

EARLY YEARS ALLIANCE
50 FEATHERSTONE STREET LONDON EC1Y 8RT

Registered as an Educational Charity

JOB DESCRIPTION

JOB TITLE: PRE SCHOOL DEPUTY MANAGER

BASED: NATIONAL DSP

RESPONSIBLE TO: PRE SCHOOL MANAGER

RESPONSIBLE FOR: NONE

JOB PURPOSE: To provide inclusive play and learning opportunities for all children attending the setting and to maintain a safe, stimulating and enjoyable environment. To take responsibility for planning and delivering an early years foundation stage curriculum. To be responsible for the curriculum planning and management of the provision, including staffing levels, in the absence of the Pre-school Manager.

SAFEGUARDING REQUIREMENT:

The Alliance is committed to safeguard and promote the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedure to continuously promote a culture of safeguarding across the whole organisation.

MAIN DUTIES:

1. To manage the setting and undertake all the necessary duties in the absence of the Pre-school Manager
2. To support the Pre-school Manager, to ensure that the setting operates in an effective and efficient financial manner within its set budget.
3. To support the Pre-school Manager with the planning, delivery and monitoring of the Early Years Foundation Stage framework (EYFS).
4. To ensure that the setting is actively engaged in continuous quality improvement through (and beyond) participation in Excellence Through Reflection and ensure that identified improvements are implemented.
5. To support the Pre-school Manager with appropriately marketing the setting in the local community and undertaking action to ensure that occupancy targets are met and maximised.
6. To support the Pre-school Manager, managing the staff on a day to day basis as directed by the Childcare manager, ensuring quality at all times.
7. To support the Pre-school Manager, to ensure that supervisions and appraisal meetings within the Childcare setting are being undertaken for staff, in accordance with the Alliance's supervision procedures ensuring that SMART targets are being set and monitored.

8. To support and offer guidance to volunteers, students on placements, work experience, apprentices and agency practitioners in the room.
9. To supervise the children and to protect them from dangerous or harmful situations. To provide a high level of care that will enhance the children's general health and well-being.
10. To adhere to the Alliance's safeguarding policy and procedures to promote the welfare and safety of children within the setting and to report any welfare or child protection concerns immediately to the Childcare Manager. To act as the designated person for safeguarding in the pre-school manager's absence.
11. To promote equality of opportunity and foster an inclusive culture and environment. To promote equal opportunities ensuring individual children's needs and circumstances are known and met through the care and education provided.
12. To be fully aware of the Charity's operational policies and procedures and ensure policies and procedures are followed, implemented, monitored, reviewed by all staff this includes ensuring that all accidents and incidents are recorded as outlined in the policies and procedures.
13. To support the Pre-school Manager is preparing and submitting half termly Key Performance Indicators, as required.
14. To act as a key person to a group of children and ensure their needs are reflected in the routines and curriculum of the setting.
15. To recognise and act upon children's additional or special educational needs and ensure staff support these children effectively. To contribute to Common Assessment Framework intervention and support.
16. To liaise and work in partnership with other agencies, both statutory and voluntary, where appropriate.
17. To keep informative, accurate and up-to-date records, including records of progress and any behavioural or developmental concerns.
18. To arrange and attend parent/carer meetings to allow two-way discussion of their children's progress.
19. To support the preparation of snacks, ensuring that ALL children's dietary, allergy and cultural needs are met. In line with the Ten Steps ethos.
20. To contribute to and attend his/her supervisions and staff appraisal.
21. To contribute to and attend regular team meetings.
22. To liaise and work in partnership with other agencies, both statutory and voluntary, as needed. To liaise regularly with parents/carers about their children's needs, interests and progress undertaking the role of key person or back up key person to a group of children.
23. To work with Pre-school Manager, liaising with other rooms or local schools to support the children in the smooth transition from one room to the next or to school, or sharing information with another practitioner, sharing care.

24. To attend any conferences, training events or meetings identified by the Pre-school Manager and to keep up to date with current good practice.

25. To adhere to the Alliance's policy and procedure on confidentiality.

26. To perform any other duties as deemed necessary by the line manager or Pre-school Manager.

EQUALITIES:

The post-holder must be aware of and respect difference and ensure that children have equality of access to opportunities to learn and develop. S/he must have an understanding of and commitment to equality of opportunity and anti- racism issues.

POLICIES AND PROCEDURES:

The post-holder must be aware of and comply with all the charity's policies and procedures including those relating to: child protection, health & safety and security, confidentiality and data protection, bribery and corruption, signing agreement and contracts and financial.

This job description is not an exhaustive list of duties and you will also be required to carry out any other duties which may reasonably be required of you in accordance with the needs of the Pre-school Learning Alliance. You are also required to be flexible and adaptable with respect to your role.

PERSON SPECIFICATION

Essential Criteria:

1. It is a statutory requirement that: "staff have a sufficient understanding and use of English to ensure the well-being of children in their care." Section 3.26, EYFS (2014).
2. A minimum Level 3 early years education and childcare qualification (e.g. Pre-school Learning Alliance *Diploma in Pre-school Practice*, NVQ 3, or equivalent) as seen as full and relevant by the DFE, and a commitment to obtaining further qualifications as appropriate.
3. Post-qualification experience in working in early education and childcare.
4. Ability to help the Pre-school Manager to manage the setting's resources to ensure expenditure is in line with its budget
5. Ability to inspire people to deliver results, high standards and sets clear objectives for self and the team, taking appropriate and timely action to ensure targets are achieved.
6. A sound understanding of child development and children's needs with an ability to plan and implement the curriculum in accordance with the Early Years Foundation Stage, taking into account the Special Educational Needs and Disability Code of Practice, safeguarding procedures and equality & diversity considerations
7. The ability to establish rapport and credibility with staff, external agencies, mothers, fathers, guardians and other carers.
8. Ability to communicate in writing by being able to produce clear, concise and accurate reports and correspondence, e.g. for disciplinaries, business plans, child protection/safeguarding reporting and for recruitment purposes etc. using Microsoft and other computer packages.

9. Ability to help the Pre-school Manager, effectively market the setting to maximise occupancy levels and fee income.
10. Experience of co-ordinating curriculum planning for a childcare and early education settings. Ability to communicate the need for quality and continuous improvement, and influence good practice through example.
11. Ability to be pro-active, reflective and self-motivated.
12. Ability to remain calm under pressure and able to multi-task.
13. An ability to develop partnerships with mothers, fathers, guardians and other carers in respect of their own needs for advice, education and personal development.
14. Able to recognise the signs and signals of child abuse and safeguarding concerns and have knowledge of what to do to protect children and safeguard their welfare.
15. To be aware of the harmful impact on children of discriminatory experiences and ensure that children feel valued and respected for who they are.
16. Demonstrable a detailed knowledge of current legislation relevant to the Early Years.
17. Able to work as part of a team and on own initiative. To demonstrate professionalism in approach to managing all issues.

Core management competencies - Please refer to Appendix 1 for details of the core management competencies that Senior Setting Workers are expected to work to.

- Leadership
- Managing people
- Managing teams
- Communication
- Customer awareness
- Problem solving
- Planning and resource management

Desirable:

1. Working towards or willingness to work towards a level 4 qualification or Early Years Foundation Degree.
 2. Experience or knowledge of the voluntary sector.
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TERMS & CONDITIONS:

Grade:

Hours:

Salary:

Inclusive Salary:

Annual Leave:

This post is exempt from the Rehabilitation of Offenders Act (1974) and does require an enhanced Disclosure and Barring Service check. Applicants must be prepared to disclose any convictions they may have and any orders which have been made against them.

Pension: The table below shows what the base contributions are, and the dates they will rise. You can also choose to give more than the minimum amount should you wish.

Date effective	Employer minimum contribution	Employee minimum contribution	Total minimum contribution
Currently until 5 April 2018	1%	1%	2%
6 April 2018 to 5 April 2019	2%	3%	5%
6 April 2019 onwards	3%	5%	8%

JOB DESCRIPTION SIGN OFF

Date issued by Manager:

Name:

Signature:

I confirm that I have received a copy of this job description and have had any questions about it answered.

Name of post holder:

Signature:

Date:

Core Management Competencies

Leadership

- Has a good understanding of the charity's vision and strategy and inputs effectively into the operational plan for their department/DSP/Sub-committee.
- Thinks strategically and clearly relates goals and actions to the strategic aims of the charity.
- Communicates the need for quality and continuous improvement and influences good practice through own example.
- Inspires people to deliver results, high standards and sets clear objectives for self and the team, taking appropriate and timely action to ensure targets are achieved.
- Creates and supports a culture of creativity, innovation and critical thinking throughout all activities and staff within areas of responsibility.
- Manages change effectively and clearly communicates the need for it to the team, providing them with support to effect it.
- Understands the need to safeguard all children in the context of his/her role and ensures the team understand safeguarding responsibilities relevant to their roles.

Managing people

- Is effective at recruiting, developing and motivating a diverse range of people.
- Clearly informs staff of their tasks and responsibilities, ensuring staff understand and work in line with the charity's policies and procedures.
- Holds regular one to one and annual appraisal meetings, sets and monitors S.M.A.R.T objectives and gives constructive feedback designed to improve future performance.
- Delegates effectively and adopts a management style which encourages trust, collaboration, commitment and enthusiasm in order to gain high levels of performance from all staff.
- Encourages and stimulates others to make the best use of their talents to develop further using coaching techniques.
- Acknowledges and records achievements.
- Adapts his/her management style as the situation necessitates.

Managing teams

- Knows the team's strengths and abilities and makes best use of the talents of staff.
- Supports the development of his/her team through regular discussion and team meetings which encourage two way communication and sharing of ideas and expectations.
- Deals effectively and openly with negative issues and conflict and builds a team which has respect and consideration for each other's role.
- Coaches and motivates the team to strive towards contributing to the achievement of the strategic plan.
- Fully involves team in forthcoming issues so that individuals and team goals can be anticipated and planned together.
- Ensures that his/her team works in collaboration with other teams across the charity.
- Creates a learning and supportive environment.

Communication

- Communicates in a variety of ways with people at all levels and adopts a communication method appropriate for the listener or audience.
- Actively listens, asks questions, clarifies points and establishes a mutual understanding.
- Presents information clearly, concisely and confidently to individuals and groups.
- Communicates complex ideas, problems and difficult messages in ways that promote understanding.

- Uses excellent communication skills to negotiate, influence and persuade others.
- Is aware of non verbal communication in self and others.
- Makes full use of IT to communicate effectively and uses social media responsibly, in line with the charity's policies and procedures.

Customer awareness (internal and external service users)

- Understands the environment in which the charity operates and the impact on its customers.
- Understands the diverse needs of customers that use our services and proactively strives to provide a service that is flexible and responsive to their changing needs.
- Uses feedback mechanisms to evaluate and review services to consistently deliver a high quality service.
- Strives to produce real improvements in the way services are delivered to customers.
- Creates and maintains meaningful relationships and understands collaborative and partnership working.
- Deals with the concerns of customers in an appropriate manner, in line with Charity's policies and procedures.
- Is mindful of professional boundaries when interacting with customers.

Problem solving

- Identifies and acknowledges problems and critical issues in a timely manner.
- Analyses relevant data and information and tests assumptions in order to deliver the best solutions whilst keeping a clear focus on key issues and goals.
- Anticipates and reviews problems in order to ensure contingency plans are in place.
- Collaborates with others in order to draw on their expertise to achieve best possible outcomes.
- Makes decisions that minimise organisational financial loss, loss of reputation or legal challenges.

Planning and resource management

- Effectively manages self.
- Being proactive in seeking out new initiatives which deliver desired outcomes.
- Demonstrates sound knowledge of financial management and business planning.
- Obtains and allocates resources sufficient to meet objectives and manages resources and skills well.
- Produces effective plans that have clear priorities, realistic milestones, sound review mechanisms and takes into account all available information.
- Checks progress of activities against plans, spotting trends and issues, responding with appropriate solutions.
- Effectively records and reports progress against plans.