



## **JOB DESCRIPTION – Early Years Manager** Chalfont St Giles Pre-School Playgroup

**Reportable to the Management Committee.**

### **Core purpose of the post**

- To provide high quality education and care for the children in the setting
- All children attending the Pre-school are kept safe and receive rich and stimulating learning experiences
- To fulfil legal and statutory requirements
- As the Early Years manager to share in and support the leadership of the Pre-school
- To lead and motivate staff on a day-to-day basis and implement staff performance management
- To contribute to and implement the Pre-school's policies and procedures
- To constantly seek strategies which will bring about improvement in the Pre-school
- Fulfilling duties as the Safeguarding Designated Officer for the setting to promote the safeguarding and welfare of the children, staff and parents/carers.

### **Hours of Work**

Monday to Friday, 8.30am – 3.30pm, with additional admin time

### **Pay**

£12-£15 per hour, dependent on experience

### **Benefits**

- Chalfont St Giles Pre-school playgroup is blessed with a unique setting which is ideal for lots of outdoor learning, visits to the local dell for forest school activities and a short walk to the village to enjoy the local community, such as the duck pond, library and playground areas.
- CSG Pre-school is run by a dedicated and supportive management committee, who place an emphasis on the importance of personal development for all members of staff, providing regular training opportunities.
- The manager will be supported by a skilled team of two administrative staff (20 hours per week).
- Competitive salary.
- Holiday pay is provided.
- Staff pension with employer contribution.

### **Key duties and areas of responsibility**

#### ***Strategic direction and development of the Early Years Pre-school***

- To help to formulate the aims and objectives of the EYFS and policies for their implementation.



- To ensure all legislation in relation to regulatory bodies, inclusion, safeguarding and health and safety, is complied with and that the nursery policies and procedures are adhered to, implemented and staff updated.
- To work in partnership with the staff, Deputy Manager, administrators and members of the management committee team in the cycle of planning, implementation, review and evaluation of plans for improvements to the Pre-school.
- To work closely with the management committee to ensure the strategic aims of the setting are met.
- To monitor and evaluate the impact of the policies, practices, targets and priorities in the Pre-school, identifying developments needed and working with the staff and management team to achieve them.
- To work with administration managers to ensure that the setting operates in an effective and efficient financial manner within its set budget. This would include issues such as: fee collection, debt management, rostering of staff and the use of flexible workers and agency staff.
- To review and monitor occupancy and work with administration managers and management committee to actively promote the pre-school to ensure that vacant places are filled, and that services are marketed and advertised so that the Pre-school runs to full capacity.
- Promoting positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging children to take responsibility for their own behaviour.

### ***Teaching and Learning***

- To be an excellent role model for all staff.
- To teach pupils across the EYFS.
- To play a major role in the development of high quality teaching and learning including the monitoring of curriculum planning and the giving of feedback and advice and assisting and supporting colleagues with the planning and delivery of a differentiated curriculum.
- To ensure all children have equal access to opportunities to learn and develop.
- To lead the team in the delivery of a creative and stimulating curriculum.
- To help to ensure that all the children are able to learn and achieve to the best of their ability.
- To ensure that the requirements of the EYFS including arrangements for assessment and moderation are met.
- To seek ways of sharing good practice in the Pre-school and to ensure dialogue about teaching and learning amongst school staff.
- To ensure curricular policy development is focussed on continuous improvement.
- Analyse children's progress and monitor the data continuously.
- Work requires bending, kneeling and crouching for periods of time and may also involve lifting or holding children during planned activities, and changing nappies/toileting duties.
- Activities will occur largely outside.

### ***Leadership and Management***

- To share in and support the leadership of the Pre-school and to bring out the potential for leadership in others.



- To work in partnership and fully support the management and staff in the implementation of school policies and practices and in the development of the Pre-school.
- To manage staffing levels with required ratios.
- To lead the team and support in planning and looking at reflective practice.
- To challenge and support others in developing professionally, both formally and informally.
- To support, train and appraise all staff to ensure high quality childcare practice, for the staff they manage in accordance with the settings supervision procedures ensuring that targets are being set and monitored.
- To act as a mentor to staff where appropriate and to organise induction.
- To ensure own continuing professional development including attending training opportunities.
- To organise the day to day running of the Pre-school including the efficient management of Pre-school resources; leading the organisation of the availability and use of general and specialist play equipment and other resources, ensuring that they are clean, safe and secure. Carrying out risk assessments on a regular basis.
- To organise and lead regular meetings/workshops for staff and parents/guardians as appropriate.
- To work with the management team to present an accurate and coherent account of the Pre-school's performance to a range of audiences, enabling them to play their part effectively.
- To be able to stimulate children and colleagues by a positive, active and supportive attitude.
- To liaise with colleagues and other schools in order to support the successful transition of all pupils from the Early Years.

### ***Pastoral Care***

- To have a commitment to safeguarding and promoting the welfare of all children.
- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to the implement policies and procedures.
- To supervise the children where required and to protect them from dangerous or harmful situations. To provide a high level of care that will enhance children's general health and well-being.
- Ensure that a high standard of care and good order for all children is maintained.
- 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.
- To recognise and act upon children's additional or special educational needs and ensure staff support these children effectively. To contribute to Local Authority procedures of intervention and support.
- To plan children's snacks to ensure the children receive a healthy diet, as well as providing advice to parents and carers on healthy options for children's lunches, taking into account individual dietary and allergy needs and cultural diversity.

### ***Communication and Community Links***

- To fully support the life and work of the Pre-school.
- To develop and maintain positive and effective professional relationships with Management team, colleagues, parents and the local community.



- To work with staff to keep the online learning journal up to date and manage at least weekly uploads to children's observations' as an important method of tracking progress and communicating with parents/carers.
- To liaise and work in partnership with other agencies, both statutory and voluntary, where appropriate.
- To provide information to the Management Committee to enable it to meet its responsibilities.
- To ensure that parents and pupils are well informed about the EYFS curriculum, attainment and progress and are able to understand and contribute to targets for improvement.

*This job description is not an exhaustive list of duties and you will also be required to carry out any other duties, as they arise, be flexible and adaptable in accordance to your role.*

This job description will be reviewed annually as part of the Performance Management programme. The management team may modify it at any time to reflect or anticipate changes in the job, commensurate with the salary and job title.

### Early Years Manager – Person Specification:

Essential	Desirable
<p><b>Skills, aptitude, knowledge and experience</b></p> <ul style="list-style-type: none"> <li>○ Considerable, proven experience of working within a childcare setting.</li> <li>○ Experience of working with the Early Years Foundation Stage and other relevant learning programmes/strategies eg contributing towards individual education plans.</li> <li>○ Proven ability to lead action planning sessions.</li> <li>○ Proven ability to take key decisions independently, using initiative, and encouraging all staff to use initiative also.</li> <li>○ Proven ability to lead, inspire and motivate a team of staff and foster a positive, inclusive, caring environment for staff.</li> <li>○ Understanding and recognition of the principles of equality and diversity.</li> <li>○ Knowledge of child development and learning processes with reference to particular barriers to learning.</li> <li>○ Proven and successful experience of working with children of relevant age in an early learning environment.</li> <li>○ Experience of working as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Experience of working with the updated Early Years Foundation Stage (2021).</li> <li>○ Experience of supervising placements.</li> <li>○ Awareness of developing technologies and their place in the learning environment.</li> <li>○ Knowledge of the benefits of online childcare software to track progress and communicate with families, ideally Tapestry or similar.</li> <li>○ Enthusiasm for capturing children's learning and development through photographs and descriptions to share with families through online software.</li> <li>○ Ability to ensure the learning and care environment is accessible for all children and parents</li> <li>○ Contribute ideas at committee meetings for developing the early year's provision; this may include policy writing and planning additional activities, as well as supporting the planning of fundraising opportunities.</li> <li>○ Knowledge and understanding of the type of external support that is available to</li> </ul>



<ul style="list-style-type: none"> <li>○ Experience of working with other agencies and professionals.</li> <li>○ Experience of communicating with families as part of a parent partnership to engage with parents to encourage and develop children's learning.</li> <li>○ Experience of the key person structure.</li> <li>○ Ability to plan effective learning and care programmes.</li> <li>○ Ability to lead the effective planning of learning.</li> <li>○ Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>○ Ability to relate well to children and adults including other professionals/carers/parents.</li> <li>○ Ability to set, demonstrate and promote good practice in line with the ethos of the Pre-school both indoors and outdoors.</li> <li>○ Ability to manage multiple tasks, whilst ensuring children, colleagues, parents and carers are respected and listened to.</li> <li>○ Consistent approach with children and parents.</li> <li>○ Experience of having kept written records of children's achievements, including observations in online learning journals.</li> <li>○ Experience of delivering parent-consultation meetings.</li> </ul>	<ul style="list-style-type: none"> <li>○ support children's development and how to access these services.</li> <li>○ Ability to interact with children and support their involvement in physical activities and outdoor play.</li> <li>○ Ability to action plan and respond to local and national initiatives</li> <li>○ Ability to set ethos and vision for the setting and ensure all personnel adhere to it</li> <li>○ Ability to effectively use ICT to support learning or to undertake training to do so</li> <li>○ Ability to use other technology to support learning e.g. video, photocopier, etc.</li> </ul>
<p><b>Personal qualities</b></p> <ul style="list-style-type: none"> <li>○ An appreciation for the critical importance of staff wellbeing and an understanding of how to support this in all staff.</li> <li>○ Ability to promote and market the service to the wider community.</li> <li>○ Fluent English speaker.</li> <li>○ Effective communicator with adults and children.</li> <li>○ Enthusiasm for learning and working with children.</li> <li>○ A passion for outdoor learning.</li> <li>○ Reflective approach and commitment to personal development.</li> <li>○ Able to provide consistently high levels of quality care and education opportunities to all children.</li> <li>○ Caring, friendly, approachable, open, inclusive, welcoming, and personable.</li> <li>○ Able to maintain confidentiality at all times.</li> </ul>	



### Qualifications

- Completion of a Department for Education (DfE)-recognised full and relevant Level 3 Childcare qualification, e.g. Level 3 Diploma for the Children & Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development.
- Willingness to participate in other development and training opportunities.
- Relevant Level 4 Management or Level 5 childcare qualification or higher.
- Completion of Safeguarding for the designated Officer within last 2 years – (for Safeguarding Designated Officer role.)
- Completion of Paediatric (12hr) First Aid Course.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Requirement to participate in training/development as and when identified by line manager as essential for performance of the post.
- Knowledge and/or experience of other forms of communicating with children, eg. Makaton.
- Forest school training qualification.