

Position: - Third In Charge

Job Title:	Third In Charge
Hours:	Full time – 40 hours per week approximately and maybe a shift pattern including staff meetings.
Contract Type:	Permanent
Salary:	Up to £24,000 - depending on experience and qualifications.
Responsible to:	Nursery Deputy Manager/Primary School Nursery Manager/Director

Job Description:

We are seeking for an experienced and motivational Third in Charge at our busy nursery setting. You will be required to work alongside the deputy and nursery manager to ensure the day-to-day management operates smoothly. Also an advanced knowledge on the Early Years Foundation Stage framework (EYFS) is essential encouraging children's learning through fun and engaging play. You will be working with a dedicated team in a caring, family friendly, characterful and stimulating environment, which is inviting to children, parents and staff. Ensuring the facilities and staff are working at a high quality, balanced provision of leading practice education and care is delivered each day. Consistently meeting legislative requirements, policies and procedures following education curriculum, delivering standards, which ensure the highest possible inspection grading. Ensure that the training, support, mentoring and supervision of the staff team inspire and lead ambitious practice. To create a safe, secure, stimulating, caring environment. Welcoming the parents are happy to entrust their child and where their child is encouraged and supported to flourish in an enabling and stimulating environment. To promote a successful and profitable business, engaging with the local community and marketing the setting to reach maximum occupancy whilst providing excellent customer services.

General Main Duties and Responsibilities:

- To work alongside the Nursery Deputy and Manager to lead the nursery to reach an Outstanding grading with OfSTED standards
- Assisting in the day to day general management ("good housekeeping") of the nursery; ensuring our Policies & Procedures are met alongside the EYFS and associated statutory guidelines and good practice
- Identify development areas or training requirements throughout the staff team and actively promote continued professional development
- Mentor and lead the staff team and offer support and guidance as required
- To support and encourage any ideas and initiatives to maintain employee engagement
- Be an advocate to promote our settings ethos, benefits, marketing, pension scheme etc.
- Continually motivate and develop the staff team within the nursery through effective role
- Role model spending time in rooms throughout the setting
- Support and attend all regular meetings and training and have a full written agenda and minutes to accompany
- Promote equality and diversity within the nursery, challenging any behaviour which does not support our Inclusive Practice and Equal Opportunities Policies.
- To lead on the quality aspects of a nursery, including environments, learning and development and Learning Journals
- To ensure that all children are treated as individuals and that we are supporting this through our approach to planning in line with the EYFS.
- Ensure that settling-in and transitions are well managed for all children, ensuring they are communicated to parents, carers and colleagues
- To support on all aspects of inclusive practice, behaviour management and special educational

needs within your team, liaising with the appropriate representatives

- To ensure effective communication with staff and families, external agencies, Parents Forum, Newsletters, Parents Evenings, stay & plays, community, settling-in sessions
- Deal with any parent/carer issues or concerns in a timely manner, escalating any issues to your nursery manager and to record these documents
- To deliver childcare in a way that meets parents'/carers' needs and works in partnership with them providing high levels of customer care at all times
- To enable young children to make good progress in their learning by building upon the skills to develop emotional security, self-belief and mature social skills they have when they join the school in nursery or reception class.
- Planning learning rich and stimulating activities that the children are able to achieve good progression by understanding
- Record any accidents or incidents and report to the deputy and nursery manager and parents/cares
- Identifying clear learning objectives and learning content, appropriate to the subject matter and the children being taught
- Setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning.
- Setting clear targets for pupils' learning that build on prior attainment identifying pupils who have special educational needs
- Provide support for the children who are not yet fluent in English. Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding
- Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.
- Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning
- Plan opportunities to develop children's spiritual, moral, social and cultural development
- Establish and maintain a purposeful learning, clean, stimulating, safe and secure atmosphere, which promote pupils' confidence to learn.
- Set high expectations for the children's behaviour, establishing, and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.
- Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review One Plans for pupils with identified special educational needs.
- Maintain good organisation and accurate assessments so that they offer a clear record of children's progress and complete an EYFS profile for each child.
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- Understand the expected demands of the individual child in relation to the expectations of the Framework for the Early Foundation Stage -Management and administration
- Support students on placement in Early Years Foundation Stage classes.

Third In Charge – Personal Specification:

	Essential:	Desirable:
Qualification:	<ul style="list-style-type: none"> • Level 3 or above NNEB, CACHE, BTEC or NVQ consisting of the Early Years Foundation Stage • GCSEs in English and Math grades A*/9– C/4 or equivalent • First Aid Pediatric trained • Safeguarding and child protection knowledge and training • 1 year minimum of working in a senior/leadership management early years nursery position. 	<ul style="list-style-type: none"> • A degree or equivalent qualification • Evidence of in service professional development
Skills, Knowledge, Aptitude & Experience:	<ul style="list-style-type: none"> • A thorough up to date knowledge of the range of EYFS teaching, learning and behavior management strategies and how to implement them effectively. • A thorough understanding of the national curriculum and a range of assessment requirements and arrangements. • Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion • Knowledge of computer software relevant to the EYFS curriculum • Know the legal requirements, national policy and guidance on the safeguarding of children • Ability to prepare and plan effectively • Good organisational skills • Ability to priorities and management time effectively • Ability to work as part of a team • A clear and good knowledge and understanding of the curriculum, current educational issues, theory and practice • Evidence of ability to teach outstanding manner • The ability to use ICT effectively to engage with the children • An understanding of how to use assessment to inform planning for good/outstanding teaching and learning • Demonstrate consistent and effective planning and teaching to meet differing learning needs of the individual child • Evidence of good management skills • Create a happy, stimulating, challenging and effective learning environment 	<ul style="list-style-type: none"> • Specific expertise and enthusiasm for planning and teaching a creative, cross curricular approach • Preparation and administration of statutory tests • Willingness to contribute to whole school development • Willingness and ability to contribute to extra-curricular activities

	<ul style="list-style-type: none"> • Involvement and commitment to all aspects of settings life • Commitment to personal welfare and safeguarding of children 	
Physical:	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 	
Personal Qualities:	<ul style="list-style-type: none"> • Approachable • Committed • Able to motivate self and others • Calm under pressure • Well-organised • Work in a team • A desire to make a difference to the lives of the children you teach • A willingness to learn and develop new skills • Reflective practitioner • Professional at all times • Good written and oral communication skills • Enthusiastic and positive, approachable, accessible and flexible • Ability to plan time and organise work effectively • Ability to work with as part of a team • An excellent attendance and punctuality record 	<ul style="list-style-type: none"> • Knowledge and commitment to equal opportunities issues • Commitment to inclusion • Brings personal interests and enthusiasm to the school community

The setting is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. A full-enhanced Disclosure & Barring Service (DBS) and a pre employment health check will be obtained prior employment including satisfactory references checks.

You may contact us at:

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