



## **WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION**

|                         |                                                                        |
|-------------------------|------------------------------------------------------------------------|
| <b>Job Title:</b>       | Nursery Manager                                                        |
| <b>Location:</b>        | Across the Trust (based at Sherford Vale School and Nursery currently) |
| <b>Grade:</b>           | Grade E (SCP 16 – 22)                                                  |
| <b>Hours:</b>           | <b>32.5</b> hours a week, 39 weeks per year                            |
| <b>Reports to:</b>      | Headteacher/EYFS Lead                                                  |
| <b>Responsible for:</b> | Nursery Team                                                           |

### **Job Purpose**

To provide safe, high quality education and care for children aged 2-4 years. To fulfil legal and statutory requirements and to supervise staff on a day to day basis. To contribute to and implement Nursery policies. To be responsible for promoting and safeguarding the welfare of children and young people within the school

This job description may be amended at any time following the discussion between the Headteacher and EYFS Lead, and member of staff, and will be reviewed annually, or more regularly, in response to the changing needs of the school.

### **Main responsibilities and tasks**

- Co-ordinate the provision of a caring, safe, secure and stimulating environment
- In liaison with the Senior Administrator, oversee systems in relation to bookings, payments and any other duties as required
- Meet/exceed the minimum requirements as set nationally by Ofsted and the Department for Education (DfE)
- Plan a varied menu of learning opportunities within the EYFS framework and appropriate play activities for children in the before and afterschool provision, managing a staff team, including ensuring they are adequately trained and supported in order to offer the highest quality provision
- Working with the Governing Body to ensure policies and procedures are implemented at all times.

### **Safeguarding**

- Undertaking the role of the Deputy Designated Safeguarding Lead (DDSL) for the Nursery in liaison with the DSL for the School
- Ensure all staff are appropriately trained as required
- Ensure staff policies and procedures are up to date
- Attend meetings as appropriate
- Be aware of and follow procedures and guidance outlined by Plymouth Safeguarding Children's Board & Devon Children and Families Partnership
- Ensure all safeguarding documentation is recorded, stored, and shared appropriately
- Provide support and guidance to staff regarding safeguarding supervision
- Ensure safer recruitment procedures are followed appropriately to ensure that no individual unsuitable to work with children has unsupervised access

### **Staff Supervision**

- Daily management of staff team, including managing rotas, and handling absences/ holiday/ sickness;
- To be involved in recruiting new staff with the Head Teacher/ Deputy Head as required;
- To support new staff through induction and provide ongoing support and performance management through supervision meetings, in line with school procedures;
- Provide / secure the provision of any training necessary to ensure that staff have suitable skills and experience
- Ensuring staff team have access to appropriate learning and development opportunities on an on-going basis.
- Leading Team Meetings, planning sessions and cascading training information;
- Handling the initial stages of any disciplinary or grievance process.

### **Activity Planning**

- To lead, direct or supervise safe, creative and appropriate learning opportunities within the EYFS framework and play opportunities for a range of age groups;
- To lead planning sessions with staff team to ensure a planned approach to sessions, including allocation of resources, and liaison with parents/carers about themes as necessary;
- To ensure staff have adequate support for preparing activities, organising programmes/ themes and arranging equipment;
- To ensure that all activities are inclusive for all children to take part in.

### **Liaison**

- To develop and maintain good relationships and communications with parents/carers to facilitate meeting the needs of each child;
- To encourage parental involvement and support through the development of effective working relationships;
- To ensure that staff communicate clearly about any matters relating to the running of the provision and the wellbeing of the children, including resources and equipment, health and safety, and safeguarding issues;
- To consult with the children and involve them in the planning of activities;

- To encourage a close liaison with the school and other related agencies and other childcare settings the child attends,
- To share good practice with other staff as needed, including membership to local Play Forums and national organisations;
- To work with and gain support from Devon County Council's Early Years and Childcare Service.

### **Supervision and care of children**

- Ensure correct ratios are maintained to keep children safe from harm
- To supervise students/ trainees, visitors and volunteers, delegating any appropriate tasks to other staff;
- Ensure that all activities are carried out in a safe and responsible manner in accordance with the statutory guidance, where appropriate, and other guidance, e.g. Health and Safety
- Where food is provided, to ensure that it is wholesome and nutritious in accordance with recommended dietary requirements, and that food preparation/ handling is carried out within the guidelines of relevant legislation;
- Ensure that risk assessments are completed prior to commencing activities with children.
- Ensure that children's behaviour is managed in a suitable manner

### **Direct Learning Opportunities & Playwork**

- Ensure that a wide range of creative and enjoyable activities are offered;
- To coordinate the availability and ascertain the suitability of play resources, including managing an inventory of stock and other resource centres as needed;
- Manage the planning of a wide range of creative and enjoyable activities, in conjunction with team members, and consultation with the children;
- To fully support inclusive practice, and ensure that all children can be involved in the activities offered if they wish.

### **Premises**

- To ensure good standards of hygiene and cleanliness are maintained at all times;
- To be responsible for the maintenance of Health and Safety standards appropriate for the needs of the children and staff within the setting;
- To ensure premises include overall floor space and outdoor space; and that equipment is safe and suitable
- Ensure secure access is maintained at all times
- Ensure suitable registering processes are maintained at the start and the end of the day

### **Other**

- To promote the aims and objectives of the school, and use as a guide for daily activities;
- To contribute towards the revision of setting Policies and Practices, as required by the Headteacher and trust;
- To ensure that all staff understand and adhere to Setting policies, procedures and standards at all times, including use of the Accident Book;
- To ensure the Setting offers a high standard of physical and emotional care;

- To oversee the preparation and maintenance of resources, e.g. materials, equipment;
- To ensure the Setting of a high quality environment to meet the needs of individual children from differing cultures and religious backgrounds, and stages of development;
- To ensure confidentiality of information received;
- To promote the setting within the local community;
- To undertake continuous professional development, including short courses and qualifications relevant to Early Years Education and/or playwork;
- To participate in activities which fall outside of normal working hours as required, e.g. Training, Staff Meetings, fundraising events, etc.

### **The Trust**

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
3. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
4. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
5. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

### **PERSON SPECIFICATION**

E = Essential, D = Desirable

| <b>Method of Assessment</b><br>The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed. | <b>Essential or Desirable</b> | <b>Application Form</b> | <b>Interview (or other selection activity)</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|------------------------------------------------|
| <b>Qualifications:</b>                                                                                                                                    |                               |                         |                                                |
| NNEB, CACHE Level 3, NVQ Level 3 or equivalent.                                                                                                           | E                             | X                       |                                                |
| Paediatric First Aid (or willingness to undertake).                                                                                                       | E                             | X                       |                                                |
| Food Hygiene Certificate.                                                                                                                                 | D                             | X                       |                                                |
| <b>Experience:</b>                                                                                                                                        |                               |                         |                                                |
| Extensive proven experience of working with children of relevant age in an early learning environment.                                                    | E                             | X                       | X                                              |
| Experience of working with the EYFS and other relevant learning programmes and strategies – for example contributing towards Educational Plans.           | E                             | X                       | X                                              |
| Experience of working as a key worker with a group of children                                                                                            | E                             | X                       | X                                              |
| Experience working as part of a team.                                                                                                                     | E                             | X                       | X                                              |
| Experience of working with other agencies and professionals.                                                                                              | E                             | X                       | X                                              |
| Knowledge and understanding of the type of external support that is available to support children and their families and how to access these services.    | E                             | X                       | X                                              |
| Planning learning outcomes for large groups of children.                                                                                                  | E                             | X                       | X                                              |
| Previous experience in a leader or supervisory role, within a play work environment                                                                       | D                             | X                       | X                                              |
| Knowledge of Playwork Principles                                                                                                                          | D                             | X                       | X                                              |
| <b>Knowledge, Skills and Abilities:</b>                                                                                                                   |                               |                         |                                                |
| Empathy and understanding of children under 5.                                                                                                            | E                             |                         | X                                              |
| Excellent verbal and communication skills with children and parents.                                                                                      | E                             |                         | X                                              |
| The ability to write reports and to keep clear and accurate records.                                                                                      | E                             | X                       | X                                              |
| <b>Further Requirements:</b>                                                                                                                              |                               |                         |                                                |
| Effective team leadership.                                                                                                                                | E                             | X                       | X                                              |

|                                                                                                                                               |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Excellent organisational skills.                                                                                                              | E | X | X |
| Administrative and good IT skills.                                                                                                            | E | X | X |
| Calm and caring nature.                                                                                                                       | E | X | X |
| Ability to work as part of a team.                                                                                                            | E | X | X |
| Able to work on own initiative.                                                                                                               | E | X | X |
| <b>Personal Qualities:</b>                                                                                                                    |   |   |   |
| Reliable, enthusiastic and flexible.                                                                                                          | E | X | X |
| <b>VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:</b>                                                      |   |   |   |
| <b>Compassion:</b>                                                                                                                            |   |   |   |
| Recognising need in others and acting with positive intention to promote well-being and improve outcomes                                      | X |   | X |
| <b>Aspiration:</b>                                                                                                                            |   |   |   |
| Works to high expectations, modelling the delivery of high-quality outcomes                                                                   | X |   | X |
| Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence                 | X |   | X |
| <b>Integrity:</b>                                                                                                                             |   |   |   |
| Acting always in the interests of children and young people,                                                                                  | X |   | X |
| Acting with a consistent and uncompromising adherence to strong moral and ethical principles                                                  | X |   | X |
| Communicating with transparency and respect, creating a working environment based on trust and honesty                                        | X |   | X |
| <b>Collaboration:</b>                                                                                                                         |   |   |   |
| Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others | X |   | X |