

Staffing Matters:

A guide to
Recruitment & Retention

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Introduction

Success in recruiting and retaining the right staff is at the heart of improving the well-being of children and families – as well as being the key to a flourishing business. Recruiting and selecting the right staff, at the right time, for the right roles, is fundamental to the success of your business and its ability to deliver quality childcare, early years and/or play provision. Thus, the quality of your staff and the range of their skills, knowledge and qualifications can be taken as a direct indicator of the quality of the provision overall.

It's not just about good business sense either. It could have a dramatic impact on your Ofsted inspection outcome. Ofsted inspectors are looking for evidence of a ***thorough and carefully managed recruitment and selection process***, with emphasis on appropriate checks and vetting procedures to safeguard the children in your care. This includes evidence of ***CRB checks, references, employment history, medical declaration, qualifications, and evidence of a robust recruitment and selection process***, for each staff member.

This guide is designed to help you, future managers and committees to ensure that your setting approaches recruiting new staff and retaining existing, experienced personnel in the best possible way. It includes templates, checklists and suggestions to avoid having to start from scratch, so please feel free to make as much use of this information as you can – it is here to help you save time, and to ensure your setting is working to the highest standards.

Good Luck!

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What does a good Recruitment & Retention Policy look like?

This Guide takes you step-by-step through some of the very best ways to approach recruiting and retaining staff. But what it does not do is create a Recruitment and Retention Policy for you, although you will need one, which can be referred to at any time by managers, committee members and staff. A good Recruitment and Retention Policy provides a simple reference to how your setting responds to the need to recruit new staff, and what methods and practices are used to help support and retain existing staff. This Guide gives you all the tools you need to create your own unique policy, and to help further, you may find the checklist below helpful.

	Good Practice Prompts
Recruitment Policy:	<p>What is the recruitment process for your setting?</p> <ul style="list-style-type: none"> ○ How are vacancies identified? (New and existing roles.) ○ Do all roles have Job Descriptions and Person Specifications? ○ How are vacancies advertised? When, where, how? ○ What information is sent out to applicants? How do applicants apply for vacancies? Do you use application forms? ○ Who undertakes shortlisting and interviewing? How is it done? Do you use a Selection Panel? ○ What referencing/suitability checking procedures do you use? How, when? At what stage is a formal offer of employment made? ○ Do staff have employment contracts? What do they include? ○ Is there a written policy on Equal Opportunities relating to staff?
Retention policy:	<p>What retention strategies are in place in your setting?</p> <ul style="list-style-type: none"> ○ What is the standard induction process? When is it done, by whom, how and why? Is an Induction checklist used? ○ Do staff have one-to-one meetings with their Manager, (Supervision)? When is it done, how, for what purposes? ○ Appraisal process – when is it done, how and by whom? Is an appraisal form used? ○ Staff development and training – how are learning needs evaluated, when and by whom? ○ Do staff have personal development or training plans? ○ What planning and support for training and development opportunities takes place, with whom, how often?

A Robust Approach to Recruitment & Retention - Overview

You'll need to demonstrate good quality, comprehensive and clearly written policies on how your setting approaches recruitment and selection of new staff, and how the checking of suitability is handled.

The following table may provide some useful insights into good practice indicators for Recruitment, Selection and Retention processes.

	Recommended Good Practice indicators
Recruitment Policy/ plan:	<ul style="list-style-type: none"> • Demonstrate an organised approach to planning recruitment • Written policy on the Recruitment & Selection Process, including shortlisting, interview and referencing/ screening procedures • Advertising – how, when and where? • Timescale plan for recruitment process • Written policies on Equal Opportunities relating to staff
Job description	<ul style="list-style-type: none"> • Title • Line management • Specific duties
Job Specification	<ul style="list-style-type: none"> • Essential and desirable criteria required to fulfil the duties of the post
Staff terms and conditions	<ul style="list-style-type: none"> • Name and address of employer and employee • Job title • Date employment began • Wage details: how much, when and how paid? • Pension, sick leave, maternity/paternity arrangements/ entitlements • Holidays and bank holidays • Notice period on both sides • Grievance and appeal procedures • Disciplinary process • Approved and signed copies
Retention policy:	<ul style="list-style-type: none"> • Induction: when, how and why? • Induction checklist signed by new employee • Supervision: when, how and with who? • Appraisal process, including template or forms used
Staff development and training	<ul style="list-style-type: none"> • Evaluating learning/ Training Needs Analysis • Staff personal development or training plans • Planning and supporting training and development opportunities • Qualification training

Tackling Recruitment

The best way to avoid problems whilst recruiting for new staff is to adopt an organised and practical approach to the process. The checklist below will help you to plan ahead:

- Define your requirement – what is the post?
- Agree on the Selection Panel members
- Identify a Job Description
- Design a Person Specification
- Decide how you plan to advertise the vacancy
- Create an advert
- Set timescales for the recruitment process, eg. closing date for applications
- Identify what the application process is for the post, eg. application form
- Shortlist applicants
- Interviews
- Obtain references/ checks
- Agree start date
- Plan induction

Define your Requirements

Think carefully about what you want from the post you're going to recruit for, and from your new employee. Whether you are replacing a previous worker, or creating a new role, you should consider how the new role will complement your existing staff team, and how it might fit into future plans for the setting. If you're replacing someone, think carefully about different ways of fulfilling that role, for example, using a job share system, rather than assuming you have to find a direct replacement.

Agree on the Selection Panel members

This is the best time to agree on the members of the Selection Panel. A panel would ideally be made up of three people, at least one of which should be the direct Line Manager for the post. Others might be the setting Manager or owner, committee chairperson and so on. Although three people may seem a lot when you might only be recruiting for a part-time or casual position, it creates a balance of views and opinions, and presents a professional image to applicants. It also means that the panel members can take responsibility for different aspects of the process, as it can involve quite a lot of work for just one person.

The Panel will take responsibility for the creation or checking of recruitment information such as Job Descriptions, Person Specifications, and advertisements, as well as taking an active role in the key activities of shortlisting and interviewing applicants.

Identify a Job Description

The Job Description should clearly identify:

- The name of the organisation
- The job title
- The immediate supervisor or manager of the post
- Which staff, if any, the post supervises
- The normal hours of work
- The pay
- The purpose of the post
- A list of duties and responsibilities of the post

Over the next few pages, you'll find Sample Job Descriptions, which may be helpful to you. Please note, ALL Job Descriptions should be accompanied by a Person Specification, as described later in this chapter.

Design a Person Specification

The Person Specification should cover:

- Skills, aptitude, knowledge and experience
- Qualifications
- Personal qualities
- The requirement for the criminal record and suitable person checks

Often, a Person Specification is attached to the end of a Job Description, and is divided into Essential and Desirable criteria. This is a very useful model to follow, as this plays an important part at the shortlisting of applications stage.

For example:

Essential:

NVQ Level 3 (or equivalent) qualification in Playwork
Experience in playwork, childcare or early years
Experience in a managerial role
Enhanced CRB disclosure

Desirable:

Foundation Degree or equivalent qualification in Playwork at Level 4/5
Experience of working with 11-14 year olds
Paediatric First Aid certificate

SAMPLE JOB DESCRIPTION - CLEANER

Little Rascals, Anytown, Anywhere

Purpose of Post

- To provide a high standard of hygiene and cleanliness throughout the Setting.

Key Areas

- Develop routines to ensure all areas of the Setting are maintained to high standard of cleanliness.

Responsible to

Manager / Supervisor

Hours of Work

Monday to Friday, 7.5 hours per week (1.5 hrs per day)

Pay

£XXX per hour

Main Duties

- 1 Empty and wash out bins in all rooms;
- 2 Tidy and dust Staff Room;
- 3 Tidy and dust Offices;
- 4 Vacuum carpets;
- 5 Clean Setting's toilets, staff toilets and hand basins;
- 6 Wash floors in laundry, kitchen, bathroom and the Setting;
- 7 Wipe around surface in kitchen;
- 8 Damp dust where appropriate;
- 9 Keep a check on cleaning materials and re-order via the Manager;
- 10 Lock or unlock the building securely;
- 11 Undertake any other duties as may be required from time to time.

Cleaner - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> An understanding of the duties involved with cleaning a business premises 	<ul style="list-style-type: none"> Previous experience of cleaning and domiciliary work in a commercial/business environment
<p>Personal qualities</p> <ul style="list-style-type: none"> Punctuality Reliability Trustworthiness Able to work to a high standard with minimal supervision 	<ul style="list-style-type: none"> Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent’s Evening
<p>Qualifications</p> <ul style="list-style-type: none"> An understanding of Health & Safety at work, (especially relating to the use of chemical products) 	<ul style="list-style-type: none"> Health & Safety certificate First Aid certificate Completion of other relevant courses

This post does not require a CRB check as there will be no unsupervised access to children and young people. Satisfactory references will be obtained prior to an offer of employment being issued in writing.

NOTE: If this person was expected to be working on site during the time when children were present, it would be advised that an Enhanced CRB would be obtained prior to commencement of employment.

SAMPLE JOB DESCRIPTION - COOK

Little Rascals, Anytown, Anywhere

Purpose of Post

- To organise, cook and prepare a healthy balanced diet for children aged 0 to 12 years

Key Areas

- Provision of food in the setting;
- Hygiene, Health and Safety.

Responsible to

Manager / Supervisor

Hours of Work

Monday to Friday, 11.30am – 1.30pm (10 hours per week)

Pay

£XXX per hour

Main Duties

- 1 To be the budget holder for the provision of food and associated goods for the Setting;
- 2 To be responsible for the purchase and secure storage of such;
- 3 To be responsible in conjunction with the Manager for planning menus, and ensure any special dietary requirements are responded to;
- 4 To keep weekly accounts of such expenditure;
- 5 To co-ordinate the serving of meals and snacks;
- 6 To wash-up crockery and cutlery;
- 7 To be responsible for the highest standards of food hygiene and Risk Assessment within the kitchen area.

Cook - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Ability to produce healthy, appropriate meals and snacks for children aged three months – five years old • An understanding of good nutrition for young children • Knowledge of food allergies and special dietary requirements 	<ul style="list-style-type: none"> • Previous experience of working as a Cook/ Chef in a commercial/business environment • Ability to manage a small budget
<p>Personal qualities</p> <ul style="list-style-type: none"> • Good organisational and planning skills • Punctuality • Reliability • Trustworthiness • Able to work to a high standard with minimal supervision 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent's Evening
<p>Qualifications</p> <ul style="list-style-type: none"> • Current Food Hygiene certificate • An understanding of Health & Safety at work 	<ul style="list-style-type: none"> • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post does not require a CRB check as there will be no unsupervised access to children and young people. However, if there is a possibility of unsupervised access to children, this post would become subject to an Enhanced CRB. In such a case, both satisfactory references and the Enhanced CRB would be obtained prior to an offer of employment being issued in writing.

SAMPLE JOB DESCRIPTION - TRAINEE / MODERN APPRENTICE

Little Rascals, Anytown, Anywhere

Purpose of Post

- 1 To be trained to undertake same responsibilities as Nursery Assistant;
- 2 To contribute to a high quality caring environment for children. This includes creating a warm, friendly and stimulating atmosphere in which the children can develop emotionally, socially and educationally through individual attention and group activities.

Key Areas

- 1 To work with children;
- 2 To attend training;
- 3 To complete all assignments set;
- 4 To be part of a team;
- 5 To attend associated training;
- 6 To liaise with mentor.

Responsible to

Mentor/Setting Manager/Supervisor

Duties and Responsibilities

- 1 Undertaking training to obtain recognised qualifications, including completing assignments on time, and attending all College sessions/ tutorials (if applicable);
- 2 To attend team meetings and contribute relevant ideas;
- 3 Under supervision to provide all aspects of care for children including washing, changing and feeding;
- 4 To assist with meeting the personal and emotional needs of individual children;
- 5 To provide adult interaction with children in the Setting;
- 6 To be aware of the Setting's confidentiality policy.

Team Work

- 1 Support all staff and engage in a good staff team;
- 2 To attend ALL out of working hours activities, eg training, monthly staff meetings, parents/carers evenings, summer fayre, Christmas party, etc.

General

- 1 Contribute to good standards of hygiene and cleanliness in the Setting;
- 2 To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the trainee's supervisor from time to time;
- 3 The trainee's duties must at all times be carried out in compliance with the Setting's Equal Opportunities policy;
- 4 Look upon the Setting as a "whole" where your help can be most utilised, be constantly aware of the needs of children;
- 5 To respect the confidentiality of information received;
- 6 To ensure the Setting is a high quality environment which meets the needs of individual children from differing cultures and religious backgrounds, and stages of development;
- 7 To be aware of the high profile of the Setting and to uphold it's standards at all times;
- 8 To be aware of all emergency and fire evacuation procedures;
- 9 To be aware of sections 7 & 8 of the Health and Safety at Work Act 1974;
- 10 To understand that as part of training you will be required to move to other parts of the Setting.

Trainee / Modern Apprentice - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Enthusiasm for working with young children • An interest in the care, learning and development of young children • A positive approach to learning and gaining new skills through teamwork and training opportunities 	<ul style="list-style-type: none"> • Previous experience of caring for, or working with children in a voluntary or paid capacity
<p>Personal qualities</p> <ul style="list-style-type: none"> • Good organisational and planning skills • Punctuality • Patience • Reliability • Trustworthiness • Able to work in small teams 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent's Evening
<p>Qualifications</p> <ul style="list-style-type: none"> • A positive approach to completing relevant short courses and qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment.

SAMPLE JOB DESCRIPTION – NURSERY ASSISTANT

Little Rascals, Anytown, Anywhere

Purpose of Post

- 1 To contribute a high standard of physical, emotional, social and intellectual care for children placed in the Setting;
- 2 To give support to other personnel within the Setting;
- 3 To implement the daily routine in the base room.

Key Areas

- 1 Work with Children;
- 2 Team Work;
- 3 Liaise with Parents/carers.

Responsible to

Manager / Supervisor

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per hour/ year

Duties and Responsibilities

- 1 To contribute to a programme of activities suitable to the age range of children in your area in conjunction with other staff;
- 2 To keep a proper record of achievement file on your key children, for parents/carers;
- 3 Work alongside parents/carers of special needs children to provide full integration in the Setting;
- 4 Support all staff and engage in a good staff team;
- 5 Liaise with and support parents/carers and other family members;
- 6 To attend ALL out of working hours activities, eg training, monthly staff meetings, parents/carers evenings summer fayre, Christmas party, etc;
- 7 To be flexible within working practices of Setting. Be prepared to help where needed, including to undertake certain domestic jobs within the Setting, eg preparation of snack meals, cleansing of equipment etc;
- 8 Work alongside the manager and staff team to ensure that the philosophy behind the project is fulfilled;

- 9 Recording accidents in the accident book. Ensure the manager has initialled the report before the parent receives it;
- 10 Look upon the Setting as a "whole" where can your help be most utilised, be constantly aware of the needs of children;
- 11 Ensure child is collected by someone known to Setting;
- 12 To respect the confidentiality of information received;
- 13 To develop your role within the team especially with regard as a key worker;
- 14 Specific Child Care Tasks:
 - The preparation and completion of activities to suit the child's stage of development;
 - To ensure that mealtimes are a time of pleasant social sharing;
 - Washing and changing children as required;
 - Providing comfort and warmth to an ill child;
- 15 To ensure the Setting is of a high quality environment to meet the needs of individual children from differing cultures and religious backgrounds, and stages of development;
- 16 To be aware of the high profile of the Setting and to uphold its standards at all times.

Nursery Assistant - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Enthusiasm for working with young children • An interest in the care, learning and development of young children • A commitment to the provision of high quality childcare • A positive approach to learning and gaining new skills through teamwork and training opportunities 	<ul style="list-style-type: none"> • Previous experience of caring for, or working with children in a voluntary or paid capacity • An understanding of the Early Learning Goals • Knowledge of the National Standards for the regulation of Childcare provision
<p>Personal qualities</p> <ul style="list-style-type: none"> • Good organisational, record keeping and planning skills • Punctuality • Excellent communication skills, with children, colleagues, advisors and parents/carers. • Patience • Reliability and trustworthiness • A positive approach to inclusive practice, with children and colleagues 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent's Evening • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • A positive approach to completing relevant short courses and qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion of a recognised Level 2 Childcare qualification, eg. NVQ 2 in Children's Care, Learning and Development – or be working towards completion • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment.

SAMPLE JOB DESCRIPTION – NURSERY NURSE

Little Rascals, Anytown, Anywhere

Purpose of Post

- 1 To provide a high standard of physical, emotional, social and intellectual care for children placed in the Setting;
- 2 To give support to other personnel within the Setting;
- 3 To implement the daily routine in the base room.

Key Areas

- 4 Work with Children;
- 5 Team Work;
- 6 Liaise with Parents/carers.

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per hour/year

Responsible to

Senior Nursery Nurse / Team Leader

Line Management Responsibilities

Supervision of Trainees/ Modern Apprenticeships and Nursery Assistants as required by Manager/Deputy Manager

Duties and Responsibilities

- 1 Operate a programme of activities suitable to the age range of children in your area in conjunction with other staff;
- 2 To keep a proper record of achievement file on your key children, for parents/carers;
- 3 Work with parents/carers of special needs children to give full integration in the Setting;
- 4 Support all staff and engage in a good staff team;
- 5 Liaise with and support parents/carers and other family members;
- 6 To be involved in out of working hours activities, eg training, monthly staff meetings, fundraising events;

- 7 To be flexible within working practices of the Setting. Be prepared to help where needed, including to undertake certain domestic jobs within the Setting, eg preparation of snack meals, cleansing of equipment etc.;
- 8 Work alongside the manager and staff team to ensure that the philosophy behind the project is fulfilled;
- 9 Recording accidents in the accident book. Ensure the manager has initialled the report before the parent receives it;
- 10 Look upon the Setting as a “whole” where can your help be most utilised, be constantly aware of the needs of children;
- 11 Ensure child is collected by someone known to Setting;
- 12 To respect the confidentiality of information received;
- 13 To develop your role within the team especially with regard as a key worker;
- 14 Specific Child Care Tasks:
 - The preparation and completion of activities to suit the child's stage of development;
 - To ensure that mealtimes are a time of pleasant social sharing;
 - Washing and changing children as required;
 - Providing comfort and warmth to an ill child;
- 15 To ensure the Setting of a high quality environment to meet the needs of individual children from differing cultures and religious backgrounds, and stages of development;
- 16 To be aware of the high profile of the Setting and to uphold its standards at all times.

Nursery Nurse - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Previous experience of caring for, or working with children aged 0-5 in a voluntary or paid capacity • An understanding of the Early Learning Goals • Knowledge of the National Standards for the regulation of Childcare provision • A commitment to the provision of high quality childcare • A positive approach to learning and gaining new skills through teamwork and training opportunities 	<ul style="list-style-type: none"> • Interest in the care, learning and development of young children • An understanding of the Foundation Stage curriculum
<p>Personal qualities</p> <ul style="list-style-type: none"> • Good organisational, record keeping and planning skills • Punctuality • Excellent communication skills, with children, colleagues, advisors and parents/carers/carers. • Patience • Empathy with children, colleagues and parents/carers/carers • Reliability and trustworthiness • A positive approach to inclusive practice, with children and colleagues • Enthusiasm for working with young children 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent’s Evening • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a recognised Level 2 Childcare qualification, eg. NVQ 2 in Children’s Care, Learning and Development – or be working towards completion • A positive approach to gaining further qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion of a recognised Level 3 Childcare qualification, eg. NVQ 3 in Children’s Care, Learning and Development – or be working towards completion • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment

SAMPLE JOB DESCRIPTION – SENIOR NURSERY NURSE /TEAM LEADER

Little Rascals, Anytown, Anywhere

Purpose of Post

- 1 To ensure a high standard of physical, emotional, social and intellectual care for children placed in the Setting;
- 2 To give support to other personnel within the Setting;
- 3 To implement the daily routine in the base room.

Responsible to

Setting Manager / Deputy

Line Management Responsibilities

Team members: Nursery Nurse, Nursery Assistant and Trainee/ Modern Apprentices

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per hour/year

Main Duties

- 1 Formulate and operate a programme of activities suitable to the age range of children in your area in conjunction with the Manager;
- 2 Prepare the children's records in your group and institute reviews for parents/carers, in conjunction with the Manager;
- 3 Work with parents/carers of all children to achieve full integration in the Setting;
- 4 Foresee the needs of all children and give physical, emotional, intellectual guidance as appropriate;
- 5 Support all staff and engage in a good staff team;
- 6 Liaise with and support parents/carers and other family members;
- 7 Liaise with the Local Authority and other professionals associated with the Setting;
- 8 Attend monthly staff meetings outside working hours;
- 9 Undertake certain domestic jobs within the Setting, eg preparation of snack meals, cleansing of equipment and such other duties and responsibilities of an equivalent nature as may be determined from time to time by the manager;
- 10 Participate in the training programmes of a wide variety of students (ie placements and volunteers), by giving guidance and support;

- 11 Work alongside the Manager and staff team to ensure that the philosophy behind the project is fulfilled;
- 12 To ensure good standards of hygiene and cleanliness are maintained at all times and be responsible for the Health and safety standards appropriate for the needs of young children;
- 13 Record accidents in the accident book. Ensure the manager has initialled the report before the parent receives it;
- 14 To ensure confidentiality of information received;
- 15 To develop and maintain good relationships and communications with parents/carers/carers to facilitate day-to-day caring needs
- 16 Ensure child is collected by someone known to Setting.

Senior Nursery Nurse - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Previous experience of caring for, or working with children aged 0-5 in a voluntary or paid capacity • An understanding of the Early Learning Goals • Knowledge of the National Standards for the regulation of Childcare provision • A commitment to the provision of high quality childcare • A positive approach to learning and gaining new skills through teamwork and training opportunities • Good written and verbal skills for report writing, maintaining child records and providing feedback to parents/carers and colleagues 	<ul style="list-style-type: none"> • Experience in Line Managing staff, including involvement in induction, supervision, and appraisals • Interest in the care, learning and development of young children • An understanding of the Foundation Stage curriculum
<p>Personal qualities</p> <ul style="list-style-type: none"> • Good organisational, record keeping and planning skills • Punctuality • Excellent communication skills, with children, colleagues, advisors and parents/carers. • Patience • Reliability and trustworthiness • A positive approach to inclusive practice, with children and colleagues • Enthusiasm for working with young children 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent’s Evening • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a recognised Level 3 Childcare qualification, eg. NVQ 3 in Children’s Care, Learning and Development – or be working towards completion • A positive approach to gaining further qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion of a recognised Level 4/5 Childcare qualification, eg. NVQ in Children’s Care, Learning and Development – or be working towards completion • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment.

SAMPLE JOB DESCRIPTION – DEPUTY MANAGER

Little Rascals, Anytown, Anywhere

Purpose of Post

- 1 To work under the direction of the manager and deputise for him/her as and when required;
- 2 To support the aims and objectives of the Setting and assist the manager in the organisation of a high quality establishment for children from birth to 5 years;
- 3 To provide high standards of childcare and education – to include the monitoring and reviews of Setting, this includes providing a safe, caring environment to enable the emotional, social and educational development of children, through individual attention and group activities;
- 4 To direct and support staff as agreed by the Setting manager.

Responsible to

Setting Manager / Supervisor

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per hour/year

Main Duties

- 1 To promote the aims and objectives of the Setting;
- 2 To promote the high standards of the Setting at all times to parents/carers, staff and visitors;
- 3 To assist the manager in showing parents/carers around the Setting facilities and sending out information;
- 4 To ensure the Setting maintains a high standard of physical and emotional care;
- 5 To lead a team of professional workers and to ensure good practice at all times;
- 6 To assist the manager in setting and implementing objectives and policy for the Setting;
- 7 To assist with the planning and organisation of staffing schedules and holiday rotas to ensure adequate staffing levels are maintained in accordance with Local Authority guidelines and Setting procedures;
- 8 To assist with the implementation of administrative procedures involved with: - registration, place allocation, and other related matters;
- 9 To assist with the development and implementation of systems to monitor and record child development;
- 10 To assist with the preparation and maintenance of materials and equipment;

- 11 To be responsible for the Health and Safety standards appropriate for the needs of young children and ensuring staff compliance and awareness;
- 12 To ensure high standards of hygiene and cleanliness are maintained at all times;
- 13 To ensure the Setting **maintains** a high quality environment to **meet** the needs of individual children from differing cultures and religious backgrounds, and stages of development;
- 14 To ensure confidentiality of information received;
- 15 To assist with staff development and training;
- 16 To assist the manager in the supervision of **the** training of students in placement within the Setting;
- 17 Liaise with parents/carers, other family members and staff to help ensure that the particular needs of children are met and that parental choice is considered in terms of care given;
- 18 To liaise with outside agencies as required;
- 19 Assist the manager with the efficient upkeep of the building and maintenance/stock of equipment, furnishings and fittings;
- 20 Maintaining staff awareness of fire drill in accordance with the code of practice;
- 21 To attend monthly staff / planning meetings and training sessions outside working hours;
- 22 To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Setting manager;
- 23 To deputise for the manager in their absence.

Deputy Manager - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Experience in managing staff, motivating teams and recruiting new staff members • An understanding of staff induction, supervision, and appraisal processes • Previous experience of caring for, or working with children aged 0-5 in a voluntary or paid capacity • A commitment to the provision of high quality childcare with an interest in the care, learning and development of young children • Knowledge of the National Standards for the regulation of Childcare provision 	<ul style="list-style-type: none"> • Proven administrative experience, including handling confidential staff and child records • A positive approach to learning and gaining new skills through teamwork and training opportunities • An understanding of the Foundation Stage curriculum • An understanding of the Early Learning Goals
<p>Personal qualities</p> <ul style="list-style-type: none"> • Enthusiasm for working with young children • Good organisational, record keeping and planning skills • Excellent written and verbal communication skills, with colleagues, parents, carers and children • A positive approach to inclusive practice, with children, colleagues, parents and carers • Punctuality • Patience • Reliability and trustworthiness 	<ul style="list-style-type: none"> • Leadership and management skills • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent’s Evening • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a recognised Level 3 Childcare qualification, eg. NVQ 3 in Children’s Care, Learning and Development • A positive approach to gaining further qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion (or be working towards completion) of a recognised management or childcare qualification at Level 4 or above, eg. NVQ 4 in Management, Foundation Degree etc • Completion, or be working towards achievement of Early Years Professional Status • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment.

SAMPLE JOB DESCRIPTION – MANAGER / SUPERVISOR

Little Rascals, Anytown, Anywhere

Purpose of Post

- 1) The day to day management of the Setting, including staff management, marketing and administration;
- 2) To oversee a successful, high quality childcare provision, ensuring that standards are met and children receive excellent quality care and education;
- 3) Supervision of and support to the other personnel within the Setting therefore implementing high standards of quality practices;

Key Areas

- 1 Staff Management, Team Building and Development;
- 2 Business Development, Marketing and effective business administration
- 3 High Standards of Care and Education of the Children;

Responsible To:

Proprietor / Management Committee / Senior Team

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per hour/year

Main Duties

Staff Management, Team Building and Development

1. To recruit, induct, supervise and appraise all Setting staff as appropriate, and in accordance with Setting policies, procedures and standards;
2. To ensure that all staff working in the Setting on any basis are carefully referenced and CRB checked prior to commencing employment;
3. To update and maintain Setting policies and procedures, and the Operational Plan as needed, ensuring that documents are easily accessible;
4. To co-ordinate/ chair termly staff meetings as appropriate, including preparation of agendas, training and planning sessions, with minutes;
5. To manage staffing levels within the Setting to comply with required ratios, including planning and organisation of staffing schedules and holiday rotas;

6. To manage parent rota/ volunteer staff, ensuring they are properly inducted, supported and trained within the Setting;
7. To maintain an accurate and effective personnel management system, ensuring all necessary paperwork is securely retained on each staff member, and that such files are kept up to date;
8. To actively promote and facilitate relevant staff training and development opportunities;
9. To oversee the supervision and training of student placements within the Setting;
10. Maintaining staff awareness of key practices within the Setting, eg. health and safety, food hygiene, administering of first aid, fire drill procedures, in accordance with the code of practice;

Business Development and Effective Business Administration

1. To actively promote the Setting to ensure that vacant places are filled, and its services are marketed and advertised as necessary to ensure the Setting runs to its full capacity.
2. Be aware of and act in accordance with current legislation, policy and procedures;
3. Being responsible for the collection, recording and banking of fees together with administering a petty cash budget;
4. Being responsible for all administrative duties associated with the management of the facility, eg child registration, creation/ maintenance of relevant records, ordering equipment, maintaining an inventory, keeping personnel records up to date;
5. To manage the development and implementation of systems to monitor and record child development;
6. To promote the aims and objectives of the Setting;
7. To promote the high standards of the Setting at all times to parents/carers, staff and visitors;
8. To liaise with Deputy Manager in showing parents/carers around the Setting facilities and sending out information;

High Standards of Care and Education of the Children;

1. To ensure staff comply at all times to the Setting's policies, procedures and standards including health and safety, hygiene and hygiene, inclusion, confidentiality, etc;
2. Liaise with parents/carers, other family members and staff to help ensure that the particular needs of children are met and that parental choice is considered in terms of care given;
3. To plan and implement appropriate objectives and policy for the Setting;
4. To ensure that a high standard of quality care and education is provided at all times;
5. To lead a team of professional workers and to ensure good practice at all times;
6. To manage the quality of resources within the Setting, including maintenance of materials and equipment;
7. Establishing and maintaining effective communications links with the Local Authority and other professional bodies associated with the Setting;

Other

1. Working in partnership with parents/carers / carers and other family members;
2. Overseeing the efficient upkeep of the building, furnishings and fittings;
3. Co-ordinating with appropriate agencies regarding student/trainee placements and supervising accordingly;
4. To liaise with outside agencies as required;
5. To ensure the efficient upkeep of the building and maintenance/stock of equipment, furnishings and fittings, to be supported by appropriate policies for stock checking and assessing the safety of equipment and resources within the Setting;

This job description works alongside those of all other personnel. The manager's responsibility is to ensure that the staff team are working to their full potential.

Manager - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Experience in managing staff, motivating teams and recruiting new staff members • Experience of staff induction, supervision, and appraisal processes • Previous experience of caring for, or working with children aged 0-5 in a voluntary or paid capacity • A commitment to the provision of high quality childcare with an interest in the care, learning and development of young children • Knowledge of the National Standards for the regulation of Childcare provision 	<ul style="list-style-type: none"> • Proven administrative experience, including handling confidential staff and child records • Ability to manage budgets and financial records • A positive approach to learning and gaining new skills through teamwork and training opportunities • An understanding of the Foundation Stage curriculum • An understanding of the Early Learning Goals
<p>Personal qualities</p> <ul style="list-style-type: none"> • Enthusiasm for giving children the highest quality care and education opportunities • Good organisational, record keeping, planning skills • Excellent written and verbal communication skills, with colleagues, parents, carers and children • A positive approach to inclusive practice, with children, colleagues, parents and carers • Punctuality, patience, reliability and trustworthiness 	<ul style="list-style-type: none"> • Leadership, management and effective delegation skills • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent's Evening
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion (or be working towards completion) of a recognised management or childcare qualification at Level 4 or above, eg. NVQ 4 in Management, Foundation Degree etc • A positive approach to gaining further qualifications • An understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion, or be working towards achievement of Early Years Professional Status • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment

**SAMPLE JOB DESCRIPTION – GRADUATE LEADER/
TRAINEE EARLY YEARS PROFESSIONAL**
Little Rascals Nursery, Anytown, Anywhere

Purpose of Post

- To promote and support the raising the quality of early years provision, including physical, emotional, social and intellectual education and care for children in the setting
- To promote excellent practice at all times
- To advise upon, and inform practice across the Early Years Foundation Stage (EYFS)
- Where appropriate, to support and mentor other practitioners in the skills and behaviours that safeguard and promote good outcomes for children

***NOTE:** Some, but not all graduate leaders will be Managers of settings, whilst others will form part of the senior staff team. Staff management/ supervision should be included here if applicable.*

Key Areas

- Knowledge and understanding of the EYFS
- Effective practice
- Relationships with children
- Communicating and working in partnership with families and carers
- Teamwork and collaboration
- Professional development of other practitioners

***NOTE:** Add here any other duties such as marketing, management or business development/ planning, although it may not be done by the same person.*

Responsible To

Proprietor / Management Committee / Senior Team

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per annum

NOTE: Express pay as a salary, rather than an hourly rate, in line with other professional posts such as Qualified Teachers

Main Duties

Knowledge and understanding of the EYFS

- Supporting/ mentoring other practitioners in understanding the principles and content of the Early Years Foundation Stage
- Support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting
- Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children

Effective Practice

- To promote the delivery of high quality provision within the setting
- To promote a positive attitude amongst other practitioners in having high expectations of all children and their abilities to achieve their full potential
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure, and are able to develop and learn
- Support the use of observation and other strategies to monitor children's activity, development and progress, encouraging use of this information in planning and improving practice and provision
- Plan and provide safe and appropriate activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enables children to develop and learn
- Use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
- Actively support the development of children's language and communication skills
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
- Promote a safe environment and support practices that promote children's health, safety and physical, mental and emotional well-being
- Ensure all practitioners understand how to recognise when a child is in danger or at risk of harm and know how to act to protect them
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision
- Encourage all practitioners to talk to children, including giving feedback to help children understand what they have achieved
- Support a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support

Relationships with children

- Encourage all practitioners to establish fair, respectful, trusting, supportive and constructive relationships with children
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views
- Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children

Communicating and working in partnership with families and carers

- Promote fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
- To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes

Teamwork and collaboration

- Promote a positive culture of collaborative and cooperative working between colleagues

- Consider and contribute to the policies and practices of the setting and share in collective responsibility for their implementation
- Support the work of a multiprofessional team and, where appropriate, participate in the implementation of agreed programmes and interventions

Professional development

- Encourage all practitioners in the setting to develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
- Help with the process of identifying and finding ways of meeting the professional development needs of practitioners in the setting
- Promote creative and innovative approaches towards practice, by **being open to** opportunities for improvements, and encouraging other staff to make suggestions

Other duties typically associated with a Manager if the Graduate Leader/ Trainee EYP and Manager is one role:

- To be responsible for all setting staff: after school workers, cook, cleaners, students and voluntary workers. Supervising and supporting all personnel within the setting in their day to day duties including recruitment and induction, appraisal, training and development, individual supervision and performance management;
- Liaising with the Local Authority and other professional bodies associated with the setting;
- Overseeing the efficient upkeep of the building and maintenance/stock of equipment, furnishings and fittings;
- Being responsible for all administrative duties associated with the management of the facility, eg. maintaining records on the children and their families, ordering equipment, maintaining an inventory, keeping personnel records;
- Being responsible for the collection, recording and banking of fees together with administering a petty cash budget;
- Co-ordinating with appropriate agencies regarding trainee placements and supervising accordingly;
- Co-ordinating /chairing staff meetings as appropriate including agendas and minutes;
- Establishing and maintaining effective communications links with other agencies;
- Market and advertise the setting as necessary to ensure it runs to its full capacity.

SAMPLE JOB DESCRIPTION - EARLY YEARS PROFESSIONAL

Little Rascals Nursery, Anytown, Anywhere

Purpose of Post

- To assume overall responsibility for raising the quality of early years provision, including physical, emotional, social and intellectual education and care for children in the setting
- To promote excellent practice at all times
- To lead practice across the Early Years Foundation Stage (EYFS)
- To support and mentor other practitioners in the skills and behaviours that safeguard and promote good outcomes for children

NOTE: *Some, but not all EYPs will be Managers of settings, whilst others will form part of the senior staff team. Staff management/ supervision should be included here if applicable.*

Key Areas

- Knowledge and understanding of the EYFS
- Effective practice
- Relationships with children
- Communicating and working in partnership with families and carers
- Teamwork and collaboration
- Professional development of other practitioners

NOTE: *Add here any other duties such as marketing, management or business development/ planning, although it may not be done by the same person.*

Responsible To

Proprietor / Management Committee / Senior Team

Hours of Work

Monday to Friday, 8.30am – 6pm

Pay

£XXX per annum

NOTE: Express pay as a salary, rather than an hourly rate, in line with other professional posts such as Qualified Teachers

Main Duties

Knowledge and understanding of the EYFS

- Ensure that all practitioners understand the principles and content of the Early Years Foundation Stage and know how to put them in to practice
- Support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting
- Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children

Effective Practice

- To be accountable for the delivery of high quality provision within the setting
- Encourage other practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision
- Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
- Actively support the development of children's language and communication skills
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
- Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
- Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision
- Encourage all practitioners to talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next
- Introduce/ maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support

Relationships with children

- To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children from birth to the end of the foundation stage
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views
- Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children

Communicating and working in partnership with families and carers

- Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
- To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes

Teamwork and collaboration

- Establish and sustain a culture of collaborative and cooperative working between colleagues
- Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation
- Contribute to the work of a multiprofessional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis

Professional development

- Encourage all practitioners in the setting to develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
- Play an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting
- Adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions

Other duties typically associated with a Manager if the EYP and Manager is one role:

- To be responsible for all setting staff: after school workers, cook, cleaners, students and voluntary workers. Supervising and supporting all personnel within the setting in their day to day duties including recruitment and induction, appraisal, training and development, individual supervision and performance management;
- Liaising with the Local Authority and other professional bodies associated with the setting;
- Overseeing the efficient upkeep of the building and maintenance/stock of equipment, furnishings and fittings;
- Being responsible for all administrative duties associated with the management of the facility, eg. maintaining records on the children and their families, ordering equipment, maintaining an inventory, keeping personnel records;
- Being responsible for the collection, recording and banking of fees together with administering a petty cash budget;
- Co-ordinating with appropriate agencies regarding trainee placements and supervising accordingly;
- Co-ordinating /chairing staff meetings as appropriate including agendas and minutes;
- Establishing and maintaining effective communications links with other agencies;
- Market and advertise the setting as necessary to ensure it runs to its full capacity.

SAMPLE JOB DESCRIPTION - PLAYWORKER

Little Rascals After School Club, Anytown, Anywhere

Purpose of Post:

To assist the playleader in providing a caring, secure environment, through individual attention and group activities, and to organise appropriate range of leisure activities for children between the ages of 4 and 14.

Key Areas

Activity Planning;

Liaison;

Supervision and Care of Children;

Direct Playwork.

Responsible to:

Playleader

Hours of Work

Monday to Friday, 3.15pm – 6pm

Pay

£XXX per hour/year

Duties and Responsibilities

Activity Planning

1. To provide a safe, creative and appropriate play opportunities for a range of age groups
2. Preparing activities, [organising](#) programmes/ themes and arranging equipment;
3. To ensure that all activities are inclusive for all children to take part in;

Liaison

1. To help to develop and maintain good relationships and communications with parents/carers to facilitate day-to-day caring needs;
2. To [encourage parental involvement and support through the development of effective working relationships](#);
3. To consult with the children and involve them in the planning of activities.
4. To share good practice with other playworkers as needed, including membership to local Play Forums;

5. To work with and gain support from Devon County Council's Out of School Development Workers as required;

Supervision and care of children

1. Ensure that activities are carried out in a safe and responsible manner in accordance with statutory responsibilities;
2. Ensure that risk assessments are completed prior to commencing activities with children;
3. Ensure that food [preparation and handling within the](#) Setting is carried out within the guidelines of the [Food Safety Act 1990](#);
4. [Where food is provided, to ensure that it is](#) balanced and healthy in accordance with recommended dietary requirements;

Direct Playwork

1. Support the playleader in planning a wide range of creative and enjoyable activities;
2. Consult with the children in order to plan activities;
3. Ensure that play meets the full range of children's individual and group needs;
4. To fully support inclusive practice, and ensure that all children can be involved in the activities offered if they wish;

Other

1. To undertake continuous professional development, including short courses and qualifications relevant to playwork;
2. To promote the aims and objectives of the Setting;
3. To understand and adhere to Setting policies, procedures and standards at all times;
4. To ensure the Setting offers the highest standards of physical and emotional care, health and safety, and food hygiene at all times;
5. To assist with the preparation and maintenance of materials [and](#) equipment;
6. Recording accidents in the accident book;
7. Ensure children are collected in strict accordance with the Setting's Child Collection Policy;
8. To ensure the Setting offers a high quality, inclusive environment which meets the needs of all children, regardless of culture, religion, and physical or emotional development;
9. To ensure confidentiality within the Setting at all times;
10. To participate in activities which fall outside of normal working hours as required, eg. Training, Staff Meetings, fundraising events, etc.
11. To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the playleader;

Playworker - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • An understanding of the principles of playwork • A commitment to the provision of high quality childcare • A positive approach to learning and gaining new skills through teamwork and training opportunities • Enthusiasm for consulting with children • Creativity to devise new ideas and engage the children in activities 	<ul style="list-style-type: none"> • Previous experience of playwork with children aged 4-14 in a voluntary or paid capacity • Knowledge of the National Standards for the regulation of Out of School provision • Interest in the care, learning and development of young children
<p>Personal qualities</p> <ul style="list-style-type: none"> • Excellent communication skills, with children, colleagues, advisors and parents/carers. • Patience, punctuality, reliability and trustworthiness • A positive approach to inclusive practice, with children, parents/carers and colleagues • Enthusiasm for working with children and young people 	<ul style="list-style-type: none"> • Good organisational and planning skills • Flexibility/ adaptability • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a recognised, relevant Level 2 qualification, eg. NVQ 2 in Playwork – or be working towards completion • A positive approach to gaining further qualifications, and continuous professional development • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion of a recognised Level 3 Playwork qualification, or be working towards completion • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment

SAMPLE JOB DESCRIPTION – PLAYLEADER / CO-ORDINATOR

Little Rascals After School Club, Anytown, Anywhere

Purpose of Post:

To provide a caring, secure environment, through individual attention and group activities, and to organise appropriate range of leisure activities for children between the ages of 4-11.

Key Areas

Staff Supervision

Activity Planning;

Liaison;

Supervision and Care of Children;

Direct Playwork.

Responsible to

Management Committee/ Owner/ Proprietor/ School

Hours of Work

Monday to Friday, 3pm – 6pm

Pay

£XXX per hour/year

Duties and Responsibilities

Staff Supervision

1. Daily management of staff team, including maintenance of personnel files, staff contracts, managing rotas, and handling absences/ holiday/ sickness
2. Recruiting, suitability checking and inducting new staff
3. Regular supervision and appraisal of staff
4. Leading Team Meetings, planning sessions and cascading training opportunities

Activity Planning

1. To lead or supervise safe, creative and appropriate play opportunities for a range of age groups
2. To lead Planning Sessions with staff team to ensure a planned approach to sessions, including allocation of resources, and liaison with parents/carers about themes as necessary
3. To ensure playworkers have adequate support for preparing activities, **organising** programmes/ themes and arranging equipment;

4. To ensure that all activities are inclusive for all children to take part in;

Liaison

1. To develop and maintain good relationships and communications with parents/carers to facilitate meeting the needs of each child;
2. To encourage parental involvement and support through the development of effective working relationships;
3. To ensure that staff communicate clearly about any matters relating to the running of the club and the wellbeing of the children, including resources and equipment, health and safety, and safeguarding issues;
4. To consult with the children and involve them in the planning of activities;
5. To encourage a close liaison with schools and other related agencies.
6. To share good practice with other playworkers as needed, including membership to local Play Forums;
7. To work with and gain support from Devon County Council's Out of School Development Workers as required;

Supervision and care of children

1. To supervise students/ trainees, visitors and volunteers, delegating any appropriate tasks to other staff;
2. Ensure that activities are carried out in a safe and responsible manner in accordance with the National Standards for Out of School provision, and other guidance, eg. Health and Safety
3. Where food is provided, to ensure that it is balanced and healthy in accordance with recommended dietary requirements, and that food preparation/ handling is carried out within the guidelines of the Food Safety Act 1990;
4. Ensure that risk assessments are completed prior to commencing activities with children;

Direct Playwork

1. Ensure that a wide range of creative and enjoyable activities are offered;
2. To coordinate the availability and ascertain the suitability of play resources, including managing an inventory of stock, and liaising with local Scrapstore and other resource centres as needed
3. Manage the planning of a wide range of creative and enjoyable activities, in conjunction with team members, and consultation with the children;
4. To fully support inclusive practice, and ensure that all children can be involved in the activities offered if they wish;

Other

- 1 To promote the aims and objectives of the school, and use as a guide for daily activities;

- 2 Be aware of Staff Policies and Practices;
 - 3 To ensure the Setting has a high standard of physical and emotional care;
 - 4 To ensure good standards of hygiene and cleanliness are maintained at all times;
 - 5 To be responsible for the Health and Safety standards appropriate for the needs of the children;
 - 6 To assist with the preparation and maintenance of materials, equipment;
 - 7 Recording accidents in the accident book;
 - 8 Ensure child is collected by someone known to the club;
 - 9 To ensure the Setting of a high quality environment to meet the needs of individual children from differing cultures and religious backgrounds, and stages of development;
 - 10 To ensure confidentiality of information received;
 - 11 To be aware of the high profile of the club and to uphold its standards at all times;
 - 12 To be involved in out of working hours activities, eg Training, Staff Meetings, Summer Fayre;
 - 13 To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Manager.
12. To undertake continuous professional development, including short courses and qualifications relevant to playwork;
 13. To promote the aims and objectives of the Setting;
 14. To understand and adhere to Setting policies, procedures and standards at all times;
 15. To ensure the Setting offers the highest standards of physical and emotional care, health and safety, and food hygiene at all times;
 16. To assist with the preparation and maintenance of materials and equipment;
 17. Recording accidents in the accident book;
 18. Ensure children are collected in strict accordance with the Setting's Child Collection Policy;
 19. To ensure the Setting offers a high quality, inclusive environment which meets the needs of all children, regardless of culture, religion, and physical or emotional development;
 20. To ensure confidentiality within the Setting at all times;
 21. To participate in activities which fall outside of normal working hours as required, eg. Training, Staff Meetings, fundraising events, etc.

Play Leader - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> • Previous experience of caring for, or working with children aged 0-5 in a voluntary or paid capacity • An understanding of the Early Learning Goals • Knowledge of the National Standards for the regulation of Childcare provision • A commitment to the provision of high quality childcare • A positive approach to learning and gaining new skills through teamwork and training opportunities • Good written and verbal skills for report writing, maintaining child records and providing feedback to parents/carers and colleagues 	<ul style="list-style-type: none"> • Experience in Line Managing staff, including involvement in induction, supervision, and appraisals • Interest in the care, learning and development of young children • An understanding of the Foundation Stage curriculum
<p>Personal qualities</p> <ul style="list-style-type: none"> • Good organisational, record keeping and planning skills • Punctuality • Excellent communication skills, with children, colleagues, advisors and parents/carers. • Patience • Reliability and trustworthiness • A positive approach to inclusive practice, with children and colleagues • Enthusiasm for working with young children 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, eg. if the setting hosts a Parent's Evening • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a recognised Level 4 Playwork qualification, or be working towards completion • A positive approach to gaining further qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Completion of a recognised Level 4 Playwork qualification, or be working towards completion • Health & Safety certificate • First Aid certificate • Completion of other relevant courses

This post requires a CRB check as there may be periods of unsupervised access to children. An Enhanced CRB and satisfactory references would be obtained prior to commencement of employment

Advertising the Vacancy

Choosing the right method of advertising can make or break a recruitment process. You need to consider who you're trying to appeal to, and how you think you can best reach them. Always take advantage of free advertising where appropriate, as paid advertising can be very expensive.

Free Advertising Across Devon

The Early Years & Childcare Service provides a free advertising service for job vacancies relating to working with children in Devon and Torbay. Vacancies are advertised in the fortnightly-published Working with Children Jobs Bulletin, which is distributed to Devon Library Service, Jobcentre Plus branches, Connexions and Nextstep offices, and many other centres.

Unless otherwise stipulated, all vacancies are shared with Jobcentre Plus, which ensures that the details are accessible through the network of Jobcentre branches, as well on their website: www.jobcentreplus.gov.uk Vacancies are also featured on the Early Years & Childcare recruitment website: www.devonjobs.gov.uk/childcare

Placing an Advert

The Job Vacancy Form on the next page can be completed and returned to Simon Twigg by fax on 01392 385539, email simon.twigg@devon.gov.uk or post to The Early Years & Childcare Service, Kingfisher House, Western Way, Exeter EX1 2DE. Please call 01392 385398 with any queries relating to the Jobs Bulletin or its vacancies.

Creating an Advert

Wherever you advertise, the advert should include essential information about the job and type of person you're seeking.

You'll need to include:

- An outline of what the job involves
- What the organisation does
- Essential elements of the person specification
- Some indication of desirable attributes
- The job location
- Hours, pay and other benefits
- Contract length (where appropriate)
- How to apply

JOB VACANCY FORM FOR PROVIDERS

**PROVIDER
NAME:**

**ADDRESS:
&
POSTCODE**

JOBCENTRE EMPLOYER NUMBER:

JOB TITLE:

NO OF STAFF NEEDED:

JOB DURATION:

HOURS/ DAYS:

WAGE DETAILS:

JOB DESCRIPTION:

ie.

- essential/ desirable skills
- what the job involves
- experience
- qualifications
- training available

JOBCENTRE PLUS VACANCY NO (if applicable):

.....

WHO PAYS FOR CRB CHECK?

EMPLOYER

EMPLOYEE

CLOSING DATE:

HOW TO APPLY:

LETTER & CV

EMAIL

TELEPHONE

FAX

IN PERSON

OTHER

CONTACT NAME:

TITLE OF CONTACT:

TELEPHONE:

FAX:

EMAIL:

*I/we agree to this information being put on a database, to be used by the
Devon Early Years Development & Childcare Partnership for recruitment and audit purposes.
Job details will appear on the DISC website and in the printed Working With Children Jobs Bulletin.*

I/we give consent for these details to be shared with Jobcentre Plus YES / NO

Signed
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Recruitment & Selection Pack

Date:

Please return this form to Simon Twigg, zero14plus, Kingfisher House, Exeter EX1 2DE

Fax: 01392 385539

Email: simon.twigg@devon.gov.uk

SAMPLE ADVERTISEMENT - MANAGER

Little Rascals After School Club, Anytown, Anywhere

Setting Manager

Little Rascals Nursery in Anytown offers high quality childcare and early years learning opportunities to 32 children between the ages of 0-5 years. We're seeking to recruit a committed and experienced Manager to lead a small team.

Duties will include:

- Day to day management of the nursery
- Planning activities, arranging resources and staff rotas
- Inducting, supervising and appraising 5 staff
- Parent/carer liaison
- Continuous monitoring of quality, standards, risk and inclusive practice in the Setting

It's essential that you are qualified to NVQ Level 3 or equivalent in Early Years and Childcare and have experience within a nursery setting. Previous experience in management, and a working knowledge of the Birth to Three Matters framework will be needed in this role. Ideally, you'll also have enthusiasm and commitment to maintaining the highest standards in childcare, with effective communication and motivating skills, possess a good understanding of the OFSTED National Standards for under 8s day care and childminding, and have a positive approach to teamwork.

Please apply in writing for an application form to the above address.

Closing date for the post: xx/xx/xx

Interviews to be held on xx/xx/xx

SAMPLE ADVERTISEMENT – FULL TIME QUALIFIED SETTING NURSE

Little Rascals After School Club, Anytown, Anywhere

The setting requires a **full time qualified Nursery Nurse**

The Setting caters for 40 children between 6 weeks and five years and an Out-of-School-Club for 16 children aged between 4 – 11 years. The vacancy is with the under 2s.

You will:

- Provide the children with a safe, secure and home-like environment
- Operate a keyworker system and liaise with parents/carers, carers, and senior staff
- Plan, organise and implement a programme of activities to meet the needs of this age group
- Work as part of a highly motivated and professional team

You'll need to:

- Hold an NVQ level 3 in Children's Care, Learning and Development, or equivalent qualification
- Have gained experience within a nursery setting
- Have proven organisational skills

In addition, you'll need to be flexible and creative, with the commitment to provide first class childcare.

Senior Position available for an experienced candidate.

Closing date for applications: xx/xx/xx

Please write to the above address or call XXXXX XXXXXX for an application form.

Little Rascals is an Equal Opportunities Employer

Setting Timescales

Think carefully before placing your advert about the timings for the recruitment and selection process. Firstly, you'll need to consider whether or not you want to use a closing date for applications. You might also wish to set dates in advance for the shortlisting and interviews, which will ensure that the right people are available for participation on the shortlisting or interview panels.

For example:

Advert goes out on 1st of the month

Closing date – 14th

Shortlisting – 17th

Interviews – 21st

The gap between shortlisting and interviews allows time for letters to be sent out, references to be sought where appropriate and other checks made. It also allows time for the applicants to prepare for the interview.

The Application Process

What to give applicants

As a minimum, all applicants should be given:

- the Job Description
- the Person Specification
- Details about the workplace, including:
 - number of places
 - number of staff
 - opening hours
 - involvements of parents/carers
 - number and timings of sessions
 - ownership/ management
- Indication of the timing/ length of the recruitment process and start date
- an application form if you're using one
- details of who applications should be sent to

Application Forms

The use of application forms standardises the process of collecting information from applicants, and makes comparison between candidates much simpler than using individual's CV's. It ensures that everyone has the same opportunity to offer information on specified topics, in addition to writing a supporting statement.

SAMPLE APPLICATION FORM

Little Rascals After School Club, Anytown, Anywhere

Private & Confidential	
Applications are invited from people from all sections of the community, irrespective of their marital status, sexuality, age, gender, disability, race, colour, nationality, ethnic, national origins, or religion, who have the necessary attributes to carry out the job.	
Post applied for:	
Full name:	
Address:	
Postcode:	
Tel number/s:	
Email address:	
Do you have a full driving licence? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, does it have any endorsements, ie. points? Yes <input type="checkbox"/> No <input type="checkbox"/>	
QUALIFICATIONS/ EDUCATION	
Please give details of the qualifications you have achieved with details of training providers and dates:	
Please give details of relevant short courses you have attended with details of training providers/ dates:	

WORK HISTORY

Name & address of employer

From

SUPPORTING INFORMATION
(continue on a separate sheet if necessary)

To

Main Duties

Reason for leaving

Please indicate your reasons for applying for the post. You are also invited here to give any additional information which you wish to have taken into account in support of your application, and to list hobbies, spare time activities, interests, membership of voluntary organisations etc.

REFERENCES

Please give name, address, telephone number/s and email address of two referees, one of whom should be your present/most recent employer.

References may be taken up before the interview, unless otherwise stated.

1.

2.

Do you have a disability?

Yes

No

We will make reasonable adjustments to help a person with a disability through the application & selection process and, if successful, to assist you in carrying out the duties of your job. Please see the applicant guidance notes for further information.

How did you find out about the post?

DECLARATION

1. I acknowledge that an appointment if offered will be subject to satisfactory medical clearance. Currently I am in good health;
2. I declare that I have/have not been convicted of any criminal offence spent or otherwise - (the post is exempt from the Rehabilitation of Offenders Act 1974).
Please include attach details of any convictions within a sealed envelope marked 'Confidential'.
3. I confirm that I do not live with anyone who has been disqualified to work with children.
4. I declare that the information given on this form is correct and understand that on appointment any misleading statements or deliberate omissions will be regarded as grounds for disciplinary action.

Signature Date.....

Shortlisting Date

Shortlisted Y/N

Panel members

Date of interview

Comments

Shortlisting Applicants

The process of shortlisting ensures that you are only spending time interviewing those applicants who meet the criteria required to do the job. Naturally, if no one of this level applies, it would be better to re-advertise than to appoint someone unsuitable.

Firstly, create a table listing the Essential and Desirable criteria for the post, with space for comments and a score next to each criteria, (on a scale of 0-5 or 1-10, as you choose). As you work through each candidate's application, you can identify, comment and score on the evidence given relating to the qualities you're looking for, to create an overall total score per candidate. This can be especially useful as a valuable memory prompt if you are handling high numbers of applications.

An example of a Shortlisting Grid

Criteria	Essential or Desirable	Notes	Score 0-5
Enthusiasm to work with children	E	Good evidence: examples of playwork and creativity	4
Knowledge of National Standards for Daycare Provision	D	Some indication of understanding but lacked detail or examples of practical use	2
Level 3 qualification, eg. NVQ CCLD, CACHE Diploma	D	Yes – achieved through XXX College, 2006	5

For the Selection Panel to be most effective, each member marks their applications separately and once completed, the members meet to discuss their scores and notes. This enables them to eliminate applicants who did not meet the Essential criteria for the role, and discuss which of the remaining applicants would be most suitable to interview. Scores should be added together to produce a total for each applicant, which may aid the decision making process.

Dependent upon time and resources, you may wish to ensure that all applicants, both those who have been shortlisted for interview, and those who have not, receive confirmation of their application status. It also offers the rejected candidates a chance to ask about the reasons why their application was unsuccessful, which may aid them in future applications.

Interviews

Interviews offer the employer an opportunity to find out more about the applicant as a person, to assess how they might fit with the existing team. It's also vital to be able to probe statements made in their application, and to gain further evidence of experience in key areas. It's also the candidate's chance to find out about you as an employer, and to "sell themselves" and their key strengths to you, as appropriate.

The key to successful interviewing is consistency. All candidates applying for one post must be asked identical questions, by the same panel of interviewers, ideally in the same environment. This creates a "level playing field" where all candidates are given the fair and equal chance to respond to pre-set questions, and judged accordingly on the quality and fullness of their responses.

Many interview panels choose to use an Interview Grid: a table listing the pre-set questions, model answers and an opportunity to grade each answer. (Example Interview Grids are included in the pages to follow.) This not only acts as a useful prompt as to how fully each question was answered, but also allows the panel to produce a total score for each candidate, which can be used when making the appointment decision.

Top Ten Interview Tips

1. An ideal interview panel consists of 3 people. The panel must remain the same, from shortlisting, through the appointment stage, for consistency and fairness.
2. Structure the interview around a set of key questions to find out:
 - How well does the candidate fit the person specification?
 - Can the candidate do the work as it's described in the job description
 - Are there any unexplained gaps in the candidate's work history?
3. Decide in advance which are the more and less important questions
4. Each interviewer should independently give each candidate a score on each question
5. Compare notes afterwards with the other interviewer – always allow 10-15 minutes for this discussion after each interview as responses will still be fresh in your mind
6. Be prepared to adjust your scoring to give extra marks for positive things which come out of the interview which you had not previously considered
7. Use open questions, eg. how, when, why, where, who - these provoke more detailed responses than questions which can be answered with a "yes" or "no" response
8. Include hypothetical or scenario-based questions, for example: "What would you do if one child bit another?" These can be very revealing and allows you to gauge how the candidate thinks through potentially problematic situations
9. Give candidates the opportunity to highlight what they feel they can bring to the job
10. Always invite candidates to ask questions at the end of the interview

SAMPLE REJECTION LETTER

Name and address of your setting

Name & Address of Candidate

Date

Ref: _____ (POST TITLE)

Dear

Further to your recent application for the above mentioned post, I regret to inform you that on this occasion you have not been shortlisted for interview.

May I take this opportunity of thanking you for the interest that you have shown in the above post and wish you success in finding suitable employment.

Yours sincerely

Manager

SAMPLE INTERVIEW LETTER

Name and address of your setting

Name & Address of Candidate

Date

Ref: _____(POST TITLE)

Dear _____

Thankyou for your application for the position of _____ at _____. I would like to invite you for interview on _____ at _____. If this is inconvenient please contact me to arrange another appointment on (telephone number and/or email address).

You will find enclosed a person specification, job description and a copy of our equal opportunities policy.

If you would like to visit the Setting before interview please ring to arrange a convenient time.

Yours sincerely

Manager

SAMPLE INTERVIEW QUESTIONS

NURSERY ASSISTANT

Name of Candidate:		Date:
Question	Model Answer	Comments & Score 1-6
Tell me a little bit about the experience you have had working with children	<i>Note any relevant experience</i>	No score given
Explain what you think equal opportunities means?	<i>Treat each child as an individual, respect race, religion, culture, gender. Treat all children & staff equally. Celebrate festivals.</i>	
What do you know about the policies and regulations that govern how the Setting is run?	<i>Child's welfare and development is paramount, staff/child ratios, floor space, ½ qualified staff, inspections, child's rights, parental partnerships.</i>	
How do you think you could help to generate partnerships between parents/carers and Setting?	<i>Daily record sheets/diary, parents/carers evenings, fund raisers, access to information, parents/carers notice board.</i>	
Team work is a very important part of Setting life, how would you encourage this to happen?	<i>Roles & responsibilities, value each other's work, regular staff meetings, planning ahead.</i>	
On a practical level how would you ensure the Health & Safety standards are maintained in the Setting?	<i>Check equipment regularly when getting out and putting away. First aider on premises, risk assessment, good hygiene practices.</i>	
What do you feel you could bring to the Setting in special interests and skills?	<i>Enthusiasm, interest, training, individual, caring.</i>	
Why have you applied for this post and why is it suitable for you?	<i>Opportunity to work with particular age group, feel qualified for the position, enthusiastic and motivated, want to develop experiences, want to work for The Company.</i>	

SAMPLE INTERVIEW QUESTIONS

SETTING NURSE (2-3 YR OLDS)

Name of Candidate:		Date:
Question	Model Answer	Comments & Score 1-6
Tell me a little bit about the experience you have had working with children?	<i>Note any relevant experience</i>	No score given
Explain what you think equal opportunities means?	<i>Treat each child as an individual, respect race, religion, culture, gender. Treat all children & staff equally. Celebrate festivals</i>	
How would you ensure that the care of the 2 – 3yr old's meets their emotional security and development needs?	<i>Keyworker system, need for their own items eg comforter. Good communication with parents/carers. Range of age appropriate activities.</i>	
What does keyworker system mean to you?	<i>Responsible for record keeping, communicating with parents/carers, changing and feeding. To ensure the individual needs of the child are met.</i>	
What do you know about the Children Act and its implications for the Setting?	<i>Child's welfare and development is paramount, staff/child ratios, floor space, ½ qualified staff, inspections, child's rights, parental partnerships.</i>	
Tell me what you know about Early Learning Goals?	<i>Six areas of learning, OFSTED inspections, OFSTED registered, foundation stage curriculum 3 – 6 years.</i>	
How would you help to generate partnerships between parents/carers and Setting?	<i>Daily record sheets/dairy, parents/carers evenings, fund raisers, access to information, parents/carers' notice board.</i>	
Team work is a very important part of Setting life, how would you encourage this to happen?	<i>Roles & responsibilities, value each other's work, regular staff meetings, planning ahead.</i>	
What computer skills do		

**SAMPLE INTERVIEW QUESTIONS
MANAGER**

Name of Candidate:		Date:
Question	Model Answer	Comments & Score 1-6
Tell me a little bit about the experience you have had working with children.	<i>Note any relevant experience</i>	No score given
What do you know about about the way Ofsted inspect early years day care, based on the outcomes for children set out in the Children Act 2004?	<i>There are 14 standards which fit these outcomes. 1. Helping Children to be Healthy, 2. Protecting children from harm and neglect and helping them stay safe, 3. Helping children achieve well and enjoy what they do, 4.Helping children make a positive Contribution. 5. Organisation.</i>	
Explain what you think equal opportunities means?	<i>Treat each child as an individual, respect race, religion, culture, gender. Treat all children & staff equally. Celebrate festivals.</i>	
How would you ensure that you and your staff team keep in touch with new thinking and developments in Early Years Education?	<i>Training, Setting World, child ed, visiting other nurseries, conferences, member of NDNA & other professional organisations.</i>	
The role of Manager is often described as the most difficult in any organisation – can you tell us why you think that is the case?	<i>Staff support, route to proprietor, 100 different jobs, diplomatic, motivating staff, change sides, very flexible, be prepared to work longer hours, be prepared to go to staff functions, keep Setting fully booked, ultimately responsible.</i>	
As a manager what do you feel your role is with regard to parents/carers?	<i>Standards of care & education, initial contact – role model, mediator if problem, point of contact, liaison, approachability, professionalism, empathy.</i>	
Tell me what you know about Early Learning Goals?	<i>Six areas of learning, OFSTED inspections, OFSTED registered, foundation stage curriculum 3 – 6 years.</i>	

Making an Offer of Employment

Once the interviews have concluded, the Panel can make its decision about to whom the job should be offered. Once agreed, a verbal offer of employment should be extended to the chosen applicant, which is subject to satisfactory references and suitability checks being completed. This is very important, as a verbal offer can be retracted if references or other checks raise issues which cause concern.

References and Checks

Checking the Suitability of Potential Staff Members

Changes to the law from 3rd October 2005 mean that Ofsted no longer takes responsibility for carrying out checks on all those who work in registered day care settings, to decide whether or not they are suitable to look after, or be in regular contact, with children. This process of checking the suitability of new staff has become the responsibility of the employer, or "Registered Person".

To ensure that this change does not affect the standards of suitability checking previously overseen by Ofsted, inspectors are now looking for evidence of a thorough and carefully managed recruitment and selection process in settings, with emphasis on appropriate checks and vetting procedures to safeguard the children in your care.

This includes evidence of CRB checks, references, employment history, medical declaration, qualifications, and evidence of a robust recruitment and selection process, for each staff member. Ofsted will continue to manage the suitability checking process for managers and people wishing to set up new day care provision.

Ofsted inspectors will review the policies and procedures relating to staffing in your setting, with particular emphasis on verifying your processes for the following key areas:

References and Employment History

Thorough and effective referencing of job applicants is one way to screen the suitability of potential recruits to work with children. It is good practice to take up a minimum of two references which can account for the last two years, on any applicant you are considering employing.

Ex-Employer References

- Ex-employer references can offer essential insights into the applicant's working history, but sometimes can lack details, and it's what it doesn't say that can cause concern.
- Where you have taken up a written reference, it's strongly recommended that you telephone to confirm receipt. This creates the opportunity to ask additional questions about the candidate, which is especially valuable if you have any doubts or concerns.
- If you're seeking references after identifying the successful candidate from interview, a verbal offer of employment subject to satisfactory references can be extended, which enables you to revoke the offer if unsatisfactory references or other checks come to light.

Character References

- In some cases, (for example, where the applicant is returning to work), it will not be possible to seek ex-employer references. In such cases, at least two character references must be sought.

- These must not be obtained from family members or close personal friends, but preferably from people who know the individual in a professional capacity.
- Details of reference contacts should be obtained at application stage, and where possible, references should be obtained prior to holding interviews.

Medical declaration

- A health questionnaire, (see attached example) should be sent with the job details and application form and returned in a sealed envelope. The contents should not be read until shortlisting has taken place, to avoid any potential discrimination relating to selection of interviewees.

Qualifications

- Ask all candidates to bring their certificates and personal portfolio with them to interview
- Ask questions about qualifications which are unusual or unfamiliar
- Once a verbal offer of employment has been extended, the certificates or qualifications could be verified with the appropriate Awarding Body, if there were queries regarding authenticity or equivalent value.

Identity

Ideally with a photograph, eg. passport, photo driving licence

Employment history & Experience

Use open questions at interview to explore the applicant's working history, and ask about reasons for leaving each role

Right to work in the UK

Employers are legally charged to check that new employees are permitted to work in the UK. Evidence can range from a P45/P60, full British passport, or passport or identity card from the European Union among others. Refer to the **Useful Contacts** section for the Home Office contact details.

Enhanced Criminal Records Bureau check

- A previous criminal conviction does not necessarily exclude an applicant from being suitable to work with children.
- Ask for further details about the nature of an offence, and the circumstances that led to a particular conviction or caution.
- Further advice and information about employing ex-offenders can be obtained from both the CRB and ACAS, refer to the Useful Contacts section.

HEALTH DECLARATION

This information is required in order to confirm your suitability to work with children at XXXXXXXXXXXX. It will be held in the strictest confidence, in accordance with The Data Protection Act 1998. Please complete your health declaration fully.

SURNAME _____

FIRST NAME(S) _____

DATE OF BIRTH _____

HOME ADDRESS _____

TEL. NO/s _____

EMAIL ADDRESS _____

1 Your Current State of Health

Are you *currently* attending a doctor's surgery or hospital? **YES** **NO**

If Yes, please give details:

2 Medication

Are you *currently* taking any medication or receiving any other form of treatment from a doctor's surgery, hospital or other medical practitioner?

YES **NO**

If Yes, please give details:

3 Problems/ Impairments

Do you suffer, or have you suffered, from any medical conditions which significantly affect the following, (please tick):

Sight	
Hearing	
Walking	
Ability to climb stairs	
Ability to bend	
Ability to lift and carry	
Stamina	

If Yes, please give details:

4 Absence from Work

How many days have you been absent from employment due to illness over the past two years:

Reasons for absences:

5 Previous Employment

Have you ever been retired or had your contract of employment terminated with a past employer due to ill health?

YES NO

If Yes, please give details:

I confirm that the information I have provided is a true representation of my medical history, both past and present.

Signed _____

Date _____

Print Name

SAMPLE REFERENCE LETTER AND FORM

Confidential

Address of Setting

Address of Referee

Date

Re: (Name of Applicant being referenced)

Dear

The above named has applied for the position of at our Setting, and has provided your details as a contact for reference purposes. Please find enclosed a Job Description and Person Specification, which I hope will enable you to make specific comments about this applicant's suitability for the post.

Please find enclosed a reference form, which I would appreciate if you could complete and return to me at the above address, as soon as possible.

The information you supply will be treated in the strictest of confidence and in accordance with the Data Protection Act 1998.

Many thanks in advance, for your cooperation.

Yours sincerely

Manager

EX-EMPLOYER REFERENCE FORM

Name of Applicant:

Post Applied for:

Please answer the following as fully as possible:

1. How long have you known the applicant?
2. Dates of employment:
3. Position held in your organisation:
4. Relationship with applicant, eg. former line manager, colleague, personal friend etc
5. Duties:
6. Having read the job description and seen the personal specification, please explain below why you feel this candidate is suitable for the post and what contribution they will make
7. In your experience has the applicant the ability to maintain confidentiality?
YES/NO
8. If no, please give evidence

9. Is there any reason to your knowledge why this applicant should not work in an early years setting?

YES/NO

If you have answered yes, please give reasons

10. How many days sickness absence did this individual have in the last 12 months of employment and on how many occasions?

11. Has this individual ever been subject to a formal disciplinary / capability procedure during their employment with you?

YES / NO

12. If yes please indicate reasons and level of disciplinary / capability action taken

13. Would you re-employ?

YES / NO

If no please give your reasons below

14. Is there anything not already covered that you feel should be mentioned?

Please use a separate sheet if you have any further comments.

Declaration

I confirm that all the information supplied is a true and correct record of the above named individuals performance with our organisation.

I do not wish this information to be disclosed to the candidate

I have no objections to this information being disclosed to the candidate

Signature _____

Print _____

Date _____

Position _____

Obtaining CRB Checks for Staff

Ofsted has contracted three “umbrella” organisations to process CRB applications for staff in day care settings. This means that only the Registered Person and the most senior staff member in the setting, eg. the Manager, are still checked through Ofsted.

In order to access funded CRB checks for your staff, you'll be asked to enter into an agreement with your chosen organisation. This needs to be in place prior to being able to obtain CRB checks. Checks for staff who are new to your setting and who are working directly with children are fully funded, but a charge applies if it is to re-check an existing member of staff, (around £50 for a salaried member of staff, and £15 for a volunteer).

The three organisations contact details are:

Nestor Primecare Services Ltd

77 Denmark Hill, London SE5 8RS

Tel: 0845 602 1759

Email: crbinfo@nestorplc.co.uk

Fax: 020 7434 9216

Website: www.criminalrecordsagency.co.uk

TMG CRB

3 Wilford Business Park, Ruddington Lane, Nottingham, NG11 7EP

Tel: 0115 969 4600

Email: crb.enquiries@tmgcrb.co.uk

Fax: 0115 969 1307

Website: www.tmgcrb.co.uk

Capita Education Resourcing (CER)

Walsh Court, 10 Bell's Square, Trippet Lane, Sheffield S1 2FY

Tel: 0870 850 2516

Email: crb.enquiries@capita.co.uk

Fax: 0114 275 5800

Website: www.capitaers.co.uk

Safety and security of staff and children would suggest that a new member of staff should not be permitted to begin their employment until their CRB check has been returned and is deemed to be satisfactory. This avoids being placed in a situation where the new staff member has begun work, and the outcome of the CRB check comes back raising questions over that person's criminal past.

The CRB process should form part of a conscientious and thorough approach to referencing and checking all new staff members, which places the safety of the children in your care at the heart of the recruitment process.

Disqualification and Waivers

Some people are not allowed to work with children because they are disqualified from doing so. It is an offence to employ someone who you know is disqualified from working with children. However, people who are disqualified may still work with children by applying for a waiver from Her Majesty's Chief Inspector (HMCI).

Please note: a childcare worker is automatically disqualified from working with children if they live/share an address with someone who is themselves disqualified from working with children, eg. if they are listed on the Protection of Children Act List, (POCA).

If you want to employ someone who is disqualified, or discover that someone you employ is disqualified, you must inform Ofsted immediately. The person must apply to Ofsted to have the disqualification waived, and Ofsted will make a decision about whether or not proceed with a waiver. However, if Ofsted does waive the disqualification, the employer must still carry out the other recommended checks and vetting procedures to confirm that person's suitability to work with children.

Please note: Ofsted cannot waive a disqualification for people who are included on the Protection of Children Act list.

Ofsted and the Criminal Records Bureau, (see Useful Contacts section), can provide you with more information about disqualification, which typically relates to offences against children, specific types of violence against adults, being included on the Protection of Children Act List of persons considered unsuitable to work with children, or Dfes List 99. The Enhanced CRB checking process is designed to check names against these criteria to highlight people who are unsuitable to work with children.

Next Steps

Having completed interviews, and obtained references, medical declaration, CRB check, verified qualifications, confirmed right to work in the UK, identity and employment history, you should now confirm your offer of employment in writing, to the successful candidate. It is also good practice to inform the unsuccessful applicants, and if possible, offer them the opportunity to gain valuable feedback which may help them in their next interview.

Agree a start date which allows sufficient time to make any necessary adjustments to the standard induction programme used by your setting.

Ensure the successful applicant is given any relevant information to prepare them for their employment with your setting, eg. a formal contract of employment, pension arrangements, and a form for submitting their payroll information and emergency contact details.

SAMPLE UNSUCCESSFUL AT INTERVIEW LETTER

Name and address of your setting

Name & Address of Candidate

Date

Ref: _____ **(POST)**

Dear

Further to your recent interview for the above mentioned post, I regret to inform you that on this occasion you have not been successful.

If you wish to discuss this matter with me in order to obtain feedback, please contact me on (telephone number and/or email).

May I take this opportunity of thanking you for the interest that you have shown in the above post and wish you success in finding suitable employment.

Yours sincerely

Manager

SAMPLE JOB OFFER LETTER

Name & Address of Candidate

Date

Ref: _____ **POST**

Dear _____

I am writing to confirm my offer of a position at _____ as a _____.

The hours will be _____ per week _____ daily. This position is offered subject to satisfactory references and completion of the three-month probationary period during which time your performance will be reviewed.

This is a permanent position and you will therefore be entitled to all staff benefits. Your starting date will be _____. You will be paid at a rate of _____ per hour. Your salary will be paid directly into your bank account on the _____ of each month. You will be entitled to ____ days holiday per year pro-rata, plus Bank Holidays. The Holiday year runs from Jan 1st - Dec 31st.

Please find enclosed clearance forms which I would be grateful if you could complete and return to me as soon as possible.

We are all looking forward to working with you and hope you will soon feel part of the team. If you have any questions, please contact me.

Yours sincerely

Manager

The Contract of Employment

The Law requires that employers give their employees a written statement of terms of conditions, including matters such as pay, hours of work, disciplinary rules and so on. A Contract of Employment will exist as soon as the employee begins work. If the terms and conditions of employment are not confirmed in writing at this stage the potential for confusion and, in rare cases, disagreement will exist.

The Written Statement

Before you begin to compile your own Written Statement for your employees, there are a few things to bear in mind:

Keep it simple: Write straightforward English and don't use jargon or legalistic language.

Tailor it to your own needs: The sample Statement given in this document is only an example that should be adapted to suit your own organisation.

Refer employees to other documents where permitted: You are allowed to refer employees to other documents covering issues such as sickness, pensions and certain discipline and grievance matters.

For a small organisation with few employees it may be easier to contain everything within one document. A larger organisation with more detailed working practices may find it easier to have a company handbook or separate documents held in a central location that employees can access easily. Either way, the important thing to remember is that the document must reflect the employment relationships in your organisation.

Legally, the written terms and conditions should include:

- Employer's and employee's name
- Job title or brief job description
- Date employment began
- Date on which the employee's continuous period of employment commenced
- Place of work and address of employer
- Amount of pay, how frequently paid and by what payment method
- Hours of work
- Holiday pay, sick pay, pension and maternity/paternity pay arrangements including entitlement to public holidays
- Notice period
- Expected end date if the role is temporary or fixed term contract
- Grievance and appeal arrangements
- Disciplinary rules
- Any collective agreement

Example of a Written Statement (Employment Contract)

All the following items must be covered within the written statement. The sections in **bold italics** are notes for your consideration, which must be deleted before you use the template.

Name of Employer

Address of Employer

.....

.....

Name of Employee

Address of Employee

.....

.....

COMMENCEMENT OF EMPLOYMENT/ CONTINUOUS EMPLOYMENT

Your employment with the company began on

If you have taken over an existing establishment then it's likely that you will inherit those staff working there prior to the take over, in such cases you should insert the following into your statement.

Your previous employment does / does not count * as part of your continuous period of employment. (**** Delete as applicable***)

JOB TITLE

You are employed as a

JOB DESCRIPTION

Your duties include but you will also be expected to undertake other reasonable duties as requested by your senior staff.

A brief outline of the range of duties required would suffice although you may prefer to issue a fuller Job Description. Consider what level of flexibility regarding "other reasonable duties" might apply to this post.

PAY

Your rate of pay is

You are paid at intervals

Payment is made by

- ***Do you pay in arrears?***
- ***On what day of the month / week is payment made?***
- ***Any bonus schemes in operation?***
- ***Any other benefits eg. luncheon vouchers, clothing allowance, etc***
- ***If items such as bonuses or other benefits are available, it is advisable to cover these in detail in a separate section.***

OVERTIME

If overtime is payable then state the rates and when applicable eg outside normal working hours during the week, weekend working etc.

Also state the rules of receipt eg when, who authorises, what happens if the employee is absent due to sickness or holiday during the week?

How much notice of overtime will be given? Is it compulsory?

If you wish to offer time off in lieu as an alternative to overtime payments then similarly state the rules of receipt and how it is to be recorded.

Remember part time workers, how will these rules apply to them? Do you need to have different rules and entitlements for part time workers and remember legislation exists to protect part time workers against discrimination so your rules should not provide terms that are worse for part time workers in comparison to full time staff.

Finally if you do not pay overtime or provide time off in lieu for additional hours worked then state this quite clearly in the section covering hours.

DEDUCTIONS FROM PAY

An employer is not allowed to deduct money from an employee's wages without the written agreement of the employee covered either in the Contract/Written Statement or in a separate document.

We would suggest the following statement is inserted.

It is a condition of employment that if overpayments of items such as salary, holiday pay or sick pay occur the company reserves the right to deduct outstanding sums owed by you from your wage or final wage payment.

Any employee who abuses resources, tools, equipment or corporate clothing will be required to contribute to the cost of repair or replacement that will be deducted from wages.

HOURS

Your hours of work are

Or if more flexibility is required the following is a good example.

The Setting is open from am to pm, Monday to Friday. Your hours are based round the current shift / roster system as notified by senior staff.

Your are normally required to work hours per week, however the nature of the business requires flexibility and you may be required to work outside of these hours if necessary.

All members of staff are required to attend ALL staff and planning meetings, parents/carers' evenings, and seasonal events.

Remember to insert a clause about working additional hours if overtime is not paid.

Under the Working Time Regulations an employer is required to take all reasonable steps to ensure that workers do not work more than an average of 48 hours a week over a 17 week period. However, individuals may choose to agree to work more than the 48 hour average weekly limit. If they do so the agreement must be in writing and must allow the worker to bring the agreement to an end. Young workers, those between 16-17, are subject to different rules.

A worker is also entitled to a rest period of 11 consecutive hours between each working day; to an uninterrupted rest period of not less than 24 hours in each 7 day period and to an uninterrupted break of 20 minutes when daily working time is more than 6 hours.

HOLIDAYS

Under the Working Time Regulations a worker who has been continuously employed by the employer for 13 weeks is entitled to a minimum of 24 days paid holiday per year. This can include Bank, Statutory or Public Holidays of which in a normal year there are 8.

You may wish to provide terms and conditions that exceed the above and we would suggest the following as an example:

You are entitled to (Insert as appropriate) days holiday per year. In addition the Setting will close on Bank, Statutory and Public Holidays and staff will be paid for such days that will be specified at the start of each Holiday year. Unnotified absence on the last working day prior to, or after, such days will result in non payment of Holiday Pay.

The Holiday year runs from to

Staff who are appointed within a holiday year or leave within a holiday year will have their entitlement calculated pro rata to their length of service within that holiday year.

NOTICE PERIOD

Employees are required to give a minimum of two weeks notice of their intention to take 5 days annual leave and should make their request to the senior manager on site. You should note that the Setting operates within minimum staffing levels and that whilst every effort will be made to grant requests for leave, such requests may be refused if the Setting would drop below these minimum levels due to the individuals' absence. Requests for individual and half day holidays require 72 hours notice. Requests will be granted providing minimum staffing levels are maintained as detailed above. No more than 10 days leave may be taken at any one time and therefore early booking is advisable to avoid disappointments.

Those with children of primary school age will be given preference for leave requests during school holiday periods.

Any leave that remains untaken on cannot be carried over to the next Holiday year unless exceptional circumstances have applied.

Part Time workers must receive the same entitlements on a pro rata basis as full time staff. For example, a Part Time member of staff who works Tuesday, Wednesday and Thursday must receive 3/5ths of the full-timers entitlement. This must include paid time off granted to the full timer for Bank, Statutory and Public holidays in the figures used for the calculation.

SICKNESS ABSENCE

Your sick pay entitlement is

The rate of pay paid to you whilst sick is

Legislation for this issue is clearly laid down within the rules for Statutory Sick Pay (SSP) details of which are available from your local Inland Revenue Business Support team or Jobcentre Plus office.

If you wish to provide entitlements in excess of SSP then be clear as to what the entitlements are, how they are calculated and the rules to be followed in order to qualify. Avoid discretion in such circumstances; it can lead to discrimination and inconsistency.

The notification and evidence rules are

.....

- ***When should they inform you that they are ill?***
- ***Who should they inform?***
- ***Within what deadline should contact be made?***
- ***What about future contact? How often should they ring? Every day or regularly to update you as to progress or otherwise?***
- ***Do you wish to be notified of a return to work date?***
- ***What if they are too ill to phone, will you accept a call from a relative or friend?***
- ***What are the reporting procedures? What forms etc need to be completed? When is evidence required from a doctor?***
- ***What if the employee does not comply with these rules? Refer to the disciplinary procedure if required; ensure non payment rules are stressed.***

PENSION ARRANGEMENTS

You should insert you company policies on pensions here. Depending upon its size, the company should ensure that a stakeholder pension scheme is available for its employees and state clearly in the Written Statement the name of the pension provider and contact details for further information.

NOTICE ON TERMINATION OF EMPLOYMENT

Notice requirements are laid down in legislation but employers can insert notice terms in excess of the statutory minimum if you wish, but these must not have the effect of being less favourable than the statutory limits. The most common notice period is one month.

Statutory minimum notice requirements are as follows:

By the employer to the employee

1 week after one month's service

2 weeks after 2 years

a week for each complete year of service to a maximum of 12

By the employee to the employer

1 week

Most individuals will expect to give and receive one month's notice and such a time span will enable you to plan and arrange staffing levels efficiently as well as facilitating the recruitment of replacements. Are statutory minimum entitlements sufficient? Having longer periods of notice in your own contract might be good in theory but think about the potential real life consequences of doing this.

THE GRIEVANCE PROCEDURE

Employers must refer to the existence of the company grievance procedure within the written statement and have a choice as to whether they reproduce the grievance procedure in full or refer to another document. We would suggest that you insert the following statement.

It is important for the company and all employees that any grievance is brought to light quickly and dealt with expeditiously. If at any time you have a grievance that cannot be cleared informally you should raise it formally in writing with your immediate line manager. Full details of the complete procedure are set out in Appendix A to this document.

COMPANY RULES AND POLICIES

Every company has rules, regulations and policies that apply to all employees within the organisation. Some will incorporate these into the contract or written statement but this can make the document very large and complex and mean that the employee may be unlikely to read and understand what is given to them at this early stage. We would suggest that you insert the following brief statement.

Appendix B to this document sets down rules which employees are expected to observe in order to ensure that reasonable standards of behaviour are maintained.

THE DISCIPLINARY PROCEDURE

Similarly employers must also refer to the existence of the company disciplinary procedure and can choose to reproduce the disciplinary procedure in full or refer to another document. We would suggest that you insert the following statement.

If management consider that company rules are not being adhered to, or that any employee is failing to fulfil his/her performance requirements in a satisfactory manner, then action may be taken under the company's disciplinary procedure. Details of this procedure are set out in Appendix C to this document.

Issued on behalf of the company by

.....

Received by

.....

Date

.....

Note that no statement is necessary that the individual accepts or agrees to the terms as the actual process of work etc signifies their acceptance. A signature denoting receipt is all that is necessary.

Appendix A

GRIEVANCE PROCEDURE

The individual needs to feel that his or her grievance is receiving a fair hearing at each stage and that a decision at an earlier stage could be overturned by someone in a more senior position taking a fresh and independent look at the issue. This can be difficult to achieve in small organisations but we would suggest that initially the individuals immediate line manager deals with the grievance separately before being passed on to the owner, manager or Supervisor of the establishment.

A typical grievance procedure is reproduced below.

Step 1 - Statement of grievance

The employee must clearly state the grievance to the employer and ideally in confirm these details in writing.

Step 2 - Meeting

The employer must invite the employee to attend a meeting to discuss the grievance.

The meeting must not take place unless:

- the employee has informed the employer what the basis for the
- grievance was when they made the statement under Step 1; and
- the employer has had a reasonable opportunity to consider their
- response to that information;

The employee must take all reasonable steps to attend the meeting.

After the meeting, the employer must inform the employee of their decision as to their response to the grievance and notify them of the right of appeal against the decision if they are not satisfied with it.

Employees have the right to be accompanied at the by either a trade union official or work colleague to any grievance hearing.

Step 3 - Appeal

If the employee does wish to appeal, they must inform the employer.

If the employee informs the employer of their wish to appeal, the employer must invite them to attend a further meeting.

The employee must take all reasonable steps to attend the meeting.

After the appeal meeting, the employer must inform the employee of their final decision.

Where reasonably practicable, the appeal should be dealt with by a more senior manager than attended the first meeting (unless the most senior manager attended that meeting).

Employees have the right to be accompanied at the appeal meeting

Appendix B

COMPANY RULES AND POLICIES

Terms and Conditions can be very specific to an individual's employment with the organisation. Issues covered by rules and policies are however common to all staff, regardless of grade or job description, and in effect set standards of behaviour for all to follow. Senior managers should make sure that these rules are applied consistently and fairly across the organisation and that the consequences of not adhering to company rules are clearly laid down. What follows is a typical example of the rules and policies you may wish to introduce to your organisation but you should consider if there are others you would want to specify in your own document.

GROSS MISCONDUCT

Certain types of behaviour are regarded as constituting gross misconduct which following investigation could lead to summary (instant) dismissal from employment. During any investigation management reserves the right to suspend with pay. If an individual is dismissed for gross misconduct then such a dismissal will be without notice or payment in respect of arrears of contractual holiday pay.

Examples of what would constitute a gross misconduct offence include:-

- Theft or the unauthorised possession of property belonging to the Setting, its employees or customers.
- Assault on any employee or persons associated with the Setting.
- Breach of confidence ie the divulging of confidential information relating to the Setting, its employees or customers.
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the company.
- Being under the influence of drugs or alcohol whilst on duty.
- Serious or persistent breaches of safety rules.
- Fraud including falsification of work records and expense claims.
- Signing / Clocking in or out for another employee.
- Physical assault or abuse towards a child eg hitting a child in chastisement or harsh disciplinary actions.
- Discrimination in any way against a person on the grounds of colour, religion, ethnic or national origin, sex or marital status eg any behaviour which could constitute a breach of Race Relations and Sex Discrimination legislation.
- Flagrant failure to follow Company documentary systems and procedures.

Further behaviour that could constitute gross misconduct is not limited by the above list.

GENERAL RULES

There are also general rules concerning conduct at work or working practices which staff are requested to note. In certain cases failure to adhere to a particular rule may result in disciplinary action being taken within the company's disciplinary procedure. These rules are reproduced below.

- All employees are expected to exercise reasonable care, skill and application at work and are expected to achieve and maintain standards of quality of work as required by management.
- Good relations with our customers and the general public are of vital importance. All employees should adopt a helpful, considerate and co-operative attitude to our customers and the public.
- Whilst at work employees are expected to carry out any reasonable and lawful instruction from their line managers.
- Employees are expected to flexibly respond to management requests to undertake duties outside of their normal job specification.
- Employees are expected to undertake any training as required by management. On occasion this may involve attending training courses where an overnight stay away from home is necessary.
- Amendments to address, next of kin and contact details must be notified immediately to management for personnel and health and safety record purposes.
- During working hours you must devote your whole time and attention to the Setting and should not undertake any activities that may interfere with the proper performance of your duties with the company. Written permission must be obtained if you wish to engage in any other business or profession outside of normal working hours. Permission is unlikely to be granted if such activities could be considered prejudicial or in direct competition with the company.
- On leaving the company you shall not for a period of 3 months solicit or entice away any client or company who was, within the period of 3 months prior to the termination of your employment, a customer of the Setting provided that this restriction shall only apply to customers with whom you have had personal dealings. This clause only restricts your action where such action could be construed as likely to cause financial loss, loss of credibility or damage to the business of the Setting.
- The use of abusive language that offends other employees will not be tolerated and will result in disciplinary action.
- The company reserves the right to lay off employees when circumstances cause a reduction in work. On these occasions Sections 12 to 18 of the Employment Protection (Consolidation) Act 1978 could apply.
- Any conduct detrimental to the interests of the Setting, its relations with its customers or public or damaging to its public image, shall be a disciplinary offence.
- Private work may be carried out on The Company premises or in working time only with management approval.
- You are required to declare any court or police action against you whilst you are employed by The Company. Failure to do so could lead to dismissal.

- The Company is aware that pilfering takes place throughout industry, we, therefore, reserve the right to carry out spot checks or searches of employees or their vehicles within the Setting boundaries.
- Equipment must not be borrowed from Setting premises without management permission.

TIMEKEEPING AND ATTENDANCE

Rules and regulations relating to entitlement to sick pay are outlined in your terms and conditions.

Remember that rules regarding notification of sickness may also be outlined within the terms and conditions document although alternatively you could place them here and refer employees to the earlier section on Sick Pay. Either way failure to notify correctly should be identified as a Disciplinary offence.

- Employees are required to attend for work at the time stated. Late attendance will be regarded as a breach of discipline and dealt with accordingly.
- Persistent absenteeism without legitimate reason will be treated as a disciplinary offence.
- In cases where an employee frequently has time off work or has a long period away from work for reasons of sickness. The Company reserves the right to have the employee subjected to a medical examination by a Doctor appointed by the Setting or at the Setting's expense.
- Anyone walking out during a dispute or disagreement without management permission will be deemed to be in breach of his / her contract of employment.
- Staff meetings are essential for effective communication between staff and management and your attendance at such meetings is in your own interest as well as being a condition of employment.

HEALTH AND SAFETY

- Employees are required to take care for the health and safety of themselves and others who may be affected by their acts or omissions.
- Employees must have regard for any duty or requirement imposed on their employer or any other employee by the safety legislation.
- Employees working away from Setting premises must comply with the Health and Safety requirements of the particular workplace.
- In the interests of safety, employees must use protective clothing or equipment where provided by The Company.
- All injuries sustained by employees whilst at work must be reported in the Setting's accident book.
- Where employees are provided with the tools and equipment necessary to carry out their jobs, the employee will be expected to take all reasonable steps to care for the equipment, keeping it safe and secure and in good state of repair.

- Any personal electrical appliances brought on to Setting premises by an employee must be battery powered as The Company is not prepared to inspect, service and certify personal appliances in order to comply with the Electricity at Work Regulations 1989.
- All employees are responsible for keeping their own work area tidy.
- The management accept no liability for the loss or theft of personal belongings or money. Employees must therefore take any steps necessary to ensure their safekeeping.
- Smoking is not allowed at any time on the Setting premises and failure to adhere to this policy may result in Disciplinary action.

Appendix C

What follows is a typical disciplinary procedure.

DISCIPLINARY PROCEDURES

Objectives and guiding principles

The objective of this procedure is to ensure the fair and consistent treatment of all employees and in particular of employees who become liable to disciplinary action.

1. It is the responsibility of management to ensure that the reasons for which disciplinary action may be taken are explained to employees.
2. An employee has the right to have a fellow employee or trade union representative present at any disciplinary hearing.
3. No disciplinary action will be taken until the matter has been fully investigated. The employee may, however, be suspended with pay pending investigation if it is considered necessary.

The Procedure

Certain issues may initially be tackled by holding an informal counselling interview and may not necessitate formal disciplinary action within the procedure. In such cases a note will be placed on the individuals file noting that such an interview has taken place. More serious cases of misconduct or issues concerning capability to perform within job roles will be dealt with in the following manner.

- Stage 1:** In the first instance the employee concerned will be given a *verbal warning*. This warning will be recorded and a copy maintained in the employee's personnel file.
- Stage 2:** If further action becomes necessary, a *written warning* will be given. This warning will be recorded and a copy maintained in the employee's personnel file.
- Stage 3:** If the employee continues to fail to meet the required standards, a *final written warning* will be issued indicating that further behaviour of a similar nature within a specified time period could result in dismissal.
- Stage 4:** In the event of continued failure to meet the required standards, the employee will be dismissed and notice of termination of employment will be given as provided in the employee's terms of employment.

The procedure may be implemented at any stage dependent on the offence committed by the employee in each particular case.

Levels of Authority

Setting managers (including Supervisor) have the authority to suspend an employee pending investigation. The Supervisor and higher management only have the authority to dismiss an employee.

Gross Misconduct

In the case of gross misconduct, the Setting reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and consideration of any mitigating circumstances, the management are satisfied that there is sufficient justification for so doing. Appendix B sets out some actions and activities that would constitute gross misconduct.

Duration of Warnings

Under normal circumstances, warnings will be valid for the following periods of time, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue.

Verbal Warning:	6 months
First Written Warning:	6 months
Final Written Warning:	12 months

On expiry, warnings will be disregarded for future disciplinary purposes but not destroyed. They will remain in the main personnel file of the employee concerned.

Appeals

An employee has the right to appeal against disciplinary action. Such an appeal should be made in writing to the next level of management not previously involved (where possible); detailed reasons for the appeal must be given.

If no appeal is made within 3 working days of disciplinary action being taken, then it will be assumed that the employee accepts the decision.

A Robust Approach to Recruitment & Retention - Overview

You'll need to demonstrate good quality, comprehensive and clearly written policies on how your setting approaches recruitment and selection of new staff, and how the checking of suitability is handled.

The following table may provide some useful insights into good practice indicators for Recruitment, Selection and Retention processes.

	Recommended Good Practice indicators
Recruitment Policy/ plan:	<ul style="list-style-type: none"> • Demonstrate an organised approach to planning recruitment • Written policy on the Recruitment & Selection Process, including shortlisting, interview and referencing/ screening procedures • Advertising – how, when and where? • Timescale plan for recruitment process • Written policies on Equal Opportunities relating to staff
Job description	<ul style="list-style-type: none"> • Title • Line management • Specific duties
Job Specification	<ul style="list-style-type: none"> • Essential and desirable criteria required to fulfil the duties of the post
Staff terms and conditions	<ul style="list-style-type: none"> • Name and address of employer and employee • Job title • Date employment began • Wage details: how much, when and how paid? • Pension, sick leave, maternity/paternity arrangements/ entitlements • Holidays and bank holidays • Notice period on both sides • Grievance and appeal procedures • Disciplinary process • Approved and signed copies
Retention policy:	<ul style="list-style-type: none"> • Induction: when, how and why? • Induction checklist signed by new employee • Supervision: when, how and with who? • Appraisal process, including template or forms used
Staff development and training	<ul style="list-style-type: none"> • Evaluating learning/ Training Needs Analysis • Staff personal development or training plans • Planning and supporting training and development opportunities • Qualification training

Managing Staff Records

Accessibility to Information

Managing confidential staff records appropriately is very important, and adopting an [organised approach](#) ensure consistency and accuracy of data is strongly recommended. The best way to achieve this is to hold a confidential staff file on each staff member, which would include the following information, (where available):

- Original application form/ CV
- Personal contact details, and details of who to contact in an emergency
- A copy of recent photographic ID
- Photocopies of certificates for qualifications and short courses
- References, including details of when and how they were obtained, and by whom
- Medical questionnaire
- Details of their CRB disclosure number and date of issue. (Please note: you are not permitted to retain or photocopy another person's CRB disclosure.)
- Supervision and appraisal forms
- Personal training and development plans
- Other information which would show a comprehensive record of each staff member's employment with yourself

Where possible, these files should be kept within the setting, in a safe and secure, lockable cabinet or storage facility.

Staff Retention

Keeping experienced and valued staff in your setting is vital to the success of your business. [Frequent staff turnover and the continual recruiting and training of new staff is not only expensive, but can also affect the quality of care your setting provides.](#) Good management practices can assist in improving staff skills, morale and motivation, to ensure that you are doing everything possible to make working in your setting a rewarding and enjoyable experience for staff.

Induction

Induction is the process of familiarising a new employee with their jobs and the way things work over the first few weeks. It's an opportunity to give them all the information they need to start settling in to the team, so that they can begin to work effectively in as short a time as possible.

As a minimum, an induction should include:

- Showing the new recruit where everything is and what happens in which area
- Explaining how they fit into the organisation as a whole, and their immediate work team
- Health and safety information
- More general background information about the organisation and its values
- A clear outline of what the job involves and what's expected of them
- A statement of terms and conditions
- Pay and leave arrangements
- An agreed training plan, both long and short term

- An opportunity for shadowing or working alongside an existing staff member

Induction Checklist for New Staff

Area of Work	Discussed in Detail?	Notes
Meeting the team		
Familiarisation with setting		
Understanding everyone's roles		
Key Policies and Procedures		
Standards of behaviour		
Standard of work		
Dress code		
Customer care		
Private telephone calls		
Hours		
Rate of Pay		
Time Sheets		
Pay arrangements		
Sickness arrangements		
Holiday entitlement		
Time off		

Grievance and disciplinary procedures		
Confidentiality		
Training opportunities		
Safety Policy		
Safe working practices		
First Aid facilities		
Smoking policy		
Hygiene standards		

Signed _____

Member of staff

Date _____

Signed _____

Manager

Staff Registration Form

Full Name _____

DOB _____

Address _____

Postcode _____ Tel No: _____

Emergency Contact

Name _____

Relationship _____

Address _____

Postcode _____ Tel No: _____

Banking Details

Account No: _____ Sort Code _____

Account Name _____

Bank Address _____

Postcode _____

Tel No/s: _____

National Insurance No _____

Communication

One of the most important ways of improving the performance and commitment of staff is through effective communication. In any childcare setting, it is the Manager's role to pass on information, instruction and guidance. If not, information will still spread via the grapevine, but is likely to be inaccurate and incomplete, which can lead to misunderstanding and suspicion. Such situations can cause serious rifts between staff members, or separation of the decision-makers from the rest of the workforce. This can easily be avoided through holding regular staff meetings, placing information into a staff folder, and generally taking time to talk and listen to staff.

Supervision

Usually in the form of a once-monthly, one-to-one meeting between staff member and line manager, supervision creates an opportunity to review practical aspects of the staff member's work. This could include:

- Offering practical advice
- Giving positive feedback when things are going well
- Early identification of issues or problems
- Seeking ways to find practical solutions
- Monitoring training and development progress
- Reviewing appraisal goals every 3 months

Generally, more experienced staff will require less frequent supervision sessions than new staff members.

Appraisal

Appraisal is a way of recording an assessment of an employee's performance, potential and development needs on an annual basis. Typically, it is carried out by the person's Line Manager, although in some cases, other individuals such as committee members may be involved.

This process is central in enabling a staff member to understand what expectations have been, and will be, placed on their role in the past and coming year. It creates an opportunity to review performance and development, to identify reasons why some "targets" have not been achieved, and to praise for those which have been exceeded.

An appraisal should be reviewed after six months. This means that progress can be monitored and adaptations made if targets are unrealistic.

Staff Appraisal Form

Name:
Job Title:
Manager's Name:
Date
<p>The purpose of the appraisal to enable you to discuss your job performance and your future with your manager.</p> <p>The discussion will should aim to clarify:</p> <ul style="list-style-type: none">• The main scope and purpose of your job• Agreement on your objectives and tasks• Your training and future prospects
<p>Discuss with your Manager why you think your job is important. How does your role fit into the organisation and contribute to its goals?</p>
<p>Over the part 12 months, what you have achieved and how well you have achieved it? Consider any targets which you were set at your last appraisal, or since then.</p>
<p>What you have learnt in the past year and how you have improved the way you do your job?</p>
<p>What challenges do you face in your work? What, if anything, restricts you from performing to the best of your abilities?</p>
<p>Please comment on your:</p> <ul style="list-style-type: none">• Timekeeping • Absences eg. sickness

- Dress Code

What parts of your job do you:

- Do best
- Do less well
- Have difficulty with
- Fail to enjoy

Describe your relationships with:

Other staff?

The children?

The parents/carers?

Your employer?

Targets for Next Year:

What is to be achieved, by when, and how will you know when it's done?

Development Plan for Next Year:

What you need to learn, how you will achieve it and who will support you?

Career Plan: what are your career ambitions and how can your employer help you to achieve them?

Any other comments?

Signatures

Signed (you)

Date

Signed (your manager)

Date

Signed (your manager's manager)

Date

Staff Training, Development and Progression

Staff training is very important. Whilst some staff will be content in their current roles, most will welcome the opportunity to improve their skills and equip themselves for jobs with more responsibility. Training has been widely recognised as an important part of retaining experienced staff, as providing access to training and qualifications enables staff members to:

- Work on their own continuous professional development
- Maintain or increase motivation and job satisfaction levels
- Ensure they are up to date with the latest modes of thought
- Have learning and development goals to work towards
- Participate in training/ inducting new staff members
- Extend their knowledge to enable them to progress into more senior roles

Every staff member should have their own Personal Training and Development Plan, which includes three levels of training:

- **Statutory Training** – which is required to comply with regulations and standards, eg. NVQ 3 for Supervisors, First Aid, and so on
- **Desirable Training** - which will improve the knowledge and thus the quality of the setting, which is over and above what is legally required. Courses could include Customer Care, Food Hygiene, training on new initiatives or modes of thought
- **Developmental Training** - which will aid the employee's own career progression, as well as improve issues such as business management within the setting. Management training is a good example, because it clearly benefits both employer and employee.

Increasingly, the Government are placing much more emphasis on achievement of qualifications in early years, childcare and playwork, as this has been strongly linked to the quality of provision in a setting.

The Early Years and Childcare Service firmly supports training and professional development for those working with children, and recommends that each staff member accesses at least four days per year, as a measure of good practice. Many qualifications and short courses are fully funded, and with such a wide range available, the main query usually relates to finding staff cover for those attending training. The Workforce Development Team can advise you about these and other matters.

If Things Go Wrong...

- Sometimes, despite the strength of retention policies and procedures, employees will leave for their own reasons. Requesting an Exit Interview creates an opportunity for open and frank discussion about the employee's reasons for leaving, and may raise issues which affect current or future staff.
- Seeking support from network groups or associations linked to your provision can be helpful, especially when times are hard. Sharing experiences can often provide practical solutions, and be a source of comfort when you feel isolated and unsupported.
- Encourage staff and managers to draw up an action plan to improve the situation. Done jointly, all staff will feel consulted, valued and a part of the process.
- Keep talking! Your staff, management team/ committee, parents and others may be able to offer helpful advice and support, just at the time when you most need it.

Other Useful Policies

Equal Opportunities Policy

Recruitment

The Company will strive by recruitment to ensure that the staffing levels reflect the community it serves. All vacancies will be advertised as widely as budgets allow. Every effort will be made to ensure a representative balance on the selection group and all members of the group will be committed to equal opportunities practice as set out in this policy.

Application forms will not include questions which potentially discriminate against the grounds specified in the Statement of Intent.

At interview no questions will be posed which potentially discriminate against the grounds specified in the Statement of Intent. At interview all candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.

Candidates will be given the opportunity to discuss the reasons why they were not successful.

Staff

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the ground as specified in the Statement of Intent.

All staff are expected to participate in equal opportunities training.

Training

The Company recognises the importance of training as a key factor in the implementation of an effective Equal Opportunity Policy. The Company will strive towards the Setting of equal opportunity training for all staff.

Sample Dress Code Policy

The following dress code has been designed to provide guidance on acceptable dress during business hours. This aims to ensure that all staff are smartly and professionally presented to parents/carers/carers, children and colleagues.

- 1 The uniform consists of a polo shirt and sweatshirt worn with a skirt or trousers. Jeans of any colour or type are not permitted, and skirts (or shorts during warmer months) must be knee-length or longer.
- 2 Uniform must be worn at all times. The Setting will provide all staff with 2 polo shirts and 2 sweatshirts annually. Staff may purchase extra sets at a reduced price.
- 3 Sensible footwear, with heels no higher than one inch. It may be appropriate to bring indoor shoes.
- 4 Long hair must be kept tied back at all times.
- 5 Nail varnish must NOT be worn.
- 6 Rings, earrings, piercings and any other jewellery must be kept to a minimum.
- 7 Tattoos must be kept covered.

USEFUL CONTACTS

ACAS

The Advisory, Conciliation and Arbitration Service (ACAS) is a publicly funded body best known for its conciliation work in Employment Tribunal cases and large scale disputes. ACAS specialises in providing information relating to the employment of people at work and has a helpline service which offers free, impartial advice to callers. ACAS also runs training workshops on a number of topics, including Recruitment and Selection, across the UK. ACAS is an excellent resource for employers wishing to keep up to date with important changes, such as the National Minimum Wage, with extensive information and guidance available online.

www.acas.org.uk

Tel: 08457 47 47 47

Business Link

Part of an agency of the DTI, (see below), Business Link is a comprehensive information resource for small and medium sized businesses, linked to local advice centres across England and relevant government websites. The website includes a detailed section about Employing People, and provides information about workshops taking place across the UK.

www.businesslink.gov.uk

Tel: 0845 600 9966 (Devon & Cornwall)

Criminal Records Bureau

The CRB - an executive agency of the Home Office - is set up to help organisations make safer recruitment decisions. By providing wider access to criminal record information, the CRB helps employers in the public, private and voluntary sectors identify candidates who may be unsuitable for certain work, especially that involving contact with children or other vulnerable members of society.

www.crb.gov.uk

Tel: 0870 90 90 811

Department of Trade and Industry (DTI)

The DTI publish a large volume of leaflets detailing current employment legislation and details about how to obtain these are available on the DTI's website. The site summarises recent changes in legislation and enables organisations to contribute to public consultation exercises on proposed changes to the law.

www.dti.gov.uk

Tel: 020 7215 5000 or 020 7215 6740 (Minicom)

Inland Revenue Business Support Teams

Troubled by tax or National Insurance? Your local Business Support Team can offer you free, confidential help. If you are a new or small business or employer, our network of Business Support Teams can assist. They will talk you through how to keep good records, when to send in information, what you need to do to process your payroll and answer any questions that you may have regarding Tax and National Insurance.

Business Support Teams offer free, local workshops designed specifically with new and small employers and businesses in mind. The workshops are run for small groups of people by specially trained Business Advisers who will work with you through practical examples and help you to understand what you need to know.

www.hmrc.gov.uk/bst/work

Tel: 01233 653673

Ofsted

Ofsted is the inspectorate for children and learners in England. It is their job to contribute to the provision of better education and care through effective inspection and regulation. They achieve this through a comprehensive system of inspection and regulation covering childcare, schools, colleges, children's services, teacher training and youth work. Each week, Ofsted carry out hundreds of inspections and regulatory visits, helping professionals in education and childcare make a difference to the lives of children and young people.

www.ofsted.gov.uk/childcare

Tel: 0845 601 4771 (Childcare Regulation)

Early Years & Childcare Service

For information, advice and practical support on all matters related to the running of a successful and sustainable childcare business, including Registration and Inspection, Business, and Staffing support.

www.devon.gov.uk/zero14plus

0800 056 36 66