



Job Description

POST:	Nursery Manager
RESPONSIBLE TO:	The Headteacher, Deputy Headteacher, Assistant Headteachers and the EYFS Lead
SALARY:	NJC SO1 SCP 23 to 25 £33,366 to £35,253 Actual salary of £28,956 to £30,578
LOCATION:	Windmill Primary School
WORKING PATTERN:	Monday to Friday, 37 hours per week. Term time plus two weeks.
DISCLOSURE LEVEL:	Enhanced
RESPONSIBLE FOR:	

The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities, support in raising standards across the school, curriculum development.

MAIN PURPOSE:

Main purpose of the job:

- To fulfil the role of Nursery Manager as a senior member of the team in partnership with the EYFS Lead and other members of staff in the nursery.
- Have proven expertise/experience in working with young children and have a sound understanding of how nursery children develop and learn.
- Have a thorough knowledge of early child development
- Have a sound understanding of current early years practice
- Have excellent communication skills, being able to make positive and valued contribution to the team within the Nursery and School.
- Be keen and enthusiastic, and actively committed to the children in their care.
- Keep up to date with Early Years developments and initiatives and participate in continuing professional development in line with school and CAT policy and procedures.

Duties and responsibilities

- To take overall responsibility for the day to day running and organisation of the nursery.
- To take responsibility for the induction and mentoring of students in the nursery.
- To coordinate ICT resources across the nursery.
- To take responsibility for the induction of new entrants and families to nursery.
- To be responsible for equal opportunities within the nursery and be aware of whole school policies.
- Support colleagues in organising cover for staff absence.
- Have an excellent working knowledge of The Early Years Foundation Stage Framework and Curriculum.
- Use The Early Years Foundation Stage Outcomes to plan suitable activities for children matched to their appropriate levels and assess children's progress towards them.
- To coordinate and collate observation for the purpose of assessment and recording in line with nursery policy.
- To update Nursery data on a termly basis and input onto assessment tracker.
- To be first aider in the nursery.
- To be responsible for resources used in the nursery.
- Attend and lead nursery staff meetings.
- To help provide a secure, welcoming and stimulating environment for children and adults who attend the centre.
- Ensure that the welfare of all children is given the highest priority at all times.
- To liaise with families whose children attend the Nursery
- To coordinate nursery numbers and promote the nursery, including the 30 hour offer.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for children, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage groups effectively, using approaches which are appropriate to children's needs in order to inspire, motivate and challenge them
- Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of children
- Have high expectations of behaviour, promoting self-control and independence of all children
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities, which relate to the children, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team and CAT member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within Community Academies Trust
- Contribute to the selection and professional development of other staff including their induction and assessment

- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues
- Promoting the ethos of the school, as expressed in the mission, vision and values statements, as a shared responsibility to which all staff make a significant contribution.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to children's achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise children, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and the impact on children's progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed within the Growing Great People framework

Other

- To have professional regard for the ethos, policies and practices of Windmill Primary School, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant

functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as children. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	Level 5 qualification in Early Years / Child Development or recognised equivalent	Level 6 qualification in Early Years / Child Development or recognised equivalent.
Experience, Skills and knowledge	<p>Relevant experience of working in Early Years</p> <p>Recent experience of successfully co-ordinating or leading a team in Early Years</p> <ul style="list-style-type: none"> • A clear understanding of the essential qualities necessary for improving the quality of learning and teaching. • Up to date knowledge of statutory regulations and guidance relating to the post. • Demonstrate consistently high-quality teaching strategies. • Support and motivate both colleagues and children by leading through example. • Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate). • Manage a team to successfully achieve agreed goals. • Develop and deliver effective professional development for staff as appropriate. • Be an effective team player who works collaboratively and effectively with others. • Contribute effectively to the work of the Headteacher, the Deputy Headteacher and the Early Years Strategic Lead. • Deal successfully with situations that may include difficult situations and conflict resolution • Create a stimulating and safe learning environment, with tailored activities 	

	<p>and resources each day to engage the children in all areas of the curriculum</p> <ul style="list-style-type: none"> • Establish and maintain a purposeful working atmosphere. • Plan, prepare and deliver an appropriate Early Years curriculum. • Assess and record the progress of children' learning to inform next steps and monitor progress. • Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom. • Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles. • Encourage children in developing self-esteem and respect for others. • Deploy a wide range of effective behaviour management strategies, successfully. • Communicate to a range of audiences (verbal, written, using ICT as appropriate). • Use ICT to advance children' learning and use common ICT tools for their own and children' benefit. 	
Personal Qualities	<ul style="list-style-type: none"> • Supportive • Committed • Reliable • Efficient • Humble • Flexible • Optimistic • Shows initiative 	
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	