full and relevant L3 qualification
- be on Support Staff Pay Scale 6
- have included in their job description:

#### Duties and Responsibilities:

- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

- have specific performance appraisal targets alongside supervision and continued professional development that improves their knowledge and abilities around whole class teaching
- attend training days in line with their continuous developmental training needs

In addition to this, the Headteacher can provide evidence that the quality of provision in the setting remains consistently strong when cover is delivered by this member of staff.

An HLTA with suitable experience and training would be considered appropriate to cover any EYFS year group.

## **12.6 Paediatric first aid**

At all times, at least one staff member who has a current paediatric first aid (PFA) certificate will be present, both within the Early Years classrooms and wherever early years children are eating throughout the day. The PFA certificate which meets the requirements set out in the Early Years Foundation Stage statutory framework and is updated at least every 3 years.

## **12.7 Health**

Frays Academy Trust schools promote the good health, including the oral health, of the pupils in their care. Our First Aid, Health and Safety, Intimate Care, and Supporting Children with Medical Conditions policies, alongside our policy for Children with Health Needs Who Cannot Attend School, all apply to our early years settings.

### **12.7.1 Dietary and Health Requirements**

Before a child is admitted to the setting, the school must obtain detailed information regarding:

- Any special dietary requirements, preferences, food allergies, or intolerances.
- Any special health requirements.

This information will be:

- Shared with all staff involved in the preparation and handling of food.
- Reviewed regularly and updated as needed in collaboration with parents/carers.

### **12.7.2 Accountability**

- At every mealtime and snack time, the school must clearly identify who is responsible for ensuring that the food provided meets each child's individual dietary and health needs.
- A member of staff with a valid paediatric first aid certificate must always be present, alert, and within sight and sound of children while they are eating, including during lunchtime and wraparound care.

### **12.7.3 Managing Allergies and Intolerances**

If a child has an allergy or intolerance:

- An individual allergy plan must be in place, developed in collaboration with parents/carers and, where appropriate, health professionals.
- The plan must be kept up to date and shared with all relevant staff.
- Staff must be trained to:
  - Recognise the symptoms and treatments for allergies and anaphylaxis.
  - Understand the differences between allergies and intolerances.
  - Be aware that children can develop allergies at any time.

Schools should refer to the BSACI Allergy Action Plan for guidance.

### **12.7.4 Children Not Yet Eating Solid Food**

For children who are not yet eating solid food:

- A care plan must be in place, with ongoing discussions with parents/carers about the child's stage of weaning and familiar textures.
- No assumptions should be made based on age alone.
- If school meals are provided, food must be prepared appropriately for the child's developmental stage, with support from parents/carers to help the child progress at their own pace.

#### **12.7.5 Preventing Choking**

To minimise the risk of choking:

- Food must be prepared safely, following [food safety](#) and [choking prevention](#) guidance.
- Children should be seated in appropriately sized low chairs in a designated eating space with minimal distractions.
- Children must always be within sight and hearing of staff while eating.
- Staff should be alert and attentive, as choking can be silent.
- Where possible, staff should sit facing children to monitor eating, prevent food sharing, and respond quickly to allergic reactions or choking.

#### **12.7.6 Responding to Choking Incidents**

If a choking incident occurs that requires intervention:

- The incident must be recorded, including where and how the child choked.
- Parents/carers must be informed.
- The cause must be identified, and appropriate preventative measures put in place.

Records will be reviewed periodically to identify trends or recurring risks, and appropriate action must be taken to address any concerns.

#### **12.8 Safety and suitability of premises, environment and equipment**

The Trust's Health and Safety Policy applies to our early years settings and includes risk assessment and risk management procedures.

#### **12.9 Behaviour**

The school's Behaviour Policy applies to the early years setting and any incidents or physical intervention are recorded and reported to parents/carers.

#### **12.10 Special educational needs and disability (SEND)**

The Trust's SEND Policy applies to our early years settings and each school's SEND information report sets out provisions for all our children with additional needs.

#### **12.11 Information and record keeping**

The Trust's Data Protection Policy, Information Security Policy and Privacy Notices apply to our early years settings. Records are managed and retained or destroyed in accordance with our Records Management Policy and Schedule.

#### **12.12 Online safety and use of mobile phone technology in early years**

Staff, including in early years, are not permitted to use their personal mobile phone, while children are present/during contact time. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staffroom). This includes volunteers, contractors and anyone else otherwise engaged by the school.

There are very limited circumstances in which it is appropriate for a member of staff to have use of their phone during contact time for personal reasons. For instance (this list is non-exhaustive):

- For emergency contact by their child, or their child's school

- In the case of acutely ill dependents or family members

The Headteacher will decide on a case-by-case basis whether to allow special arrangements.

If special arrangements are not deemed necessary, school staff can use their school office number as a point of emergency contact.

As a Trust we also have an Internet Content Filtering Policy to ensure that only appropriate age-related content is available to our children. In addition, all our staff and users of our Network must agree to our IT Acceptable Use Agreement.

### **12.13 Use of images**

If it is necessary to take photos or recordings as part of a lesson/trip/activity, this must be done using school equipment.

Staff must not use their personal mobile phones or other devices to take photographs or recordings of pupils, their work, or anything else which could identify a pupil unless they have explicit permission from the Headteacher to do so, and they must immediately transfer images to a school-based system, delete it and not store it on their device. Where these images are published (e.g. on the school website) staff must ensure that it will not be possible to identify pupils by name or other personal information.

Staff must ensure that when they take or publish images of pupils or parents/colleagues, it is with permission.

Further information is available in the school's First Aid policy.

### **13 Complaints about early years (reception and nursery)**

We will investigate all written complaints relating to early years, and notify the complainant of the outcome within **twenty-eight (28) calendar days** of receiving the complaint as set out in the [Statutory framework for the early years foundation stage](#). We will manage complaints in accordance with the procedure set out within the Complaints Policy, which is available on our school websites and the Frays Academy Trust website.

The school will keep a record of the complaint and make this available to Ofsted on request. Parents and carers can notify Ofsted if they believe that the school is not meeting Early Years Foundation Stage requirements, by calling 0300 123 4234 or 0300 123 4666, or by emailing [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk). An online contact form is also available at <https://www.gov.uk/government/organisations/ofsted#org-contacts>.

In keeping with the requirements of the [Statutory framework for the early years foundation stage](#) we will notify parents and carers if we become aware that the school is to be inspected by Ofsted. We will also make the inspection report available to parents and carers.

### **14 Partnerships with Parents and Carers**

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this effectively, we try to include parents as much as possible. Whenever the term parent is used it refers to anyone who has parental responsibility of the child.

Formal meetings which are offered to parents include:

- Summer visit for the child and parents to visit the current class – June/July.
- A transition meeting to explain school and class routines – June/July.

- Autumn term: Parents’ consultations to discuss settling and any initial language or behavioural needs and target setting for the term – September/October.
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home - November/October.
- A numeracy workshop to inform parents how mathematical concepts and skills are taught and how they can support at home- November
- Spring term: parent’s consultation to discuss progress, Foundation Stage Profile achievements and setting new targets for the term– January.
- Summer term: parents receive school report, reporting the Early Learning Goals (ELG) that pupils achieved and next steps as the children prepare for Year 1– July.
- Links through learning activities as and when appropriate, e.g. family sessions and events, ‘Stay and Play’ sessions, worship in the Church (for Church of England Schools), home learning books, home reading books, sharing children’s work, school trips, etc.

## 15 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from, and the wider world. We encourage the children to choose their own activities from those on offer, as we believe that this encourages independent learning. The resources on offer are carefully chosen to support children’s development and evolve across the year and phase to challenge and support children as they grow.

## 16 Inclusion in the Early Years Foundation Stage

In our schools, we believe that all children are exceptional. We give all our children the opportunity to achieve the best. We do this by taking account of our children’s range of life experiences when planning for their learning.

We meet the needs of all our children through:

- Designing curriculums that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- Considering the long-term goals of individual learners and ensuring children meet goals and targets over time.
- Planning and adapting learning opportunities that take account of children’s individual needs and strengths.
- Using a wide range of teaching strategies based on children’s learning and needs.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Involving external support agencies as necessary.

## 17 Equal Opportunities

In line with the Trust’s commitment to equality, no child will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

## 18 Links with other policies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See the school’s Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy

Emergency evacuation procedure	See Health and Safety Policy
Procedure for supporting children with intimate care and nappy changing	See the school's Intimate Care Policy
Procedure for checking the identity of visitors	See Child Protection Policy and associated guidance
Procedures for a parent failing to collect a child and for missing children	See Attendance Policy
Procedure for dealing with concerns and complaints	See Complaints Policy

Other policies:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy (school)
- Code of Conduct
- Data Protection Policy
- Dealing with allegations or concerns raised against teachers and other staff Policy
- E-Safety Policy (school)
- Information Security Policy
- Internet Content Filtering Policy
- Intimate Care Policy (school)
- IT Acceptable Use Agreement
- Physical Intervention Policy
- Records Management Policy and Records Management Schedule
- Safer Recruitment and Selection Policy
- Staff Induction Policy
- Suspension and Permanent Exclusion Policy
- Teaching and Learning Policy

## Appendix 1 – Areas of Learning and Development and the Early Learning Goals

### Prime Areas

#### Communication and Language

- Listening, Attention and Understanding
  - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
  - Make comments about what they have heard and ask questions to clarify their understanding.
  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking
  - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

#### Personal, Social and Emotional Development

- Self-Regulation
  - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
  - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
  - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self
  - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
  - Explain the reasons for rules, know right from wrong and try to behave accordingly.
  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- Building Relationships
  - Work and play cooperatively and take turns with others.
  - Form positive attachments to adults and friendships with peers.
  - Show sensitivity to their own and to others' needs.

#### Physical Development

- Gross Motor Skills
  - Negotiate space and obstacles safely, with consideration for themselves and others.
  - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
- Fine Motor Skills
  - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
  - Use a range of small tools, including scissors, paint brushes and cutlery.
  - Begin to show accuracy and care when drawing.

### Specific Areas of Learning

#### Literacy

- Comprehension
  - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
  - Anticipate – where appropriate – key events in stories.
  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
- Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Writing
  - Write recognisable letters, most of which are correctly formed.
  - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
  - Write simple phrases and sentences that can be read by others.

## **Mathematics**

- Number
  - Have a deep understanding of number to 10, including the composition of each number.
  - Subitise (recognise quantities without counting) up to 5.
  - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Numerical Patterns
  - Verbally count beyond 20, recognising the pattern of the counting system.
  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

- Past and Present
  - Talk about the lives of the people around them and their roles in society.
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
  - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- People, Culture and Communities
  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.
- The Natural World
  - Explore the natural world around them, making observations and drawing pictures of animals and plants.
  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

- Creating with Materials
  - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
  - Share their creations, explaining the process they have used.
  - Make use of props and materials when role playing characters in narratives and stories.
- Being Imaginative and Expressive
  - Invent, adapt, and recount narratives and stories with peers and their teacher.
  - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

## Nursery Nurse

<b>Grade:</b>	Support Staff Scale Point 6
<b>Accountable to:</b>	The Headteacher
<b>Line Manager:</b>	Early Years Foundation Stage (EYFS) Leader
<b>Responsible for:</b>	Supporting learning and teaching in the Early Years Foundation Stage
<b>Purpose of Role:</b>	<ul style="list-style-type: none"> <li>• Planning, preparing and delivering learning activities for individuals, groups or the whole class.</li> <li>• To work with teachers and other team members to raise the learning and attainment of pupils</li> <li>• Promote pupils' independence, self-esteem and social inclusion.</li> <li>• Provide the best possible opportunities for the children to grow in all aspects of their development and learn in a happy, safe and stimulating environment.</li> <li>• To use their knowledge of child development and current educational strategies to understand the attainment of pupils and how to support them to make good progress.</li> </ul>

### Job Description

#### Duties and Responsibilities:

<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)</li> <li>• Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities</li> <li>• To cover and lead whole class teaching (under supervision) as and when appropriate</li> <li>• Direct the work, where relevant, of other adults in supporting learning</li> <li>• Use effective behaviour management strategies consistently in line with the school's policy and procedures</li> <li>• Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment</li> <li>• Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment</li> <li>• Observe pupil performance and pass observations on to the class teacher</li> <li>• Use ICT skills to advance pupils' learning</li> <li>• Undertake any other relevant duties given by the class teacher</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Use their expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities</li> <li>• Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning</li> <li>• Plan how they will support the inclusion of pupils in the learning activities</li> <li>• Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role</li> <li>• Read, understand and teach from lesson plans</li> </ul>
<b>Working with colleagues and other relevant professionals:</b>	<ul style="list-style-type: none"> <li>• Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision</li> <li>• With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with</li> <li>• Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers</li> <li>• Collaborate and work with colleagues and other relevant professionals within and beyond the school</li> <li>• Develop effective professional relationships with colleagues</li> </ul>
<b>Whole-school organisation, strategy and development:</b>	<ul style="list-style-type: none"> <li>• Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> </ul>
<b>Health and safety:</b>	<ul style="list-style-type: none"> <li>• Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy</li> <li>• Look after children who are upset or have had accidents</li> <li>• To attend to the intimate care needs of pupils when needed, following the requirements of our school's intimate care policy.</li> </ul>
<b>Professional development:</b>	<ul style="list-style-type: none"> <li>• Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness</li> <li>• Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school</li> <li>• Take part in the school's appraisal procedures, with one priority aimed to improve abilities in delivering whole class lessons.</li> </ul>
<b>Personal and professional conduct:</b>	<ul style="list-style-type: none"> <li>• Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school</li> <li>• Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality</li> <li>• Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community</li> <li>• Respect individual differences and cultural diversity</li> </ul>
<b>Other areas of responsibility:</b>	<ul style="list-style-type: none"> <li>• The Nursery Nurse will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</li> </ul>

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Nursery Nurse will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Early Years Leader.**

## Person Specification

### Qualifications & Experience:

- NNEB or NVQ Level 3 in Childcare and Education or equivalent qualification
- Minimum of two years' experience working with Nursery or Reception age children, either in a school, day nursery or play group.
- First Aid Certification (or willingness to become first aid trained)
- Experience of planning and leading teaching and learning activities (under supervision)

### Professional Values & Practice:

- Uphold the school values and Christian ethos of the school (Church schools only).
- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.
- Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour.
- Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers.
- Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.

### Knowledge, Understanding and skills:


- Understanding of the aims, pedagogy and principles of the Early Years Foundation Stage.
- Understanding of effective teaching methods
- Knowledge of how to successfully lead learning activities for a group or class of children
- Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context

### Personal qualities:

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality.

Frays Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Appendix 3 – Staff in Early Years – Supervision Record

		<b>STAFF IN EARLY YEARS - SUPERVISION RECORD</b> Meeting for: Facilitated by (line manager): Date:	
Items discussed		Actions agreed (by whom and when)	
Review of actions from previous meeting			
<b>Continuous Professional Development</b> <i>Engagement with current CPD and progress against current aims, career progression, interest in training, etc.</i>			
<b>Strengths/contributions</b> <i>In regard to the on-going improvements to the quality of teaching and learning within the setting (since the last meeting).</i>			
<b>Children and Families</b> <i>Support for particular children/their families, curriculum, observation, assessment and planning, evaluation, concerns.</i>			
<b>Individual / Wellbeing</b> <i>Workload, colleague relationships, work life balance, health, suitability and ability to perform duties, well-being. Any changes to DBS or Health Declaration? (provide details if yes)</i>			
<b>Safeguarding and Child Protection</b> <i>Are there any sensitive issues that you would like to discuss in confidence/concerns regarding inappropriate behaviour displayed by colleagues, parents/carers?</i>			
<b>Coaching support from Line Manager</b> <i>Based on the outcomes of the conversation.</i>	Goal:		
	Reality:		
	Opportunities:		
	What will I do?		
Signed (Line Manager):			Date:
Signed (Employee):			Date:

