

## **St Marie's Voluntary Management Committee**

### **Job Description**

#### **Name**

**Job Title:** Pre-school Deputy Manager

**Reporting to:** Manager and Chair of VMC

**Responsible for:** Staff and volunteers, line management of child care staff

**Liaising with:** Children, parents/carers other members of staff

**Disclosure level:** Enhanced

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- To be responsible for completion of all childcare contracts, monitoring of advance payments, suspension of childcare places, occupancy and staff rotas.
- To chair meetings including parents meetings as required.
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- To develop IEP's and to plan learning activities.
- To assist the Senior Leadership team in ensuring that all relevant policies and procedures are up to date and comply with current legislation and the school/LA.
- • To implement short, medium and long term curriculum plans to support children's intellectual, physical, social, language and development and to assist with the planning of learning activities.
- To establish and monitor an appropriate play and learning environment.
- To provide personal care and respond to hygiene needs if required.
- To provide detailed specialist provision in particular areas for children as required
- To establish constructive relationships with children, interacting with them according to their individual needs.
- To promote good behaviour in pupils, dealing promptly with conflict and incidents in line with established policy.
- To promote inclusion and acceptance of all children.
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#### **Job Summary/Main Purpose**

To deputise in the absence of the Manager.

To manage high quality childcare provision for children in line with current legislation.

To complement the professional work of the Manager.

To assume responsibility for the discharge of the manager's functions at any time when he or she is absent from the setting.

#### **Principal Duties and Responsibilities**

## **Managerial Responsibilities**

To work with the Manager

1. To manage the day-to-day running of the Pre-school.
2. To lead and supervise the staff and manage them in accordance with St Marie's Pre-school policies and procedures.
3. To be responsible for the care and supervision of children (aged 3-5) at all times and in line with EYFS and all other relevant legislation.
4. To ensure that the aims of the Pre-school are achieved in accordance with established good practice and National Standards. To assist the Manager in ensuring that all relevant policies and procedures are up to date and comply with current legislation .
5. To take responsibility as the deputy designated person for Safeguarding .
6. To support the Voluntary Management Committee in the recruitment of child care staff and ensuring that professional duties and conditions of employment are fulfilled
7. To establish and monitor an appropriate play and learning environment.
8. To manage admissions according to the admissions policy.
9. To manage the budget in line with the business plan to ensure cost effectiveness.
10. To manage staffing levels in line with Ofsted requirements.
11. To act as SENCO within the pre-school ensuring appropriate reports are provided and timescales adhered to.
12. To act as Lead Professional within the setting, liaising with professionals from within and outside the setting.
13. To work in partnership with parent/carers, Ofsted and other external agencies
14. To offer all children opportunities with regard to religious persuasion, racial origin, gender, disability, cultural or linguistic background.
15. To take the lead in marketing the Pre School, being responsible for marketing strategies in order to raise the profile of the setting the within the community.
16. To be responsible for all electronic submissions
17. To be committed to safeguarding children at all times and follow associated procedures.
18. To arrange and chair meetings with parents/carers, managers and other staff.

19. Any other duties appropriate to the post as directed by VMC.

### **Supervisory/Training/Development responsibilities**

To work with the Manager

20. To ensure staff have regular supervision, an annual appraisal, personal development plan and opportunities for training.

21. To take responsibility for the welfare of students, supervising them and providing advice and guidance

22. To participate in supervision, team meetings, training and an annual appraisal.

23. To keep abreast of legislation, guidance, policies etc, ensuring national standards are met at all times throughout the setting.

### **Strategic and Policy Development**

To work with the Manager

24. To contribute to St Marie's Pre-school planning and policy development.

25. To oversee the implementation of the Pre-school marketing plan.

### **Operational Responsibilities**

To work with the Manager

26. To ensure every child is encouraged individually to develop its full potential physically, emotionally, socially and intellectually.

27. To establish effective involvement of parents/carers in the care and development of their children and ensure all staff work in a collaborative way with families.

28. To work at all times in partnership with parents/carers and other agencies.

29. To establish a keyworker system.

30. To maintain robust data collection system for the Pre-school and ensure data is submitted at regular intervals according to requirements.

31. To organise regular staff meetings, parent evenings and open days as appropriate. This may require working outside of the normal Pre-school opening hours.

32. To keep self and team up to date with current childcare knowledge, research and practice.

33. To develop and maintain links with the community.

34. To represent the Pre-school at meetings and forums as appropriate.

## **Quality Assurance**

To work with the Manager

- 35. To implement a quality assurance programme within the Pre-school.
- 36. To maintain good professional childcare practices within the Pre-school.
- 37. To monitor and review working practices in the Pre-school and ensure policies and procedures are adhered to.

## **Finance and IT**

To work with the Manager

- 38. To ensure families are invoiced correctly and that unpaid bills are followed up in accordance with the Pre-school billing policy.
- 39. To follow the guidelines in the Financial Handbook

## **Health & Safety**

To work with the Manager

- 40. To ensure all relevant Health and Safety policies are implemented in the Pre-school, including fire safety, hygiene, food hygiene, electricity at work and COSHH.

## **Contacts**

Children to provide care and education.

Parents, families and other relatives/carers about children and their development.

Pre-school staff to manage the service provision, ensuring high quality at all times.

Other staff and agencies about children and families and services.

Other local professionals about individual children's development, local practice and developments.

Pre-school management about the future of the Pre-school.

## **Confidentiality**

The postholder must maintain confidentiality of information about families, staff and all St Marie's Pre-school business. Information gained must not be communicated by the postholder to other persons except in the course of duty

## **Flexibility**

The job description is not meant to be exhaustive. The postholder will be expected to adopt a flexible attitude towards the duties outlined which may be subject to adjustment at any time in consultation with the postholder and in line with the needs of the business.

## **Health and Safety at Work Act**

To undertake Health and Safety Training on areas within your area of work.  
It is the responsibility of all employees to ensure that the requirements of the Health and Safety at Work Act are complied with, safe working practices are adhered to and that any hazards observed are reported to the appropriate office immediately.

### **No Smoking Policy**

It is the policy of the St Marie's Pre-school to promote health. Smoking is therefore prohibited throughout all Pre-school premises and grounds.

### **The Deputy Manager must demonstrate the following qualities through their practice**

#### **Knowledge and Understanding**

- The principles and content of the Early Years Foundation Stage and how to put them into practice
- How children's well-being, development learning and behaviour can be affected by a range of influences and transitions from inside and outside the setting
- The main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications for early years settings.
- The current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children and their implications for early years settings.
- The contributions that other professionals within the setting and beyond can make to children's physical and emotional well-being development and learning

### **Through their own practice the Deputy Manager must lead and support others to:-**

#### **Effective Practice**

- Have high expectations of all children and commitment to ensuring that they can achieve their full potential
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
- Provide balanced and flexible daily and weekly routines that meet children's needs and enable them to develop and learn.
- Use close, informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision.
- Plan and provide safe and appropriate child-led and adult initiated experiences, activities and play opportunities in indoor and outdoor and in out-of –setting contexts which enable children to develop and learn.
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
- Make effective personalised provision for the children in the setting.
- Respond appropriately to children, informed by how children develop and learn and a clear understanding of possible next steps in their development and learning.

- Support the development of children's language and communication skills
- Engage in sustained shared thinking with children
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of their practice.
- Establish a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being.
- Recognise when a child is in danger or at risk of harm and know how to act to protect them.
- Assess, record and report on progress in children's development and learning and use this as a basis for differentiating provision.
- Give constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next and, when appropriate encourage children to think about evaluate and improve their own performance.
- Identify and support children whose progress, development or well-being is affected by changes of difficulties in their personal circumstances and know when to refer them to colleagues for specialist support
- Be accountable for the delivery of high quality provision.

#### **Relationships with children**

- Establish fair, respectful, trusting supportive and constructive relationships with children
- Communicate sensitively and effectively with children.
- Listen to children, pay attention to what they say and value and respect their views.
- Demonstrate the positive values, attitudes and behaviour expected from children.

#### **Communicating and working in partnership with families and carers**

- Recognise and respect the influential and enduring contribution that families and parents/carers can make to children's development, well-being and learning.
- Establish fair, respectful, trusting and constructive relationships with families and parents/carers and communicate sensitively and effectively with them.
- Work in partnership with families and parents/carers, at home and in the setting to nurture children, to help them develop and to improve outcomes for them.
- Provide formal and informal opportunities through which information about children's well-being, development and learning can be shared between the setting and families and parents/carers.

#### **Teamwork and collaboration**

- Establish and sustain a culture of collaborative and cooperative working between colleagues.
- Ensure that colleague working with them understand their role and are involved appropriately in helping children to meet planned objectives.
- Influence and shape the policies and practices of the setting and share in the collective responsibility for their implementation.
- Contribute to the work of a multi-professional team and where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis.

**Professional development**

- To actively take part in professional development
- To participate in the staff review and development appraisal process.
- Develop and use skills in literacy, numeracy and information and communication technology to support work with children and wider professional activities.
- Reflect on and evaluate the impact of practice, modifying approaches where necessary and take responsibility for identifying and meeting professional development needs
- Take a creative and constructively critical approach towards innovation and adapt practice if benefits and improvements are identified.

I agree that this job profile is an accurate reflection of the duties, skills and responsibilities of the post.

Signed.....Date .....

Signed .....Date.....  
On behalf of the Management Committee

# Deputy Manager of Pre school

## A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with or caring for children of a relevant age or learning need (of which 2 years will have been gained in an early years setting)	E		A, I, R
Experience of developing and implementing learning plans	E		A, I, R

## B. Training and Qualifications

	Essential	Desirable	Source
NVQ level 3 in early years/child care/play work or NNEB Certificate and Diploma	E		A,I
NVQ level 4 in early years/child care/play work/childcare/ or equivalent or willingness to work toward within an agreed timescale		D	A, I
ILM/NEBS or similar qualification		D	A, I
GCSE pass or equivalent in English and Maths	E		A, I
First Aid Certificate (paediatric) or willingness to undertake	E		A, I
Commitment to undertake further relevant training	E		A, I
Understanding of SEND code of practice	E		A,I
Knowledge of assessing and tracking children's progress	E		A,I
Basic Food Hygiene Certificate or equivalent or willingness to undertake	E		A, I
Have undertaken safeguarding training	E		A, I
Have undertaken WRAP training or willingness to undertake		D	A
To have attended at least one of the following: ELKLAN, ECAT, letters and sounds or SENCO training	E		A, I
Basic knowledge of funding processes		D	A,I



## C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge and understanding of the Birth to Three Framework and statutory framework for Early Years and Foundation stage	E		A, I
Knowledge of relevant legislation, policies and codes of practice	E		A,I
Knowledge of child development and learning processes	E		A, I
Knowledge of Health and Safety policies and procedures	E		A, I
Awareness of OFSTED Inspection Handbook	E		A,I

## D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Excellent communication skills	E		A, I
Ability to work in accordance with the schools health and safety policies	E		A, I
Ability to deal with minor injuries	E		A, I
Ability to prepare simple snacks and/or meals	E		A, I
Ability to use IT to support learning	E		A, I
Ability to use initiative	E		A,,I
Ability to work creatively	E		A,I
Reliable and committed	E		A,I
Team player	E		A,I
Hard working	E		A,I
Flexible working practice	E		A,I

## E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I