

Valley Primary School	
Job Description	
Post Title	Deputy Pre-School Manager
Responsible to:	Head Teacher & Pre-School Manager
Responsible for:	
The Role	<ul style="list-style-type: none"> To work as a deputy manager in the Pre-School and to take the lead role in the absence of the manager.
Organisation	<ul style="list-style-type: none"> To plan and prepare resources appropriate to the needs and knowledge of the children, which aim to deliver the Early Years Foundation Stage in such a way as to excite, engage and motivate children aged three to four years old. Have regard to the EYFS with the view to promoting the development of children with varying abilities and aptitudes in the Pre-School. To keep records on children's progress and attainment. Set individual targets, and complete assessments and data. To write annual reports as well as interim reports on individual pupils, and to produce reports when required by outside agencies or when a pupil transfers to another setting. To liaise with other members of staff (in particular the manager and SENCO) as appropriate in order to make the best provision for pupils. To take, with other staff, collective responsibility for pupil behaviour throughout the Pre-School by: upholding the School's Behaviour, Anti-Racist and Anti-Bullying Policies; being proactive in dealing with behavioural issues through the use of a restorative justice approach. To discuss any child(ren) giving cause for concern with regard to their spiritual, emotional, behavioural, physical, or academic development to the Pre- School Manager in the first instance. To maintain a purposeful, stimulating, organised learning environment. To attend weekly planning meetings and staff meetings, staff training and INSET sessions. To uphold the aims and ethos of the Valley Primary School and Connect Schools Academy Trust in all aspects of your daily work as set out in the associated policy and guidance documents.
Pastoral and Welfare	<ul style="list-style-type: none"> To promote the general wellbeing of pupils by building positive relationships and to develop your understanding of each child as an individual. Communicating and consulting with other members of the Pre-School team, parents, carers and external agencies where necessary.

Safeguarding	<ul style="list-style-type: none"> ▪ To report any safeguarding concerns to one of the school's Designated Safeguarding Officers. ▪ To work within the safeguarding protocols of the school. ▪ To keep abreast of the latest safeguarding good practice associated with a Pre-School and modern-day primary school.
Professional Development	<ul style="list-style-type: none"> ▪ To take responsibility for your own professional development through identification of and attendance at appropriate training approved by the school and attending termly supervision sessions with the Pre-School manager. ▪ To attend the Designated Lead training course with Bromley Early Years. ▪ To participate in the annual appraisal system. ▪ To periodically review methods of teaching and learning reflecting on current research and findings.
Wider Contribution	<ul style="list-style-type: none"> ▪ To participate fully in all aspects of school life and undertake any additional duties at the request of the Head Teacher.
Equalities	<ul style="list-style-type: none"> ▪ To work within the Trust's Equal Opportunities Policy and statutory responsibilities.

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PERSON SPECIFICATION		
Reports to:	Head Teacher & Pre-School Manager	
	Essential	Desirable
Education & Qualifications	<ul style="list-style-type: none"> To hold a relevant Level 3 qualification as recognised by the DfE To have experience of working in a childcare setting for a minimum of two years 	<ul style="list-style-type: none"> Other educational professional qualifications.
Experience	<ul style="list-style-type: none"> To have a clear understanding of how children learn and to use this knowledge to plan exciting and stimulating activities which enable children to make good progress and achieve well. To demonstrate experience and skills in meeting the needs of all children in the setting, including those who may have special educational needs, speak English as an additional language or who are more able. To understand the need for effective assessment and record keeping, and how it can be used to ensure children's progress. To have a sound knowledge and understanding of the Early Years Foundation Stage To be able to use a range of effective behaviour management strategies. Experience of implementing safeguarding procedures to secure positive outcomes for children. To recognise signs of child abuse. 	<ul style="list-style-type: none"> To have experience of planning for children in a Pre-School setting, planning as part of a small team and setting next steps. To have worked as a SENCO To have attended Safeguarding training
Professional Skills, Ethos & Commitment	<ul style="list-style-type: none"> Excellent teaching experience rooted in an expectation of high standards. An ability to build positive relationships with children and families reflecting mutual respect. Evidence of having high expectations in relation to children's behaviour and adopting strategies to meet the personalised learning and emotional needs of all children 	

	<ul style="list-style-type: none"> ▪ To be competent in the use of IT as an aid to both teaching and learning. ▪ To demonstrate the ethos of the school and to act in a professional way to support the aims and ethos of the school at all times. 	
Personal Attributes	<ul style="list-style-type: none"> ▪ To be well-organised and to display high expectations of teaching, learning and behaviour. ▪ Approachable with excellent interpersonal skills to develop positive relationships within and beyond the school. ▪ To be able to demonstrate a commitment to your own continuing professional development. ▪ To have the ability to work as part of a team, small or large, with all members of the school community. ▪ Ability to maintain a positive outlook and adopt a 'can-do' attitude even when faced with difficulties. ▪ To be able to take the initiative in a range of situations, including the ability to take on a lead role, and to be flexible and adaptable. 	