**<SCHOOL /ACADEMY NAME>**

**Insert name of establishment**

**Children’s Centre Manager**

**Role Profile and Person Specification**

**June 2007 (updated August 2019)**

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| **Job Description** | |
| **Job Title:** | **Children’s Centre Manager** |
| **School /Academy:** | **<please insert here>** |
| **Grade Range:** | **Grade 10 - SCP 30 - 32** |
| **Hours:** | **36 hours per week** |
| **Work Pattern:** | **All Year Round** |
| **Location:** | **<please insert here>** |
| **Reports to:** | **<please insert here>** |
| **Responsible for:** | **<please insert here>** |
| **Role Purpose and Role Dimensions:** | The Children’s Centre Manager is expected to   * Work in partnership with the Head Teacher and Governors, ensuring effective delivery of integrated care, education and family services in response to local community needs. * Be responsible for the day to day management of Family services within the Centre. * Provide effective support for the development of integrated care and education for children within the Centre. * Develop links with local community and voluntary groups, Jobcentre Plus, health services and Children’s Information Services. |
| **Commitment to Diversity:** | As a member of the School Team to take individual and collective professional responsibility for championing the School/Children Centre's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity. |
| **Key External Contacts:** | * Parents / carers and families using the Centre * Other professionals e.g. health professionals, ABC, Portage service * Local Childcare providers * Local community and voluntary groups * Families in the Centre’s “reach” area * Extended School’s Co-ordinator * Management of Nursery providers |
| **Key Internal Contacts:** | * Head Teacher and Deputy Head Teacher * Other members of School Senior Leadership Team (SLT) * Family Support Workers * Early Years Educators * Early Years Assistants * Clerical and financial administrative staff * Staff and students in the Centre * Governors of the Centre |
| **Financial Dimensions:** | Post holder is expected to work with the Head Teacher and Governors in developing services. This will include the financial and resource dimensions. |
| **Key Areas for Decision Making:** | * Management of Family services * Management of all Centre staff, including discipline and management of unsatisfactory performance. * Ensuring effective delivery of care and education in partnership with the Head Teacher * Providing effective support for developing services in response to local community needs. |
| **Other Considerations:** | The post holder is a key holder and member of the emergency call out team.  The post holder is a member of the School’s Management Team.  The postholder is a key member of the Children’s Centre Advisory Board |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Leadership** | **This will involve:**   * Assisting the Head Teacher and Governors to realise the vision for XXXXXXXXXXXXXX within the Children’s Centre “core offer” * Working within and promoting the Centre’s agreed aims, objectives, policies and procedures * Working to develop the Centre’s ethos towards encouraging a commitment in the local community to lifelong learning * Promoting good team spirit by supporting and motivating parents/carers, children and staff, ensuring effective communication * Contributing as part of the leadership team to the development of the Centre and its provision * Facilitating the development and improvement of practice * Taking responsibility for agreed areas of development in line with the Centre Improvement Plan * Responsible for the collection and interrogation of data in relation to the core offer |
| **Management** | **This will involve:**   * Assisting the School’s SLT in managing the Centre * Ensuring the delivery of Parenting support and Health services within the Children’s Centre “core offer” * Ensuring that the services delivered by the Centre are relevant and accessible to the needs of families with young children living within the “reach” area * Managing staff within the Family Services * Taking an active part in staff recruitment, appointment and induction * Attending and participating in meetings as required by the School’s SLT * To manage the centre’s budget in consultation with the School’s SLT, in accordance with financial regulations * Serving as a co-signatory for cheques * Having responsibility, when appropriate, for leaving the premises secure * Responding, when required, as emergency key holder to the premises * Undertaking any other duties as may be reasonably required from time to time and which are consistent with the responsibility and scale of the post |
| **Outreach** | **This will involve:**   * Leading outreach with particular regard to those families identified as “hard to reach" * Promoting an ongoing ethos of consultation to ensure services adjust to parental demands * Being involved, where appropriate, in outreach work in families own homes * Investigating possible sources of fundraising for the Centre |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Community Links** | **This will involve:**   * Establishing and maintaining effective liaison with health professionals and other agencies * Establishing and maintaining links with Job Centre Plus, the Children’s Information Service and other information sources * Having responsibility for maintaining and developing links with appropriate Childcare providers * Liaising effectively with Childcare providers * Liaising effectively with the school, ensuring records are passed on to receiving providers to ensure the child‘s smooth transition into the next phase of care / education. |
| **Training and Development** | **This will involve:**   * Having at least NVQ Level 3 in Childcare and Education or equivalent * Having undertaken recent and relevant courses related to early education, child development or related areas * Participating in the performance management process and assisting the School’s SLT with performance management of staff in accordance with agreed policies * Participating in the training of other professionals and Early Years Practitioners * Supporting and advising appropriate staff / students / volunteers in the pursuit of their duties and their professional development * Working in partnership to secure relevant training for parents and other members of the community * National Professional Qualification in Integrated Centre Leadership (NPQICL) or ability to meet entry requirements and a commitment to undertake this within two years of taking up post. |
| **Record Keeping and Assessment** | **This will involve:**   * Ensuring the maintenance of accurate and up-to-date records * Working with individual families and contributing to family assessments * Working with teaching staff to provide support for observations, assessment and record keeping within the Birth to Three matters framework * Contributing to the effective introduction within Family Services of the Early Years Foundation Stage as it develops * Evaluating the services provided, in conjunction with the School’s SLT |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Family Services** | **This will involve:**   * Ensuring the ongoing delivery of open and welcoming drop-in sessions for parents and carers * Taking lead responsibility for planning appropriate play provision in each session with due regard to the developmental stage, needs and interests of the children * Ensuring the quality, quantity, maintenance and safety of materials * Ensuring the provision is non-discriminatory and values and respects diversity * Ensuring the provision reflects and supports the rich diversity of families in our community * Being aware of and adhering to agreed policies and procedures for child protection and safeguarding * Developing learning and development opportunities for parents in response to their needs and wishes * Ensuring the delivery of high quality crèche services to support related activities for parents * Working in partnership with parents and carers, responding to their needs and directing them towards appropriate service provision * Extending and developing provision to ensure services are accessible to all families, including those who are “hard to reach” * Ensuring that all information given to parents, carers and professionals is up-to-date and accurate * Regularly evaluating all services and provisions to ensure the effectiveness of the services offered |
| **Record Keeping and Assessment** | **This will involve:**   * Ensuring the maintenance of accurate and up-to-date records * Working with individual families and contributing to family assessments * Working with teaching staff to provide support for observations, assessment and record keeping within the Birth to Three matters framework * Contributing to the effective introduction within Family Services of the Early Years Foundation Stage as it develops * Evaluating the services provided, in conjunction with the School’s SLT |
| **Green Statement** | **This will involve:**   * Seek opportunities for contributing to sustainable development of the borough, in accordance with the School/Children Centre’s Green Commitment. In particular, demonstrate good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision. |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Data Protection** | **This will involve:**   * Being aware of the School/Academy’s legal obligations under the Data Protection Act 2018 (the “2018 Act”) and the EU General Data Protection Regulation (“GDPR”) for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply. * Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements. * Treating all information acquired through employment, both formally and informally, in accordance with the Workforce Data Protection Policy. |
| **Confidentiality** | **This will involve:**   * Treating all information acquired through employment, both formally and informally, in confidence.   There are strict rules and protocols defining employee access to and use of the School/Academy’s databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement. |
| **Equalities and Diversity** | The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams. |
| **Safeguarding** | **This will involve:**  • Displays commitment to the protection and safeguarding of children and young people.  • Values and respects the views and needs of children and young people.  • Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children. |
| **Customer Care** | **This will involve:**   * Able to demonstrate a commitment to the School/Children Centre’s Customer Care Policy |
| **Health and Safety** | Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management. |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **To contribute as an effective and collaborative member of the School Team** | **This will involve:**   * To participate in training to be able to demonstrate competence. * To participate in first aid training as required. * Participating in the ongoing development, implementation and monitoring of the service plans. * Championing the professional integrity of the School/Children’s Centre. * Supporting Customer Focus, Best Value and electronic management of processes. * Actively sharing feedback on School policies and interventions |

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| **P e r s o n S p e c i f i c a t i o n** | |
| **Job Title:** | **Children’s Centre Manager** |
| **Essential knowledge:** | * Have at least NVQ Level 3 in Childcare and Education or equivalent * Have a thorough knowledge of Birth to Three Matters and be able to articulate this   to staff and parents   * Have knowledge of Every Child Matters and its significance in Children’s Centre development * Have knowledge of the Foundation Stage curriculum and understanding of the Early Years Foundation Stage. |
| **Essential skills and abilities:** | * Work in partnership with parents and carers; having a warm, responsive yet   professional approach to children and families, relating easily with very young  children   * Work in partnership with other professionals, agencies, voluntary groups and * service providers. * Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post\* * Displays commitment to the protection and safeguarding of children and young people. * Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children * Be able to effectively lead, manage and motivate staff and children * Have effective oral and written communication skills involving a sensitive * approach to adults and children * Have excellent organisational skills, being able to set up, access and maintain * appropriate and effective systems * Be reliable and trustworthy and able to use judgement in receiving and dealing * with sensitive information * Be able to exercise initiative and contribute ideas for Centre improvement * Be able to lead Centre improvement and work to agreed objectives through * performance management * Be a confident user of I.C.T and able to use it with children and as a tool to * lead Centre improvement * Have high standards in all areas of work e.g. display, written communication, * setting out and tidying the Family room, resource maintenance * Be committed to early years education and care and demonstrate an awareness * of educational developments and integrated working * Show a commitment to lifelong learning for themselves and to encourage others * Be able to prioritise * Be able to respond to the demands of leadership as the occasion arises |
| **Essential experience:** | * Have had experience of working with adults and young children within a variety   of educational settings   * Have had some level of management experience and responsibility for   supporting the work of other staff |
| **Special conditions:** | * National Professional Qualification in Integrated Centre Leadership (NPQICL) or ability to meet * entry requirements and a commitment to undertake this within two years of taking up post. * Be committed to equality of opportunity for all children and families   irrespective of ability, sex or ethnic background.   * Show commitment to ongoing professional development. * Observe and maintain confidentiality. * Have a positive attitude and enjoy working with young children and their   parents/carers.   * Demonstrate commitment to high educational, day care and health standards, maximising achievements and outcomes for all children and families. * Be a key holder and a member of the emergency call out rota. * Be committed to safeguarding and promoting the welfare of children. * Enhanced DBS check   Due to the business needs of the service up to 20 days of the holiday entitlement must be taken during the Children’s Centre annual closure periods. The remainder of the holiday entitlement may be taken at any time, subject to agreement with the School’s SLT. |

\*Further advice on specific points in this role profile can be obtained from your HR provider.