

Gallatown Nursery

Roles and Responsibilities

Depute Head of Centre - Jackie Lorimer	Headteacher - Sharon Curran	Principal Teacher - Gemma Lynch
		
Operational Management in absence of HT including holiday periods 	Operational Leadership and Management of Fair Isle FNC and Gallatown Nursery. 	ASN 
Early Entrants 	Strategic Leadership and Management of Fair Isle FNC and Gallatown Nursery. 	3-5 provision 
Staffing 	Staffing 	Students 
Continuous Professional Learning 	Continuous Professional Learning 	Continuous Professional Learning 
Quality Improvement and Assurance Processes 	Quality Improvement and Assurance Processes 	Quality Improvement and Assurance Processes 
Partnerships with professionals and agencies (EE) 	Partnerships with professionals and agencies 	Partnerships with professionals and agencies (3-5's) 
Self-evaluation and Improvement 	Self-evaluation and Improvement 	Self-evaluation and Improvement 
Family Learning and Support 	Partnerships with Families 	Home Links and Learning 
Holiday Places and Staff Organisation (Toni) 	Managing Resources and Budget 	EYQIP 
Child Protection Co-ordinator 	Managing health and safety for all 	
Inductions 	Overseeing Roles and Responsibilities 	
	EYQIP 	

Gallatown Nursery

Roles and Responsibilities

EYLO - Keri Gray 	EYLO - Megan Neville 	SEYO/Family Worker - Suzanne Petrie 	SEYO(am) - Jennifer O'Keefe 	SEYO(pm) - Jodie Fisher 
Inspire and Motivate Children and Staff 	Inspire and Motivate Children and Staff 	Family Learning 	Operation of Viewforth Terrace (am) 	Operation of Viewforth Terrace (pm) 
Supporting Learners 	Supporting Learners 	Family Support 	First Aid 	First Aid 
Family Support 	Family Support 	Lead Practitioner Under 3's 	Lead Practitioner Sunflower am 	Lead Practitioner Sunflower pm 
Analysis of Data 	Analysis of Data 	Depute Child Protection Co-ordinator 	Medical Support and Overviews 	Depute Child Protection Co-ordinator 
Literacy and Communication Lead 	Numeracy and Technology Lead 	EVOLVE – community visits 	Dietary co-ordinator 	Pupil Information Co-ordinator 
Quality Improvement and Assurance 	Quality Improvement and Assurance 	Enrolments 	Enrolments 	Enrolments 
	Holiday Place Management 	Quality Improvement and Assurance 	Quality Improvement and Assurance 	Quality Improvement and Assurance 

All EYO's	All PSA's
EYO	PSA
Supporting Learners 	Supporting Learners 
Documentation of Learning and Record Keeping 	Continuous Professional Learning 
Working with families 	
Quality Improvement and Assurance 	
Continuous Professional Learning 	

Specific Roles	
EYO	
Eco Kirstin, Danielle Fay, Lee	Acting Senior Rebecca, Nadia Connie, Danielle
First Aid Edyta	Bus Drivers Fay, Lorraine, Keri
UNCRC Gail, Stephanie Fiona, Nicole	REHIS Edyta, Fay, Amy, Keri, Suzanne Kirstin, Kirsty, Jennifer, Jodie, Lee
Signalong Gill, Kerry	Lending Library Melanie, Stephanie, Antonia
Supporting Family Learning Anna (Toddlers), Rebecca and Antonia (Mini Kickers), Sarah and Jennifer (Peep), Kirsty and Sarah (Bookbug)	QI Language and Communication Keri, Jennifer, Jodie, Fiona, Sarah
EAL Champion Edyta	Boardmaker Nadia, Fiona
Up Up and Away Champions Kirsty and Amy	

Sharon Curran
Headteacher



Operational Management of Fair Isle FNC and Gallatown Nursery.	Strategic Leadership of Fair Isle FNC and Gallatown Nursery	Staffing	Continuous Professional Learning	Quality Improvement and Assurance	Partnerships with professionals and agencies
<p>Daily running of setting</p> <p>Maintenance inside building</p> <p>Maintenance outside of building</p> <p>Ensuring safety of equipment</p> <p>Security – gates, doors, garden</p> <p>Fire Marshall</p> <p>Attendance at SOM meetings</p>	<p>Leadership of collaborative groups focussed on school, cluster, local authority or national improvement priorities</p> <p>Leading Vision, Values and Aims of both settings</p> <p>Working collaboratively with others to create a culture of learning and positive ethos</p> <p>Involvement in supporting and promoting activity focussed on improving life outcomes for the most vulnerable individuals</p> <p>Curriculum development and leadership</p> <ul style="list-style-type: none"> - Creation of Ensuring Quality Calendar/Year Plan - Leading professional learning and development of knowledge of curriculum development and practices - Creating a coherent Curriculum Rationale - facilitating opportunities for groups to work collaboratively to take forward improvement priorities - monitor and review progress <p>Wellbeing analysis</p> <p>Tracking Learners including specific cohorts</p>	 <p>Planning and organisation of staffing across the settings for future year</p> <p>Recruitment and appointment of staff</p> <p>Direct line manager for leadership team</p> <p>Attendance management procedures for leadership team</p> <p>Co-ordination of staffing during DHoC holiday periods</p>	 <p>Providing, consulting and organising training and development opportunities</p> <p>Coaching and mentoring colleagues, and developing the coaching and mentoring skills of others</p> <p>PRD - leadership team</p> <p>Engaging critically with current research, literature and policy in society and education</p> <p>Attendance at ELC QI sessions</p> <p>Attendance at LIF</p>	 <p>Plan and co-ordinate quality assurance tasks</p> <p>Moderate PLJs, collate information and feedback to staff</p> <p>Playroom Observations</p> <p>Moderate chronologies, checking agency information and actions</p> <p>Quality Assurance – weekly record, daily RA's, cleaning (termly)</p> <p>Area Risk Assessments</p> <p>EVOLVE – community visits</p> <p>Learning Partnership – lead, initial dialogue, plan and prepare for visit, lead learning partnership, write report, lead final dialogue</p>	<p>Build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners.</p> <p>Work collaboratively with professionals</p> <p>Lead Collaborative Hub</p> <p>EYQIP visits</p> <p>Attendance at Cluster meetings (Viewforth and KHS)</p> <p>FNC Collaborative meetings</p>

Self-evaluation and Improvement	Partnerships with Families	Managing Resources and Budget	Managing health and safety for all	Overseeing Roles and Responsibilities	EYQIP
 <p>Ensuring that the context and culture are set for others to lead effectively and that there is a clear and agreed focus on self-evaluation and improvement.</p> <p>Engage in professional dialogue and constructive feedback,</p> <p>Quality Improvement – writing and leading of SQR/SIP</p> <p>Leading Learning Partnerships</p> <p>Linking with PT/EYLO for learning, teaching and assessment</p> <p>Planning strategic self-evaluation activities</p> <p>Creating and analysing questionnaires/survey for all stakeholders</p> <p>Facilitate opportunities for groups to work collaboratively to lead improvement</p>	 <p>Meeting with families as required</p> <p>Newsletters</p> <p>Providing information to families</p> <p>Reporting – reading of all end of year reports</p> <p>Development of Family Welcome Session</p> <p>Liaising with Family Worker DHoC for agreed family learning timetable</p>	 <p>Finance – budget and resourcing for both settings</p> <p>Monitoring and evaluation of resources</p> <p>Approval of orders</p> <p>Termly Finance and budget meetings</p> <p>Monitoring of use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement</p>	 <p>Undertake compliance visits with business manager</p> <p>Update Risk Register</p> <p>Follow and action health and safety part 3 checklist</p> <p>Follow and action workplace safety inspection</p> <p>Annual periodic fire risk assessment</p> <p>Plan termly fire drills</p> <p>Evaluate and Update Fire Evacuation Plan</p> <p>Incident management in event of emergency and/or school closure</p> <p>Create and maintain contingency plans</p> <p>Traffic Management Plan</p> <p>School Resilience Plan</p>	 <p>Liaising with leadership team re roles and responsibilities</p>	 <p>Attend EYQIP local authority meetings</p> <p>Visit and Support partner providers</p> <p>Write EYQIP reports</p>

Jackie Lorrimer
Depute Head of Centre



Operational Management of Fair Isle FNC and Gallatown Nursery.	Early Entrants 	Staffing 	Continuous Professional Learning 	Quality Improvement and Assurance Processes 
<p>Daily running of setting in absence of HT</p> <p>Running of setting during holiday periods</p> <p><u>Health & Safety</u></p> <ul style="list-style-type: none"> - Maintenance inside building - Risk assessments for staff - Equipment - Security – gates, doors, garden - Fire Marshall <p>Staff Induction</p>	<p><u>Under 3's Panel</u></p> <ul style="list-style-type: none"> - Attend under 3's panel - Contact parents with outcome of Panel meeting - Send nursery information and confirmation of home visit and nursery visits to parents via email - Update register for rooms following panel <p><u>Transition</u></p> <ul style="list-style-type: none"> - Arrange transition In and Out - Arrange home visit to complete enrolment <p><u>Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> - Arrange and attend Support meetings - Attend Individuals - Moderation of Planning and feedback to staff - Support children with ASN - Support staff to create sensory profiles - Contacting agencies and Health Visitors <p><u>Curriculum</u></p> <ul style="list-style-type: none"> - Lead and support staff training and development with new initiatives in under 3's 	<p><u>Daily Staffing</u></p> <ul style="list-style-type: none"> - Staffing spreadsheet ensuring daily cover - Bulletin detailing staff cover - Arranging supply - Annual leave - Appointments <p><u>Attendance Management (EYO's)</u></p> <ul style="list-style-type: none"> - Absence management including Stage A meetings and reviews. - Return to work, add to oracle - Keeping in touch with staff on long term sick - Phased return - Maternity leave - KIT days - Occupational Health referrals - Mediation - Emotional Support <p><u>Recruitment</u></p> <ul style="list-style-type: none"> - Work alongside HT in recruitment processes - Writing of references 	<p><u>PRD</u></p> <ul style="list-style-type: none"> - EYO PRD's - paperwork sent out prior to PRD being carried out and recorded in staffing - Year calendar of PRD's <p><u>Performance Management</u></p> <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> - Core Approaches – attend Twilight sessions - Keep update to date with best practice 	<p>U3's PLJ Moderation & Feedback</p> <p>Accident & Incident Overview (termly) & provide feedback</p> <p>Room observations & feedback to staff</p> <p>Moving on reports, moderation & feedback</p> <p>Environment Moderation & feedback to staff</p>

Partnerships with professionals and agencies (EE) 	Self-evaluation and Improvement 	Family Learning and Support 	Child Protection Co-ordinator 
<u>Networking</u> <ul style="list-style-type: none"> - Early years network – facilitate, arrange topics, invites, create poster, advertise, collate feedback <u>Partnerships</u> <p>Liaise with relevant agencies to support children and families</p>	<p>Planning strategic self-evaluation activities in co-ordination with HT</p> <p>Analysing questionnaires/survey for all stakeholders to make improvements with SLT</p> <p>Facilitate opportunities for groups to work collaboratively to lead improvement (under 3's)</p>	<p>Meet with Family Worker to agree supports for the year ahead</p>	<p>Staff Training</p> <p>Referrals to Social Work</p> <p>CI notification & Update</p> <p>Chronology Monitoring</p> <p>Chronology updating</p> <p>Attending meetings</p> <p>Reports</p> <p>Proof reading minutes and then adding them to CP folder and online folder</p> <p>Feedback to staff</p> <p>Wellbeing Analysis</p> <p>Liaising/communicating with partners to varying degrees e.g. regarding attendance when a Child is on the CP Register</p>

Gemma Lynch
Principal Teacher



ASN/Supporting Learners	3-5 provision	Continuous Professional Learning	Quality Improvement and Assurance
<p></p> <p>Review Meetings</p> <ul style="list-style-type: none"> - Create Summary of Support with EYO - Moderate Summary of Support - Attend progress chats for children on universal support <p>Child's Plan</p> <ul style="list-style-type: none"> - Organise pre-paperwork for Child's Plan and TAC meetings - Ensure all information has been shared with the family prior - Create minutes - Create specific targets for action plans - Share action plans with EYLO - Share with relevant people <p>Recording</p> <ul style="list-style-type: none"> - Update Chronologies with letters from professionals, meeting/conversations with parents - Update Support Chronology with details of supports suggested, evaluations <p>Supporting Children with ASN</p> <ul style="list-style-type: none"> - Observations in room - Meeting with families - Referrals to third sector and agencies - NDP referrals - LRP applications 	<p></p> <p>Transition Out</p> <ul style="list-style-type: none"> - Link with catchment school and organise activities and visits throughout the year - Sharing information, creating form and collating information from staff - Co-ordinating dates with Fair Isle Primary School, Valley Primary School, St Maries - Co-ordinating dates with Sinclairtown, Pathhead and St Maries - Organise transition meeting (school, EYO, HV and agency) - Chair and minute transition meetings - Create and distribute minutes <p>Transition In</p> <ul style="list-style-type: none"> - Link with office, check waiting lists and allocate pupils - Share pupils, needs and details with seniors - Create and update Sways - Create letters for each room and model for children starting, share with EYLO and SEYO - Letters to the family sharing Key Worker and start date (August only) - Organise and attend Welcome meeting after children have started the setting - Order PLJ's and E-LIPs booklets <p>Learning, teaching and assessment</p> <ul style="list-style-type: none"> - Update tracker and Progress with tracking dates, elips - Leading learning conversations, supporting EYO's with tracking - Next steps in learning <p>Reports</p> <ul style="list-style-type: none"> - Create training Sway - Proofread reports and provide feedback - Support staff with access to Progress - Create a shared document to link with EYLOs - Check reports on Progress <p>Supporting Staff</p> <ul style="list-style-type: none"> - Attend Individuals - Attend planning - Sharing information with HT <p>Curriculum Development</p> <ul style="list-style-type: none"> - Facilitate staff development - Plan and lead collegiate activities - Support staff with universal, additional and intensive strategies 	<p></p> <p>PRDs</p> <ul style="list-style-type: none"> - Issue paperwork for PRD review - Hold PRD meetings with PSAs - Send follow up email of meeting <p>Tracking</p> <ul style="list-style-type: none"> - Update tracker and Progress with tracking dates, elips <p>Monthly Review – EYLO</p> <ul style="list-style-type: none"> - Review and update CoS - Review and analysis Elips data - Analysis and create data around BGE - Review Play and Learn folder <p>Termly Review - DHoC</p> <ul style="list-style-type: none"> - Upcoming transitions to 3-5 <ul style="list-style-type: none"> - Review U3 CoS - Moderate PLJs, collate information and provide feedback - Moderate room standards, collate information and provide feedback - Moderate next steps, collate information and provide feedback - Moderate chronologies, checking agency information and next steps - Moderate understanding and implementation of Summaries of Support/action plans <p>Risk Assessments</p> <ul style="list-style-type: none"> - Review and discuss individual risk assessments with SEYO and EYO - Update chronology and support chronology <p>Planning</p> <ul style="list-style-type: none"> - Support planning, individuals and strategies on SoS 	<p></p>

Partnerships with professionals and agencies (3-5's)	Self-evaluation and Improvement	Home Links and Learning	Students	EYQIP
 <p>Link with Education Psychologist monthly</p> <p>Blended Placements - link with SLT in placement termly</p> <p>Looking outward</p> <p>Contacting agencies and HV</p> <p>Updating chronology and support chronology with information</p>	 <p>Engage in professional dialogue and constructive feedback with staff across playrooms</p> <p>Quality Improvement – supporting the writing and leading of SQR/SIP</p> <p>Learning Partnership</p> <p>Linking with PEYLO for learning, teaching and assessment and sharing with HT</p> <p>Planning strategic self-evaluation activities</p> <p>Supporting the creation and analysis of questionnaires/survey for all stakeholders</p> <p>Facilitate opportunities for groups to work collaboratively to lead improvement</p>	 <p>Seesaw</p> <ul style="list-style-type: none"> - Oversee all aspects of Seesaw - Liaise with office for co-ordination of pupils/staff <p>Achieving at Home</p> <ul style="list-style-type: none"> - Creation of achieving at home activities linking nursery development - Sharing through Seesaw or available in rooms 	 <p>Student allocation to rooms</p> <p>Assign mentors</p> <p>Check in with room staff regularly</p> <p>Support staff with any paperwork/assessment</p> <p>Check in with students for supports needed</p> <p>Link with College tutors</p>	 <p>Attend EYQIP local authority meetings</p> <p>Save nursery teacher paperwork to files</p> <p>Attend visits</p> <p>Support HT to write report</p>

Keri Gray
EYLO



Supporting Children and Staff (3-5's)	Supporting Learners	Family Support
<p></p> <p>Supporting Staff</p> <ul style="list-style-type: none"> - Attend Individuals - Attend planning <ul style="list-style-type: none"> - Sharing information with PT - Modelling best practice <p>- Supporting Learning Conversations</p> <p>- Supporting Report Writing</p> <p>Curriculum Development</p> <ul style="list-style-type: none"> - Facilitate staff development - Plan and lead collegiate activities - Support staff with universal, additional and intensive strategies <p>Inspiring children through creative learning opportunities</p> <p>Collaborative Working/Multi Agency</p> <ul style="list-style-type: none"> - Delivery of challenge groups - Liaise with HV/SW/Ed Psych - Update chronology as appropriate - Sensory Scotland – share updates of upcoming events with Family Worker - Refer Parents to Sense Scotland - Visit when required to collect and return resources. - Liaise with museum – borrow/pick up/drop off resource boxes. 	<p></p> <p>Targeted Support</p> <ul style="list-style-type: none"> - Plan, organise and deliver supports to close the attainment gap <p>Transition Out</p> <ul style="list-style-type: none"> - Support with school visits - Plan, organise and deliver PEEP sessions - Liaise with school re development opportunities <p>Transition In</p> <ul style="list-style-type: none"> - attend welcome meeting/visits - Visit U3s <p>Review Meetings</p> <ul style="list-style-type: none"> - Create Summary of Support with EYO - Moderate Summary of Support - Attend progress chats for children on universal support <p>Child's Plan</p> <ul style="list-style-type: none"> - Share action plans with rooms - Ensure copies are signed and handed to office <p>Monthly Review – PT</p> <ul style="list-style-type: none"> - Review and update CoS - Review and analysis Elips data - Analysis and create data around BGE - Review Play and Learn folder <p>Recording</p> <ul style="list-style-type: none"> - Update Chronologies with letters from professionals, meeting/conversations with parents - Update Support Chronology with details of supports suggested, evaluations <p>Supporting Children with ASN</p> <ul style="list-style-type: none"> - Observations in room - Meeting with families - Adhoc support parents 	<p></p> <p>PEEP in and out</p> <p>Sleep Action</p> <p>Stay and Play PEEP</p> <p>Supporting families as required</p>

Analysis of Data	Literacy and Communication Lead	Quality Improvement and Assurance
<p>Collate and analyse to inform improvement priorities/development</p> <p>Use e-Lips and Leuven data to inform supports and interventions</p>	 <p>QI methodology lead – Improving Language and Communication</p> <p>Kodaly</p> <p>SALT bags</p>	 <p>Moderate PLJs, collate information</p> <p>Moderate room standards, collate information</p> <p>Moderation of planning</p> <p>Literacy and Numeracy Audit – peer support</p> <p>Outdoor Standards moderation</p> <p>Evaluation of best practice documents</p>

Megan Neville
EYLO



Supporting Children and Staff	Supporting Learners	Family Support
<p>Supporting Staff</p> <ul style="list-style-type: none"> - Attend Individuals - Attend planning - Sharing information with PT - Modelling best practice - Role model best practice - Advise and guide when required - Share strategies - <p>Curriculum Development</p> <ul style="list-style-type: none"> - Facilitate staff development - Plan and lead collegiate activities - Support staff with universal, additional and intensive strategies <p>Inspiring children through creative learning opportunities</p> <p>Collaborative Working/Multi Agency</p> <ul style="list-style-type: none"> - Delivery of challenge groups - Liaise with HV/SW/Ed Psych - Update chronology as appropriate - Meeting with DHT from FIPS, plan and organise challenge groups to support differentiation of learning. - Sensory Scotland – share updates of upcoming events with Family Worker - Refer Parents to Sense Scotland - Visit when required to collect and return resources. - Liaise with museum – borrow/pick up/drop off resource boxes. 	<p>Targeted Support</p> <ul style="list-style-type: none"> - Plan, organise and deliver supports to close the attainment gap - Plan, prepare and organise groups - Delivery of groups to targeted children - Observations shared with EYO's - Discussions with EYO's to share resources and activities from groups. - Evaluate groups <p>Transition Out</p> <ul style="list-style-type: none"> - Support with school visits - Plan, organise and deliver PEEP sessions - Liaise with school re development opportunities - Send out passport information, collate passport information and send passports to relevant schools. <p>Transition In</p> <ul style="list-style-type: none"> - attend welcome meeting/visits - Attend U3's meetings/visit room - Welcome new children - Information sharing – attend meeting with DHT. <p>Review Meetings</p> <ul style="list-style-type: none"> - Create Summary of Support with EYO - Moderate Summary of Support - Attend progress chats for children on universal support - Create and record notes of meeting - Complete appropriate checklist - Share with PT/Parents/HV/Keyworkers and other professionals as required - Update chronology <p>Child's Plan</p> <ul style="list-style-type: none"> - Share action plans with rooms - Ensure copies are signed and handed to office <p>Monthly Review – PT</p> <ul style="list-style-type: none"> - Review and update CoS - Review and analysis Elips data - Analysis and create data around BGE - Review Play and Learn folder <p>Recording</p> <ul style="list-style-type: none"> - Update Chronologies with letters from professionals, meeting/conversations with parents - Update Support Chronology with details of supports suggested, evaluations <p>Supporting Children with ASN</p> <ul style="list-style-type: none"> - Liaise with parents, practitioners and PSAs to look at individual strategies - Room observations - Support and organise resources through sensory Scotland. - Refer/signpost parents/carers where appropriate to other agencies. 	<p>PEEP in and out</p> <p>Stay and Play PEEP</p> <p>Supporting families as required</p>

Analysis of Data 	Numeracy and Technology Lead 	Quality Improvement and Assurance 	Holiday Management 
<p>Collate and analyse to inform improvement priorities/development</p> <p>Use e-Lips and Leuven data to inform supports and interventions</p>	<p>Supporting staff to ensure there is a numeracy rich provision</p> <p>Supporting learners through the use of technology</p> <p>Embedding technology to enhance learning in playrooms</p>	<p>Moderate PLJs, collate information</p> <p>Moderate room standards, collate information</p> <p>Literacy and Numeracy Audit – peer support</p> <p>Outdoor Standards moderation</p> <p>Evaluation of best practice documents</p>	<p>During Easter, Summer, October and Christmas holidays: Child Protection, Staffing, daily running of the settings.</p> <p>Planning and organisation for upcoming term.</p> <p>Weekly Meeting with QIO.</p>

**Suzanne Petrie
SEYO/Family Worker**



Family Learning	Family Support	Lead Practitioner Under 3's
 <p>Co-ordinate family groups – planning, preparations, organisation, running and evaluation of group</p> <p>Impact Mats</p> <p>Co-ordinate with other staff for effective family groups</p> <p>Support transition groups</p> <p>Release other staff members to facilitate group</p> <p>Co-ordinate termly What's On</p> <p>Post to Facebook</p> <p>Family Learning Displays</p>	 <p>Partnership working – social work, HV, and 3rd sector</p> <p>Arrange and attend meetings</p> <p>Cuppa Chat/Parent Forum</p> <p>Market Day coordination and organisation</p> <p>Fundraising</p> <p>Collect Donations</p> <p>Falkland Free Range Referrals</p> <p>Christmas Support Referrals</p> <p>Refer/signpost parents/carers where appropriate to other agencies.</p>	 <p>Model best practice</p> <p>Deliver collegiate under 3's specific</p> <p>Support planning/individuals Fortnightly</p> <p>Enrolments (under 3's)</p> <p>Home visits</p> <p>Under 3s transitions to N4</p> <p>Plan transition meetings with DHoC/PT</p> <p>Support staff</p> <p>Seesaw</p> <p>Lead on focus group for nursery improvement</p> <p>Order new PLJ's</p>

Quality Improvement and Assurance	EVOLVE – community visits	Depute Child Protection Co-ordinator
 <p>Parent Forum</p> <p>Parent Voice Floorbook</p> <p>Supporting children's individual needs creating/liaising with DHoC (PAMP, PEEP, Risk Assessment etc..)</p> <p>Leadership and Seniors meetings</p> <p>PLJ moderation – term 4</p> <p>Fruit order check</p>	 <p>Local EVOLVES</p> <p>Planning and co-ordination of wider community trips</p> <p>Sourcing of minibus</p> <p>EVOLVE</p> <p>Risk assessments for community learning</p>	 <p>Liaise with families</p> <p>Liaise with Professionals</p> <p>Submit SW referral forms</p> <p>Attend meetings (TAC, LAC etc)</p> <p>Wellbeing analysis</p> <p>Care and welfares</p> <p>Update Chronologies daily</p>

Jennifer O'Keefe
SEYO



Operation of Viewforth Terrace (am)	First Aid	Lead Practitioner Sunflower am
<p>Staffing - co-ordinate on the floor and inform VT am</p> <p>Morning Huddles</p> <p>Liaise with staff re daily events/activities</p> <p>Liaising and checking in with staff in the morning</p> <p>Overseeing/running of room in the morning</p>	<p>First Aider</p> <p>First Aid - attending to and supporting staff through first aid or carrying out checks on children on behalf of staff and advising of next steps</p>	<p>Model best practice</p> <p>Support collegiate activities 3-5's</p> <p>Support planning/individuals</p> <p>Enrolments (Sunflower am, Bluebell)</p> <p>Support staff</p> <p>Staff release as required – PLJ/quality assurance/CPD</p> <p>Seesaw weekly updates</p> <p>Co create Summary of support with EYLO/PT and EYO's</p> <p>Updating chronology as required</p> <p>Attend leadership/seniors meetings and action tasks from there</p> <p>Attend wellbeing analysis and action tasks from there</p>

Dietary co-ordinator	Medical Support and Overviews	Quality Improvement and Quality Assurance
<p>Dietary requirements, writing dietary requirement sheets, emailing to dietary and catering, ensuring a copy is put in medical folder, the care folder and into their PPR and make room aware</p> <p>Termly checks of dietary and allergies</p> <p>Snack and fruit ordering</p>	<p>Co-ordinate medication requests, filing and ensuring that room staff are made aware</p> <p>Support writing HS1 forms for serious injuries and informing head teacher</p> <p>Monitoring of First Aid stock and liaising with clerical on stock to order</p> <p>Termly checks of inhalers</p> <p>Termly checks of all medication</p> <p>Termly checks of Health Care Plans</p> <p>Creating and updating Health Care Summaries</p> <p>Collaborating with medical professionals for Health Care Plans, Moving and Handling paperwork, OT referrals and Physio</p> <p>Creating staff Health Care Summaries</p>	<p>Leadership i.e. taking forward evaluation and improvement such as Setting the Table and Daring Ventures</p> <p>Accident and incident monitoring termly (monthly)</p> <p>Weekly – all in one/Thermometer check</p> <p>Quality Assurance – food hygiene records</p> <p>Parent Voice Floorbook</p> <p>Lead on planning and organisation for specific events</p> <ul style="list-style-type: none"> - Work within a team to plan event - Event promotion - Sharing of information with wider staff team - Location and resource requirements - Staffing requirements - Risk assessments - Evaluation of event



Operation of Viewforth Terrace (pm)	Pupil Information Co-ordinator	Depute Child Protection Co-ordinator
<p>Ensure staffing requirements for pm in consultation with DHoC/HT</p> <p>Liaise with staff re daily events/activities</p> <p>Bulletin – ensure information is up to date and accurate for week ahead</p> <p>Huddle</p>	<p>Update Consent and This Is Me</p> <p>Co create Summary of support with EYLO/PT and EYO's</p>	<p>Liaise with families</p> <p>Liaise with Professionals</p> <p>Submit SW referral forms</p> <p>Attend meetings (TAC, LAC etc)</p> <p>Wellbeing analysis</p> <p>Care and welfares</p> <p>Update Chronologies daily</p> <p>Preparing and submitting reports</p> <p>Supporting others with reports</p>

First Aid	Quality Improvement and Quality Assurance	Lead Practitioner Sunflower pm
<p>First Aider</p> <p>First Aid - attending to and supporting staff through first aid or carrying out checks on children on behalf of staff and advising of next steps</p>	<p>Pupil risk assessments</p> <p>All About Me audit (October, April, July)</p> <p>Fire Safety</p> <p>Accidents and Incidents</p> <p>Attend leadership/seniors' meetings and action tasks from there</p> <p>Lead on planning and organisation for specific events</p> <ul style="list-style-type: none"> - Work within a team to plan event - Event promotion - Sharing of information with wider staff team - Location and resource requirements - Staffing requirements - Risk assessments - Evaluation of event 	<p>Model best practice</p> <p>Support collegiate activities 3-5's</p> <p>Support planning/individuals</p> <p>Enrolments (Sunflower pm, Bluebell)</p> <p>Support staff</p> <p>Staff release as required – PLJ/quality assurance/CPD</p> <p>Seesaw weekly updates</p> <p>Co create Summary of support with EYLO/PT and EYO's</p> <p>-</p>

EYO

Supporting Learners 	Documentation of Learning and Record Keeping 	Working with families 
<p>Interacting effectively and enthusiastically with children, motivating and engaging them in learning activities appropriate to their needs.</p> <p>Supporting children's participation in learning experiences appropriate to their needs.</p> <p>Contributing to a wide range of learning activities including opportunities in the local community, beach and forest</p> <p>Supporting the achievement of appropriate learning outcomes both within and out with the setting.</p> <p>Promoting equality and awareness of cultural diversity, ensuring that every child experiences a fair and friendly environment.</p> <p>Promoting and valuing each child and supporting their welfare, including their personal, social and emotional wellbeing.</p> <p>Carrying out personal care/cleaning tasks similar to the home care of nursery age children.</p> <p>Liaising with staff and other professionals to support continuity for children at points of transition</p> <p>Responsibility for promoting and safeguarding the welfare of children</p>	<p>Observing and assessing children</p> <p>Recording children's progress through PLJ's, trackers, Summary of Support and Individuals</p> <ul style="list-style-type: none"> - Completing and maintaining Personal Learning Journey, sharing observations and contributing to discussions about each individual child's progress - Supporting the achievement of appropriate learning outcomes for each child including planning and recording activities for individual children to extend their learning experience. - Recording and reporting on concerns regularly, contributing to children's personal plans <p>Liaising with and developing positive and productive relationships with professionals from a wide range of agencies, including health and social care.</p> <p>Contributing to joint reports, review meetings or case conferences as appropriate.</p> <p>Contributing effectively to the delivery of the early year's curriculum.</p>	<p>Promoting parental participation and effective partnerships with parents and the community</p> <p>Establishing positive working relationships with other staff, parents, carers and children, including where appropriate home visiting.</p> <p>Conducting parent chats in respect of a range of issues, e.g. advice and support, reporting on progress</p> <p>Liaising with parents on day-to-day matters concerning their children's welfare and development.</p> <p>Offering appropriate guidance and support, working with groups of parents on various issues e.g. supporting quality parenting.</p>

Quality Improvement and Quality Assurance 	Continuous Professional Learning 
<p>Contributing to staff updates, collegiate sessions and in-service days and to the evaluation of the work of the service.</p> <p>Evaluating progress against identified priorities (including regular planning) and participating in activities which support evaluation of the nursery.</p> <p>Preparing, monitoring and maintaining resources to provide a safe, stimulating learning environment on a day to day basis.</p> <p>Complete daily checks and risk assessments and to request new resources to replace faulty or damaged items.</p> <p>Contributing to the support and training of students, parent helpers and volunteers and provide advice and support to pupil support assistants, as required.</p> <p>Applying relevant health and safety regulations.e.g; food handling, basic first aid.</p>	<p>Maintaining CPD records in line with SSSC registration</p> <p>Completing Fife Council mandatory training</p> <p>Professional learning specific to improvement plan</p> <p>Undertake professional learning linked to PRD/own needs</p> <p>Additional knowledge and training as required e.g. food hygiene, moving and handling, child first aid</p>

PSA

Supporting Learners 	Continuous Professional Learning 
<p>Interacting effectively and enthusiastically with children, motivating and engaging them in learning activities appropriate to their needs.</p> <p>Supporting children's participation in learning experiences appropriate to their needs.</p> <p>Supporting children individually or in small groups to enhance personal development.</p> <p>Assisting pupils/children in the use of technology to enhance learning e.g. ICT.</p> <p>Supporting moving and handling and medication as required.</p> <p>Carrying out support programmes designed by visiting specialists e.g. speech and language, physiotherapy and occupational therapy.</p> <p>Liaising with parents/carers as appropriate.</p> <p>Organising and managing the equipment and resources required for a pupil/child around the nursery e.g. mobility aids, communication devices, IT and being familiar with specific technologies.</p> <p>Contributing information to the updating, planning, scheduling activities and review process of individual pupils/children.</p> <p>Liaising with parents on day-to-day matters relating to specific children's welfare and development.</p>	<p>Maintaining CPD records in line with SSSC registration</p> <p>Completing Fife Council mandatory training</p> <p>Professional learning specific to needs of children working with</p> <p>Undertake professional learning linked to PRD/own needs</p> <p>Contributing to team meetings and to the evaluation of the work of the service as appropriate.</p> <p>Applying relevant health and safety regulations.e.g; food handling, basic first aid.</p> <p>Additional knowledge and training e.g. food hygiene, moving and handling, child first aid</p>

