

JOB TITLE : Deputy Nursery Manager

Job Title	Deputy Nursery Manager
Service	Early Years and Childcare
Salary	TEP7
Reporting to	Nursery Manager

Job Purpose

1. Provide effective management support to the Nursery Manager and the leadership team and be accountable for running the nursery in the Nursery Manager's absence.
2. Support the manager in creating a culture of inquisitive, action-orientated leadership, building the passion for and commitment to a journey of life-long learning for all.
3. To be responsible for the line management, supervision and development of practitioners and other operational staff within the nursery.
4. To lead and role model high-quality practice within the setting and remain in ratio for 50% of contracted hours.

Safeguarding Requirement

The Education People is committed to safeguarding and promoting the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedure to continuously promote a culture of safeguarding across the whole organisation.

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Annex A: Main duties and responsibilities:

1. Be knowledgeable and take responsibility in all aspects of nursery operation, including an in-depth understanding of Early Years Foundation Stage: the statutory regulatory and practice requirements, as well as staff resourcing; customer service and financial aspects.
2. Ensure all staff members have knowledge of all aspects of safeguarding policies and procedures and understand their responsibility in adhering to them, to promote the health, safety and wellbeing of the children across the nursery.
3. Contribute to building a strong, cohesive team, which are motivated to provide outstanding practice. Encourage and drive individual and team participation and engagement in all aspects of the nursery development.
4. Receive regular supervision meetings and annual appraisals with the setting manager. Be active and committed in agreeing setting and personal targets and aspirations.
5. Contribute to the supervision and appraisal of all staff and updates of management systems by regularly liaising with the manager.
6. Motivate, inspire, and lead a team by contributing to an environment of role modelling best practice and fostering a coaching and mentoring ethos. Foster a culture of continuous improvement through reflection and self-evaluation, encouraging teams to be responsive learners.
7. Ensure the provision of a high-quality environment to meet the needs of individual children, having an awareness of any disabilities, family culture, and medical histories.
8. Support the implementation and monitoring systems of effective teaching and learning to enable children's progress and achievements to be regularly and effectively assessed and recorded to reduce any attainment gaps and enable all children to achieve a good level of development.
9. To work seamlessly with senior colleagues and other Early Years professionals to guide all team members to ensure the early identification and intervention, for children who may benefit from additional support in their learning, is secure in both knowledge and responsiveness.
10. Ensure positive partnerships with all parents and families, which are built on respect and empowerment, throughout the nursery. Lead and promote the principles and ethos of Enhancing Families Involvement in Children's Learning (EFICL).
11. Communicate effectively with both adults and children. Foster and develop positive relationships with internal and external professionals relating to the sector.
12. Be active in identifying your own continuous professional development needs and be committed to attending both in house and external training, and cascading information to the wider team.

13. Follow the principles of Education for Sustainable Development (ESD) working towards and promoting a setting that is socially inclusive, environmentally responsible and economically conscientious regarding consumption of energy and resources.

Additional Information

1. It is in the nature of the work 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 that tasks which are not specifically covered in their job description have to be undertaken.
2. DBS: This post is subject to a criminal record check by the Disclosure and Barring service. The level required is Enhanced.
3. Probationary period: All posts within The Education People are subject to a six-month probationary period.
4. This post is exempt from the Rehabilitation of Offenders Act (1974). Staff must be prepared to disclose any convictions they may have and any orders, which have been made against them. Our organisation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Annex B: Person Specification

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

Qualifications	<ul style="list-style-type: none"> • A minimum of level 3 relevant Early Years qualification and a commitment to achieving a relevant degree level qualification. • Current paediatric First Aid qualification • Recent appropriate safeguarding training • Training in leadership and management
Experience	<ul style="list-style-type: none"> • Substantial post qualifying experience in working with children • Experience of supervision or line management • Significant experience in working with families to enhance their involvement in children's learning • Strong pedagogical leadership • Successful implementation of EYFS 0-5 curriculum • Experience in a leadership role • Experience of working in a good regulated environment • Experience of providing a high-quality inclusive education and the ability to translate this into setting practice • Influencing change within the concept of continuous improvement
Skills and Abilities	<ul style="list-style-type: none"> • Ability to communicate effectively at all levels including professional, practitioner level, and to engage with children, parents and families • Able to be an effective leader and work as part of a team • Sound knowledge of the Early Years' regulatory environments in which the PVI sector operate • Excellent organisational and time management skills • Ability to demonstrate successful experience of working with multi-agency professionals • Knowledge of child development and children's needs across the 0-5 age range.
Knowledge	<ul style="list-style-type: none"> • Detailed knowledge of EYFS 0-5 curriculum • Knowledge of national and local issues in relation to

	<p>Early Years and Childcare and commitment to best practice in all aspects of child development, including play and learning.</p> <ul style="list-style-type: none"> • An understanding and commitment to promoting and supporting equality and anti-discriminatory practice. • Be able to demonstrate significant knowledge and understanding of safeguarding.
Other Requirements	<ul style="list-style-type: none"> • Be organised, self-disciplined, reliable, conscientious and honest • Be inspiring and influential • Model good practice and engage in self-reflection • Engage in continuous updating of own skills and knowledge • The ability to work skilfully and effectively with others • Awareness and understanding of 'emotional intelligence' and its effects • Be able to be sensitive to colleagues' readiness for change
TEP Values	<ul style="list-style-type: none"> • People First • Spirit of Innovation • Integrity • Moral Purpose • Excellence • Stronger Together

Annex C: Company Values and Expectations

At The Education People we are guided by our shared values:

- **Moral Purpose:** We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances.
- **People First:** We are committed to always putting people first: our staff, clients and partners, and above all, the people we serve.
- **Stronger Together:** We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we embrace challenge and work together – with each other, our clients and partners.
- **Excellence:** We strive to excel in the delivery of high quality services that produce lasting outcomes: balancing pace, precision, practicality and cost.
- **Spirit of Innovation:** We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery.
- **Integrity:** We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values.