



Early Years Pre-School Manager Job Description & Person Specification

EMMAUS
CATHOLIC MAC
Our journey with Christ

Job Description for Early Years Pre-School Manager

Grade: Emmaus Unqualified Teacher Pay Scales
Grade UQTS Level 6

Line Manager: EYFS Lead

GENERAL PROFESSIONAL DUTIES AND RESPONSIBILITIES

Level 6 Early Years Pre-School Manager will be an expert Pre-School Lead, contributing to our outstanding, expanding EYFS ethos.

Key Features:

- Lead pre-school class, organising staffing to ensure the continual meeting of the EYFS Statutory Framework.
- Lead and exemplify teaching in all areas of the EYFS to maximise the school vision of school readiness.
- Develop, innovate and sustain well-organised, enabling indoor, and outdoor environments.
- Maximise links with home, Parish and the wider community to enable children to flourish holistically.
- To provide specialist skills and knowledge, at an advanced level, across a range of disciplines to support teaching staff in the development and education of children;
- To be responsible for the management and development of a specialist area within the school and/ or line management responsibility for other classroom support staff.

SPECIFIC RESPONSIBILITIES

DUTY HOURS

The postholder will be required to work 32.5 hours per week 8.30am – 3.30pm, 5 days per week, fulltime (30 min lunch per day). Plus, staff meetings on a Wednesday until 4.45pm and additional directed hours to limit set in teachers' pay and conditions document.

ADDITIONAL DUTIES AND RESPONSIBILITIES

Main Duties and Responsibilities

- Providing educational leadership in pre-school and any other school support staff based in pre-school in the first instance.
- Work collaboratively with the EYFS Lead and school educators to ensure seamless delivery of the EYFS ethos and school vision.
- Exemplify teaching worthy of dissemination to staff internally and externally.
- Meet the care and learning needs of all children.
- Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school.
- Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives by developing a natural transition

between pre-school education and Reception, underpinned by the National Curriculum.

- Support and promote children's early education and development throughout indoor and outdoor classroom environment in EYFS, particularly pre-school.
- Maximise local community links to enhance learning for children in the EYFS.
- Make accurate and productive use of assessment.
- Support with delivery and fulfilment of EHCP needs/targets and of any external agency recommendations.
- Participate in learning collaboratively with other schools in our MAC and local networks.
- Demonstrate a good command of the English language in spoken and written form.
- Develop effective and informed practice.
- Supporting with break times, assembly duties and classroom provision.
- Leading on any assessments, interventions and programmes e.g. speech and language/movement as directed by EYFS Lead or SLT.
- Safeguard and promote the health, safety and welfare of children at all times in accordance with the EYFS Statutory Framework.

Support for Pupils

- To be responsible for working directly with the children, to encompass lesson (or curriculum) planning, delivering lessons, assessing the development, progress and attainment of pupils and reporting on the latter.
- Support and promote children's speech, language and communication development.
- Support children's group learning and socialisation.
- Model and promote positive behaviours expected of children.
- Support children to manage their own behaviour in relation to others.
- Understand when a child is in need of additional support.
- Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
- Understand how to assess within the current early education curriculum framework using a range of assessment techniques.
- To support in teaching individuals / group work across the curriculum to raise levels of achievement and to respond appropriately to pupils.
- Carry out and record observational assessment accurately.
- Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers.
- Lead and carry out physical care routines suitable to the age, stage and needs of the child, assisting pupils with dress/ changing for activities/ personal hygiene/feeding/toileting.
- Understand why health and well-being is important for babies and children and promote healthy lifestyles.
- Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- Work collaboratively with the EYFS Lead to innovate and lead systems to inclusively involve parents in the education of their child e.g. parents evenings, induction process, home visits, morning challenge.

- Inclusively and exemplify the teaching of programmes of work including phonics group.
- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
- Understand and apply the knowledge of expected patterns of childrens development from birth to 5 years, and understand further development from age 5 to 7.
- Understand the significance of attachment and how to promote it effectively.
- Experience of working with a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
- Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.
- Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
- Ensure regular and safe access to the local and wider community through organising, and leading trips and outings.
- Liaison with teachers and other school staff including pre-school professionals to obtain, exchange and record information on pupils in accordance with school policy.
- Work with school staff, the SENDCO, Early Years Lead and the SLT to ensure the safe and efficient running of the pre-school.

Leadership of Pre-School

- Exemplify through leadership the engagement all children’s interest and motivation to learn within well-organised, engaging indoor and outdoor environments.
- Carry out risk assessment and risk management in line with policies and procedures.
- Ensure that staff ratios are always met and that legal systems such as the children’s register are implemented.
- Lead and facilitate the children’s development in all areas of the EYFS and skills to include communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.
- Lead on the effective implementation and use of formative and summative assessments, tracking children’s progress to plan next steps and shape learning opportunities.
- Gather, use and moderate data specifically informing future teaching and progress.
- Work with the EYFS Lead and SLT to ensure the effective deployment of support staff.
- Work with subject leaders throughout school to lead and deliver outstanding teaching of phonics, literacy and mathematics.
- Specialist language support to individuals/ groups where English is not the first language or where language skills are well-below age related expectations.
- Where appropriate taking charge of a group or class in any year group throughout school, under the direction and control of the Principal, or other designated member of staff.

- Lead and deliver individual / group work across the curriculum to raise levels of achievement.
- Lead on the integration of children with special needs into mainstream education.
- Promote and lead on safe systems for the drop off and collection of all children.
- Specialist support to pupils in line with a Statement of Special Needs or planned provision. (IEP/ISP/EHC).
- To keep up to date with the latest EYFS research, using this information to ensure all children achieve highest personal outcomes.
- To take a proactive approach in admissions and marketing processes ensuring preschool places are filled where applicable.

Wider School Responsibilities

- Undertake break and assembly duties as allocated on rotas and directed by the EYFS Lead or SLT.
- Support in the professional development and training of students on placement.
- Responsible for contact and link with those with parental responsibility during the working day as part of the normal consultative and educational process.
- Contribute to the development of, and maintain school policies and procedures – with particular responsibility to ensure the effective implementation of the EYFS Statutory Framework.
- Participation in working groups on curriculum matters.
- Attend and participate in relevant meetings and appropriate training sessions as required, leading pre-school aspects in staff and parent meetings.
- Participate fully to embed the implementation of the environmental vision for the school.
- Develop systems to fully integrate the pre-school provision into the everyday routines of the wider school.
- Promote high standards of behaviour throughout school in accordance with Anti-Bullying and Behaviour Policy.
- Model, support and uphold the Catholic ethos of school including attendance at school-parish masses and sacramental occasions where required.
- Maintenance of safe environment including keeping materials and equipment in a well-organised, tidy/safe manner.
- Be aware of, and comply with the policies and procedures relating to safeguarding including Child Protection.
- Contribute to the overall ethos of the MAC and maintain positive, professional relationships with directors, staff, visitors and all other stakeholders.
- Be loyal to the mission of the school and pay due regard to the Catholic nature of the School/MAC.
- Operate with the utmost regard to confidentiality and not divulge sensitive information to third parties.
- To comply with the School/MAC Code of Conduct, regulations and policies.

It is the postholder's responsibility to carry out their duties in line with MAC policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive

approach to a harmonious working environment. The postholder should act as an exemplar on these issues and should identify and monitor training for their self and any employees for whom they are responsible.

The postholder must at all times carry out their responsibilities with due regard to the MAC policy, organisation and arrangements for Health and Safety at Work Act 1974.

The job description is not intended to be an exhaustive list of all duties and responsibilities that may be required.

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. The MAC reserve the right to determine specific duties and tasks to reflect the changing needs of the school. This will be done without fundamentally changing the general character of the post or its level of responsibility.

Emmaus Catholic Multi Academy Company is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Child Workforce Disclosure and Barring Service Check.



Person Specification for Pre School Manager

Task	Essential	Desirable
Qualifications and Training		
G.C.S.E's 4 and above in Maths & English	✓	
Level 6 Early Childhood Studies, or equivalent qualification in Childcare and Education.	✓	
Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS) or Early Years Professional Status (EYPS)	✓	
Early Years Professional Status	✓	
Full Paediatric First Aid (PFA) (in date, within 3 year timeframe)	✓	
Very good numeracy and literacy skills.	✓	
Training and accreditation in relevant "specialist" areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.	✓	
Knowledge and Experience		
Demonstrable experience of working within and leading a EYFS setting.	✓	
Experience of working collaboratively with the EYFS Lead and school educators to ensure seamless delivery of the EYFS ethos and school vision, supporting pupils with the transition to reception.	✓	
Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.	✓	
Detailed knowledge of national/ foundation stage curriculum and other basic learning programmes/strategies.	✓	
Experience and understanding of the principles of child development and learning processes.	✓	

Experience of supporting the development and education of pupils, including the provision of specialist skills and knowledge.	✓	
Evidenced support to pupils in line with a Statement of Special Needs or planned provision. (IEP/ISP/EHC).	✓	
Experience of the professional development and training of students on placement.	✓	
Understanding and implementation of the EYFS Statutory Framework, and relating it to teaching	✓	
Practical Skills		
Listens well and communicates clearly and fluently with colleagues on a wide level.	✓	
Works effectively with a broad range of stakeholders and partners.	✓	
Relevant knowledge of first aid.	✓	
Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard.	✓	
Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	✓	
Committed to safeguarding and welfare of all pupils	✓	
Personal Qualities and Attributes		
Reliable	✓	
Trustworthy	✓	
Courteous	✓	
A Knowledge of Equality & Diversity issues.	✓	
Motivation to continually improve standards and achieve excellence	✓	
Genuine passion and belief in the potential of every student	✓	
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	✓	

Ability to organise, lead and motivate a team.	✓	
Ability to relate well to children and adults.	✓	

Emmaus Catholic MAC is committed to safeguarding and promoting the welfare of children and young people.

This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974.

All applicants must be able to provide documentation to prove their right to work in the UK.

