

# Nursery Manager

## Job Description and Person Specification

<b>Job Title</b>	Nursery Manager
<b>Grade</b>	2020 Scale 7
<b>Reports to</b>	EYFS Lead, DHT, Head Teacher,
<b>Responsible to</b>	EYFS Lead, DHT, Head Teacher
<b>Job Purpose</b>	To provide safe, high quality education and care for pre-school children; to fulfil legal and statutory requirements; to supervise staff on a day to day basis; to contribute to and implement pre-school policies.
<b>Duties</b>	<ul style="list-style-type: none"> <li>• To develop a full-time wrap around provision for the nursery</li> <li>• To take responsibility for drawing up long term, medium term and sessional curriculum plans which ensure that each child is working towards desirable learning outcomes</li> <li>• To arrange one:one parent interviews prior to pupil admission; to be conducted as either an informal home visit or school based meeting</li> <li>• To manage staff and rotas effectively in order to ensure correct ratios are adhered to</li> <li>• To promote the nursery within the community and develop recruitment strategies for pupils and staff</li> <li>• To monitor the effectiveness of the EYFS curriculum</li> <li>• To be responsible for providing a high quality of teaching, ensuring that staff are properly deployed and offer appropriate stimulation and support to the children</li> <li>• To draw up and to supervise the daily programme of nursery activities and events</li> <li>• To be responsible for implementing systems of observation and record keeping so that children's attainment and progress is effectively and regularly assessed</li> <li>• To monitor the effectiveness of assessment procedures</li> <li>• To organise the key worker system and to supervise staff on a daily basis</li> <li>• To be responsible for monitoring the quality of teaching</li> <li>• To participate in staff appraisals and to identify in-service training needs</li> <li>• Act as Designated Safeguarding Lead for the nursery, working with the DSL for the school to ensure all safeguarding strategies and policies are followed</li> <li>• To ensure records are properly maintained, e.g. health and safety checks, daily attendance register, accident &amp; incident book</li> <li>• To liaise closely with parents/carers, informing them about the pre-school and its curriculum, exchanging information about children's progress and encouraging parents' involvement</li> <li>• To ensure that the nursery is a safe environment for children, that equipment is safe, standards of hygiene are high, safety procedures are implemented at all times and fire drills are regularly practised</li> <li>• To liaise with the Senior Leadership Team, social services and other professionals as necessary and ensure that all legal and statutory requirements are implemented, to provide reports as required</li> </ul>

	<ul style="list-style-type: none"> <li>• To contribute to and to implement all school and nursery policies and procedures, especially those on equal opportunities</li> <li>• To attend in-service training and meetings as required</li> </ul>
<b>General</b>	<ol style="list-style-type: none"> <li>1. To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with the line manager</li> <li>2. To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>3. Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>4. Act as the nursery deputy safeguarding lead, working with the school's DSL to ensure all safeguarding procedures are adhered to</li> <li>5. First aid</li> <li>6. The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment</li> <li>7. The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade</li> </ol>

## PERSON SPECIFICATION

General Heading	Detail	General Examples	Specific Examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant Desirable - level 7 Essential - level 6 (or working towards)	Successful recent experience working with nursery/early year's children. NNEB or equivalent. Good general standard of education.
	Knowledge of relevant policies and procedures	e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	First aid qualification. Knowledge of child development. Knowledge of Foundation Stage Curriculum. Knowledge of assessment techniques for young children. Understanding of child protection

			policies and procedures.
	Literacy	Level of literacy required, including qualification level where required	Good literacy skills
	Numeracy	Level of numeracy required, including qualification level where required	Good numeracy skills
	Technology	Ability to use equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.	Ability to use equipment e.g. photocopier, laminator, specialist equipment e.g. for technicians, IT packages etc.
<b>Communication</b>	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability to write routine letters
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions
	Languages	Any specific requirement to have a second language, signing etc.	Seek support to overcome communication barriers with children and adults
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults
<b>Working with children</b>	Behaviour Management	Knowledge level of behaviour management policy	Ability to manage a whole class,

		plus any specialist skills	ensuring pupils remain on task Understanding and implementation of school behaviour management policy
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
	Curriculum/ School organisation	Knowledge level of the school curriculum Any specific skills, knowledge or qualification For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching
	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development Understand and support children in transition
	Health & Wellbeing	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing

<b>Working with others</b>	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed
	Relationships	Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply
	Information	Following/giving instructions, requirements to provide information	Knowledge of EHA (if/when appropriate) Ability to record and report observations in an appropriate manner Ability to distinguish between option and fact
<b>Responsibilities</b>	Organisational skills	Requirements of the post	Ability to be proactive and initiate action
	Line Management	Any line management,	Ability to manage and support the work of others, as

		supervisory requirements	required and appropriate
	Time Management	Requirements of the post	Ability to manage own time effectively Ability to meet deadlines
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	Demonstrate creativity and an ability to resolve problems independently
<b>General</b>	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	
	Child Protection	General and any specific requirements	Understand what is meant by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/Data Protection	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment Evidence of	