

EARLY YEARS ALLIANCE  
50 FEATHERSTONE STREET LONDON EC1Y 8RT

Registered as an Educational Charity

**JOB DESCRIPTION**

**JOB TITLE:** PRE-SCHOOL MANAGER

**BASED:** NATIONAL DSP (North/South/East/West)

**RESPONSIBLE TO:** CHILDCARE OPERATIONS MANAGER

**RESPONSIBLE FOR:** SETTING STAFF

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**JOB PURPOSE:** Within the authority limits delegated by the Alliance, to manage the setting, taking responsibility for the financial sustainability of the setting, provision of childcare and early education, drop-in and advice services for parents, training and other opportunities for parents and the efficient and effective running of the setting.

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**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.

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**MAIN DUTIES:**

1. To review and take lead responsibility for the implementation of the pre-school's agreed business plan and for the management of people and resources.
2. To be accountable for the financial sustainability of the pre-school.
3. To be involved in the setting and reviewing of the pre-school's budget and responsible for the accounting records, whilst complying with budgetary reporting requirements.
4. To lead the provision of early years education and childcare to agreed quality standards, reflecting the requirements of the Special Educational Needs and Disability Code of Practice 2014; Children Act 1989 & 2004; the Early Years Foundation Stage 2014; the Childcare Act 2006; the Equality Act 2010; Health & Safety Regulations and all other relevant legislation as well as matters prescribed by the Alliance.
5. To ensure that the pre-school is actively engaged in continuous quality improvement through (and beyond) participation in Excellence Through Reflection and that this process is effectively led and informed by a sound knowledge and understanding of the Core Beliefs and Values of the Charity.
6. To implement the Alliance's operational policies and procedures for registered childcare settings, ensuring that all staff, students, apprentices and volunteers within the setting are working to them at all times.

7. To take the lead on, and be part of recruitment for the setting, recruiting in line with Safer Recruitment requirements.
8. To keep up to date with equality and other relevant legislation and to inform staff of relevant legislative duties. To work in partnership with other members of staff and external agencies to help ensure equality of opportunity for all children, parents, carers, guardians and staff.
9. To work with the setting's SENCO to ensure effective implementation of the Special Educational Needs policy and procedures. To ensure that every child's individual needs are known and met in an environment that is free from discrimination where each child is valued and respected.
10. To ensure that the setting operates in an effective financial manner within its set budget. This includes fee collection; debt management; rostering and staff deployment to include flexible workers and agency staff.
11. To take responsibility for daily health and safety checks and regular risk assessments, including toy and equipment maintenance, outside areas and outings.
12. To ensure that the pre-school services are appropriately marketed in the local community and that appropriate action is undertaken to ensure that occupancy targets are met and maximised.
13. To liaise with parents carers and guardians about children's needs, thus ensuring that the setting has an accurate overview of and commitment to partnership.
14. To develop partnerships with parents and carers, signposting to meet the needs of the family.
15. To manage staff on a daily basis ensuring that S.M.A.R.T targets are set and monitored, convening staff meetings, organising in-service training and conducting supervision and appraisal meetings in line with the Alliance's supervision procedures.
16. To manage volunteers, students and apprentices on placements and work experience in the setting, ensuring that they are aware of the operational policies and procedures, have allocated time to read them and know how to access them for reference.
17. To ensure that ALL children's dietary needs are met when providing snacks during the session. Encouraging and advising families to provide healthy lunch boxes, in line with the Ten Steps ethos.
18. To be the designated person for safeguarding in the setting, promoting the welfare and safety of children to ensure that any welfare or child protection concerns are acted upon immediately and appropriately.
19. To ensure staff access training in the recognition of child abuse and safeguarding, and what to do if they are worried a child is being abused and ensure that staff are trained in the Alliance's safeguarding policies and procedures.
20. To initiate and/or contribute to Common Assessment Framework and other plans for intervention and support.
21. To complete and submit half termly Key Performance indicators reporting and maintain accurate record-keeping at all times.

22. To manage and implement the Early Education Free Entitlement, in line with the local funding agreement. .
23. To prepare and complete grant funding applications and bids in conjunction with their line manager
24. To liaise and work in partnership with other agencies, both statutory and voluntary, as needed.
25. To ensure that accurate and up to date records are maintained as per the Alliance's procedures e.g. children's records,, behavioural and development reports, safeguarding and welfare concerns, health and safety, staff supervision notes including details of targets set and of any performance concerns discussed.
26. To attend conferences, training or meetings, including residential's, as identified by the Line Manager and to keep up to date with current good practice. Compulsory manager training days will also be attended.
27. To adhere to the Alliance's policy and procedure on confidentiality.
28. To ensure that the setting is meeting the Alliance National Childcare Standards in all areas and achieves and maintains at least a Good or Outstanding Ofsted Inspection outcome.
29. To perform any other duties as deemed necessary by the Line 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.*

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## **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. Proven post qualification experience in running or helping to run a similar service.

4. Ability to manage the settings resources to ensure that the setting's expenditure and income is in line with its budget.
5. Proven experience in performance management such as supervision meetings, appraisals and setting objectives.
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 equal opportunities' considerations.
7. The ability to establish rapport and credibility with staff, external agencies, mothers, fathers, guardians and other carers.
8. Awareness of the harmful impact of discriminatory experiences on children, parents and members of staff.
9. The ability to produce clear, concise and accurate reports and correspondence in English, e.g. for disciplinaries, business plans, child protection/safeguarding reporting and for recruitment purposes etc.
10. Ability to effectively market the setting to maximise occupancy levels and fee income.
11. Ability to use Microsoft Office and other computer packages effectively and to produce reports and correspondence in a professional and accurate format.
12. Ability to be pro-active, reflective and self motivated.
13. Ability to remain calm under pressure and to multi-task.
14. An ability to engage with mothers, fathers, guardians and other carers in respect of their own needs for advice, education and personal development.
15. Experience of co-ordinating training and learning opportunities for staff.
16. Experience of being accountable and responsible for the safeguarding and welfare of children.
17. Demonstrable and detailed knowledge of current legislation relevant to the Early Years.
18. Commitment to attend in service training and development opportunities available.
19. Ability to travel to other sites within the Division and work flexibly, as directed by Line Manager

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

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

**Desirable:**

1. Early Years Professional Status (EYPS) or willingness to work towards EYPS, or other relevant Early Years Post graduate qualification.
2. A level 4 qualification or willingness to work towards. Or Early Years Foundation Degree
3. Experience or knowledge of the voluntary sector.

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**TERMS & CONDITIONS:****Grade:****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.

<b>Date effective</b>	<b>Employer minimum contribution</b>	<b>Employee minimum contribution</b>	<b>Total minimum contribution</b>
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%

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**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 others 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.