

# Donnington Doorstep Pre-School Manager Job Description

<b>Job title:</b>	Pre-School Manager
<b>Responsible to:</b>	Director
<b>Line managing:</b>	Pre-School staff team including volunteers and student placements.
<b>Working with:</b>	Doorstep Family Support and Outreach staff, Managers and Family Drop-in staff and volunteers.
<b>External partners:</b>	OCC Early Years and Childcare Advisory Staff, EYSENIT service, Health Visitors, Local children's centre and schools and other local early education providers.
<b>Hours of Work:</b>	28 - 32 hours per week term time, plus some holiday review and planning time.
<b>Location:</b>	Based in Donnington Doorstep. Generally working within Oxford City, occasional travel out of city required for training and networks.
<b>Salary and benefits:</b>	£ TBC dependent on experience A pension scheme is currently being introduced in July 2017.

**Staff have an individual responsibility to safeguard & promote the welfare of all children; to be an advocate for children's right to play, to be listened to & to be safe.**

## Outline of Post

To ensure the provision of high standard early years education, care and play opportunities for children at Donnington Pre-School.

Based in the pre-school you will be responsible for the day-to-day running and delivery of this sessional pre-school provision as well as the strategic planning and development of the setting. You will work with the Doorstep Management team and board of trustees to ensure that all legal and statutory requirements are met and that all organisational policies are fit for purpose, understood and implemented by the pre-school team. You will lead the pre-school team, providing both day-to-day and line management for all pre-school staff.

## Main Tasks and Responsibilities

### 1. Business Planning, Marketing, Administration and Finance.

- Work with the Doorstep Management team to contribute to the development and review of the Pre-School business plan to ensure long term sustainability.
- Supported by the Finance Officer you will review income and expenditure against budget as part of the Doorstep financial monitoring process.
- Liaise with the Finance Officer to ensure that all paperwork relating to income including NEF, Two Year Old Funding, Childcare vouchers and fees is completed.
- Market and promote the Pre-school to ensure take up of places.
- Provide termly update reports to Trustee Board meetings.

### 2. Early Years Services Delivery

- Be responsible for the delivery of high quality early years provision, to children through the Early Years Foundation Stage (EYFS).
- Be responsible for Safeguarding and Child protection within the pre-school provision liaising with the Doorstep Director on all safeguarding issues, escalating appropriately.
- Ensure that there is a named SENCO for the setting.
- Lead on positive engagement with parents and carers, informing them about the Pre-School and its curriculum, exchanging information about children's progress and encouraging their involvement with learning stories and pre-school life.
- Create a safe environment for children, staff and others ensuring that all Health and Safety procedures and good practice is followed.
- Work with the Doorstep Outreach and Family Support staff to ensure engagement with target groups and to provide integrated support to families across Doorstep's services to engage them in their children's learning and development.
- Liaise appropriately with partner agencies, support services and other educational or childcare providers to ensure the best outcomes and transitions for the children.

### **3. Staff Management**

- Maintain a culture of excellence and continually improving performance within Donnington Doorstep.
- Be responsible for the effective management, supervision and appraisal of all pre-school staff as part of Doorstep's overall Staff Management and Supervision processes.
- Manage and oversee student and volunteer placements within the setting.
- Ensure Doorstep HR and payroll systems are followed for the pre-school staff in line with Doorstep Employment policies and procedures and safer recruitment.
- Lead on effective networking with key partners and participate in other networking as appropriate.

It is in the nature of the work of Doorstep that tasks and responsibilities are in many circumstances unpredictable and varied. All staff are therefore expected to work in a flexible way when the occasion arises and tasks which are not specifically covered in their job descriptions have to be undertaken. This post is subject to funding being secured and maintained.

NB This post is subject to an enhanced criminal records check by the Disclosure and Barring Service (formally known as a CRB check).

When shortlisting we are looking to interview people who show on their application form that they meet the criteria and competencies listed below. Priority is given to the essential criteria. We will use the interview and assessment process to explore this further and to cover those areas that cannot be shown on a written application.

**PERSON SEPCIFICATION**

<b>Qualifications</b>	
Relevant Childcare or Early Years qualification to NVQ Level 3 with a good record of ongoing training since qualifying	Essential
Relevant Childcare or Early Years qualification to NVQ Level 4 or above <b>or</b> willing to complete this	Essential
Qualified to Degree Level or Teaching or Management Qualification	Desirable
Paediatric First Aid	Desirable
<b>Knowledge and understanding of</b>	
Child development, play theory and practice	Essential
Statutory requirements for childcare and early years provisions	Essential
Early Years Foundation Stage	Essential
The impact of social exclusion and disadvantage	Essential
Issues relating to disabled children in the Early Years	Essential
Safeguarding practice and procedures	Essential
Support services for Children, Young People and Families	Desirable
Local networks and the different communities in the Oxford area.	Desirable
<b>Experience of:</b>	
Working in an Early Years setting (minimum 2 years)	Essential
Effective working with families to engage them in their children's learning	Essential
Planning, monitoring and developing Early Years curriculum	Essential
Relevant partnership working	Essential
Working with people from diverse backgrounds.	Essential
Developing and drafting policies and procedures	Desirable
Successful engagement with "hard to reach" groups	Desirable
Recruiting, selecting and training staff	Desirable
Project and service development	Desirable
Working within fixed budgets and reporting on services	Desirable
<b>Ability to:</b>	
Excellent communicator with young children	Essential
Line manage, support and develop a staff team	Essential
Address staff performance issues effectively	Essential
Additional language, sign language, Makaton or other communication skills	Desirable
<b>Skills</b>	
Excellent time management & organisational skills	Essential
Numerical literacy	Essential
IT, Internet and social media literate	Essential
Fluent in both spoken and written English	Essential
<b>Values</b>	
Passionate and committed to Early Education and Play	Essential
Commitment to Equality of opportunity and anti-discriminatory practice	Essential
Constantly looking to improve and develop	Essential
A commitment to the Rights of the Child	Essential
<b>Circumstances</b>	

Ability to travel to a variety of locations	Essential
Will attend professional training	Essential
Able to work flexible hours as required	Essential

**COMPETENCIES**

<p><b>Communication</b> The ability to interact and communicate effectively with a range of audiences, of all ages, abilities, cultures and backgrounds both at a written and spoken level.</p> <ul style="list-style-type: none"> <li>• Speaks clearly, confidently and concisely</li> <li>• Listens without interrupting</li> <li>• Uses appropriate body language and tone of voice</li> <li>• Adapts style (written &amp; spoken) to suit audience</li> <li>• Avoids jargon</li> <li>• Presents information in a way that others can understand</li> <li>• Writes in a clear and concise manner</li> <li>• Is able to produce written reports to an appropriately professional standard</li> </ul>	<p><b>Results</b> The ability to put in the necessary effort to achieve results and remain focused during testing periods.</p> <ul style="list-style-type: none"> <li>• Able to act on own initiative</li> <li>• Meet agreed deadlines</li> <li>• Organise own workload, with minimal direction</li> <li>• Recognises what needs to be done &amp; does it</li> <li>• Remains calm, motivated and focused despite setbacks or distractions</li> <li>• Puts in extra effort, when necessary</li> <li>• Is enthusiastic about achieving outcomes</li> </ul>
<p><b>Problem Solving &amp; Decision Making</b> Ability to analyse and resolve problems in a timely and appropriate manner.</p> <ul style="list-style-type: none"> <li>• Explores the issue from a number of angles</li> <li>• Digs beneath the surface to identify the real issue</li> <li>• Reflects on own practice</li> <li>• Is adaptable, flexible and open to change</li> <li>• Work with ambiguity</li> <li>• Avoids getting bogged down in detail</li> <li>• Makes timely and appropriate decisions</li> <li>• Recognises the wider impact of decisions</li> <li>• Where appropriate, involves those who are affected by decisions</li> </ul>	<p><b>Effective Relationships</b> Ability to form supportive, empowering and appropriate relationships with both children and adults.</p> <ul style="list-style-type: none"> <li>• Treats children and adults with respect</li> <li>• Warm, friendly and approachable manner</li> <li>• Builds on common values/purpose</li> <li>• Shows empathy</li> <li>• Demonstrates confidence in others' abilities</li> <li>• Avoids creating dependency</li> <li>• Inspires, motivates and enables others to achieve</li> <li>• Manages conflicts when needed</li> <li>• Actively seeks ways to work with others</li> <li>• Works collectively to achieve goals</li> <li>• Understands and can effectively communicate good practice regarding confidentiality and professional boundaries</li> </ul>