

Job Description

Early Years Improvement Advisor

Learning & Achievement

Main purpose of the role

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	Soulbury 10-12
Location:	Hereford
Responsible to:	Lead Early Years Advisor Head of Service (Learning & Achievement) Assistant Director (Commissioning)

- Our aim is for all our providers to achieve high standards of quality care and early education for all children, including vulnerable children, in their care, which meet the assessment requirements of the Early Years Foundation Stage, and will be judged at least good by Ofsted's inspection standards.
- To make all early years provisions aware of the most up to date Government guidance, statutory duties and policies.
- To provide qualified teacher input into all early years provision including school reception/Year 1 classes and mixed age classes due to rurality.
- To evaluate the strengths and weaknesses of provision and practice in the Early Years Foundation Stage across the locality and deliver programmes of support and challenge.
- To follow STA guidelines, support the development and implementation of the LA moderation plan, including statutory training on completing the EYFS Profile.
- To support the improvement of the leadership and management of EYFS in provisions and schools and promote best practice across the Early Years Foundation Stage and across the seven EYFS areas of learning and development and the Characteristics of Effective Teaching and Learning.
- To understand local and national safeguarding arrangements and support provisions in ensuring that their safeguarding duties are met.
- To deliver and signpost training for practitioners, teachers, professionals working with 0-5 year olds ensuring staff teams are engaged in continuous quality improvement and are well informed on current research and national/local innovations.
- To support providers during and throughout the pandemic, being flexible in the role as it changes over time.



Key Duties and Responsibilities	Frequency of Task
To work strategically using processes and proformas in place to improve the quality of provision and raise standards for all children 0-5 years	Ongoing
To support and challenge all provisions including new staff or provision, through local intelligence, Ofsted outcomes, through using auditing tools, EIF, Statutory Framework, SEND Code of Practice, SEND tool kit, equality act and non-statutory documents like development matters, to identify priorities for improvement.	Ongoing
Where concerns arise with a provision, escalate these to the Lead Advisor, and follow agreed actions which may include sharing local intelligence and advisory work with Ofsted and all relevant agencies	Ongoing
Support with childcare sufficiency and EEF take up	Ongoing
To work with and share local intelligence where appropriate with other stakeholders and teams within the LA	Ongoing
- To provide support and challenge for all provisions in: - Observing, assessing and tracking children's progress. - Supporting moderation processes. - Analysing pupil data and identifying trends and anomalies affecting pupil progress. Presentation and communication of early year's information and data	Ongoing
To commission, devise and deliver training and focused support equipping practitioners/teachers with knowledge and skills in early identification and early intervention programmes and inclusive practice	Ongoing
To deliver a graduated programme of quality improvement to early years provisions in need of high/intensive support and report on progress at team review meetings	Ongoing
Work with prospective EY provisions in order to achieve successful opening	Ongoing
Providing SEND transition support	Ongoing
Understand FIS Synergy and EEF systems and processes, such as knowing how to follow the flowchart for processing EEF registration, and looking at Ofsted imported data and knowing how to action changes	Ongoing
To challenge and support providers to ensure they can show impact of EYPP on children's outcomes	Ongoing
To be proactive in professional development, in order to effectively support all provisions, in understanding and fulfilling their duties, following national and local statutory and non-statutory guidance and legislation	Frequent

Key Duties and Responsibilities	Frequency of Task
Carry out monitoring visits and audits to assess the quality of early education in early years provisions, in line with the Early Years Improvement Team Plan	Frequent
To support NQT's and those new to EYFS	Frequent
Plan and deliver INSET, networking meetings, moderation sessions, including twilight/evening/weekend sessions as appropriate	Monthly
To deliver a range of early years quality improvement programmes, to review and evaluate the impact	Frequent
To equip and empower Heads, Leaders and Managers to become self-sustaining in the promotion of high standards of early education, with a focus on practice and environment, offering support, next steps and evidenced constructive professional challenge	Frequent
Assist the Lead Advisor in monitoring and evaluating the impact of early education on children 0-5 years in all early years provisions	Termly
To attend SEND panels and support provisions, practitioners, SENCO's and children identified with low level/emerging needs	Frequent
To meet all the early years teams outcomes as stipulated in the team plan	Frequent
Support the rapid improvement of provisions identified as requires improvement or inadequate and offer preventative work to those at risk of becoming so	When required
To follow the latest moderation offer, offering training on completing the profile, utilising trained moderators in organising and/or attending cluster moderation sessions, arranging networking sessions, encouraging independent networking sessions, and supporting effective assessment and data analysis	Termly
Represent the LA when required, at regional / national meetings	Occasional



Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Qualifications and Training		
Qualified Teacher Status	Essential	A, I
Leadership experience	Essential	A, I
Evidence of ongoing professional development pertaining to early years	Essential	A, I
Experience & Knowledge		
Experience of successful teaching in Early Years Foundation Stage or KS1, or advisory role within this age range	Essential	A, I
Experience of leading a team	Essential	A, I
Experience of managing substantial change across a subject area or institution	Essential	A, I
Experience of observing and evaluating teaching and providing feedback	Essential	A, I
Experience of leading INSET	Essential	A, I
OI experience	Essential	A, I
Experience in different types of EY settings both maintained and private	Essential	A, I
Skills and Abilities		
Excellent understanding of curriculum and pedagogical issues relating to learning and teaching in the early years and primary phases	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Detailed working knowledge of all EY statutory duties, policies and documents	Essential	A, I
Practical knowledge of the link between leadership and school/setting improvement	Essential	A, I
Excellent early years practitioner	Essential	A, I
Effective presentation skills, particularly in relation to in-service training	Essential	A, I
Good communication skills, both written and oral	Essential	A, I
Good interpersonal skills with the ability to enthuse and motivate others and develop effective partnerships	Essential	A, I
Confident use of information and communication technology	Essential	A, I
Other Factors		
Willingness and ability to travel around the county	Essential	A, I
Willingness to work outside office hours to deliver training and support	Essential	A, I



All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They **help us to achieve our Council Plan vision "do our best for Herefordshire" acting as our DNA and the "way that we do things around here"**. We expect all colleagues to act as a role model by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

Trust - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

Honesty - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

Responsibility - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

Inclusivity - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

Value - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

Empathy - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

