

## Job Profile

<b>Job Title:</b> Early Years Adviser	<b>Grade:</b> PO2
<b>Section:</b> Performance and Participation	<b>Directorate:</b> Children Services
<b>Responsible to:</b> Senior Early Years Advisor	<b>Responsible for:</b> n/a
<b>Post Number/s:</b>	<b>Date:</b> 1 <sup>st</sup> September 2022

### Working for the Richmond/ Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Borough Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront innovation in local government and the organisation will invest in your development and ensure the opportunities for progression that only a large organisation can provide.

### Job Purpose:

- Working within the Education Department, Advisory Service and reporting to the Senior Early Years Adviser.
- To provide expert advice and guidance on all aspects of early learning and the EYFS profile in schools and PVI settings. To ensure that all Ofsted registered EYFS provision is supported to achieve a Good or Outstanding grade. To take proactive action where these evaluations are not secure.
- Ensure effective moderation of the EYFS profile and that tracking progress is rigorous across the sector. To work closely with schools ensuring there is a focus on maximizing learning opportunities in reception classes and the smooth transition from PVI and nursery settings.
- Work closely with Early Years Providers, Managers, Headteachers, Central Government, Partner Agencies and Local Authority to deliver 2, 3/4YO, 30 hours places, increasing capacity to meet Government set Local Authority targets.

- Support the implementation of all National and Local Early Years Statutory Duties. Work closely with other members of the EYS advisory service to ensure that the Early Years Statutory Framework is implemented consistently in Wandsworth settings.
- Work strategically and take responsibility for the planning, delivery and development of early years learning opportunities to ensure that young children are in receipt of highly effective pedagogy
- Through the collation and analysis of the early years foundation stage profile, will provide support and challenge to the Early Years sector to provide positive well-being outcomes for children. This has a long-term perspective as the evidence shows long term positive impact of high-quality early learning for disadvantaged families.
- A good knowledge and breadth of early years policy and legislation to provide additional expertise when needed on national and local safeguarding practices, curriculum and assessment, registration requirements, regulatory activity, compliance, qualifications, and workforce matters.
- To provide leadership and business advice as required for example, place planning, signposting to accredited staff training providers, early financial guidance on resource, HR, safeguarding, Ofsted regulations and readiness.
- To work with the Advisory Team to support a range of meetings, forums and professional development networks disseminating key information and safe EY practices amongst the early years sectors.
- To lead interactive professional development in conferences, training remote and face to face.
- To model highly effective practice by working alongside leaders and practitioners in excellent EYRS leadership, pedagogy and learning environments.
- To provide information and data to aid in the setting of local priorities and targets, monitor these and reporting as required.

### **Specific Duties and Responsibilities:**

#### **EYFS/OFSTED/Quality Improvement**

1. To provide advice, implement support and monitor improvements in the quality of all Early Years provision and activities across the borough for children 0 to 5 years of age. Identifying gaps or poor quality and disseminate good practice for all PVI and school providers through regular communication media and forums, direct face to face advisory support.
2. To provide best practice and intervention support for learning in Early Years in relation to EYFS, child development, curriculum, assessment, inclusion, and staff continuing professional development.
3. In the PVI sector, to support the Ofsted registration of all Early Years provision, with a development programme that includes Preparing for Ofsted (pre & post Ofsted registration/inspection), provide support for provision graded 'requires improvement' and 'inadequate' and overall QA for the sector.

4. In the PVI sector, to support Early Years Provision where significant changes may impact on Ofsted outcomes such as:
  - Change of owner, staff and/or leadership
  - Change of premises
5. To liaise and work closely with Wandsworth Advisory Service, Primary Headteachers and EYFS teams, Early Years Provision, Central Government, partner agencies to ensure there is an effective continuous professional development and training programmes including: -
  - EYFS framework
  - Development Matters
  - Observation skills
  - Change in Legislation
  - Early Identification and Inclusion
  - Development and quality improvement of Early Years
  - Safeguarding
6. To keep abreast of the Department of Education (DfE) guidance, EYFS research and current policy and practice and current local initiatives.
7. To work flexibly, with the majority of work delivered in schools and PVI settings thus requiring frequent travel in the community and borough wide, also noting that PVI settings are open year-round and sometimes outside of conventional working hours. This degree of out of office working requires the careful management of council IT equipment such as laptop and mobile phone and associated safeguarding of data sets and systems used for reporting.
8. Responsible for the decision making necessary to:
  - Achieve the statutory early years outcomes duty
  - Effectively manage issues of great complexity and requires high level understanding of EYFS profile
  - Solve highly complex problems acting with autonomy
  - ensure compliance with procurement and financial regulations
  - secure value for money and services that reduce the cost to the council.

### **Early Years Education and Childcare Places (EECP)**

9. Work with the EECP team, Children's Centres, Early Years provision and Local Authority officers to ensure the sufficiency of places and access for all children within the borough linked to government entitlement and targeted families.

### **Inclusion**

10. Work with the EY SEND Services on the coordination of support for all children who require additional SEN support within Early Years provision

### Other Duties:

11. Work closely with Early Help, Partner Agencies and Local Authority Officers to ensure that all safeguarding related issues (LADO, MASH, etc.) are acted upon appropriately in line with Local Authority policy and procedure and Ofsted compliance.
12. Ensure that all communication, team working, and report writing is effective and to a high standard for the audience that is Ofsted, governors, school and PVI Leaders, LA Officers

### Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures, local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
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- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive, and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To be responsible and accountable for safeguarding by ensuring that current policies, procedures, and practices are in place for vulnerable children, young people, and families by adhering to local and national processes.
- To actively promote a safe, nurturing, and welcoming environment for all children, young people and their families accessing services.
- To understand both Councils' duties and responsibilities for safeguarding children, young people, and adults as they apply to the role within the council.
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- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

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### Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** This means being helpful we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

<b>Person Specification Requirements</b>	<b>Assessed by A &amp; I/ T/ C (see below for explanation)</b>
<b>Knowledge</b>	
Up to date knowledge of current legislation linked to EYFS, Ofsted and the SEND Code of Practice and Working Together 2015 and current developments in early years learning	A/I
Up to date knowledge of current government entitlements for 2YOs, 3/4YOs and 30 Hours and the applied model of delivery within the Borough.	A/I
Applied knowledge and understanding of key guidance and evidence-based practice in Characteristics of Effective Learning and a proven track record of integrating this into own practice, service delivery and partnership working.	A/I/T

Excellent knowledge and understanding of EYFS Profile including moderation and data analysis. Thorough knowledge of observation, tracking and assessment systems, against national expectations.	
Comprehensive understanding of; national policy, strategy and developments regarding EYFS and early learning, child development; relevant legislation, statutory guidance, standards, and procedures.	
An excellent understanding of the tiered approach to the provision of services/support for children with SEND and entitlements.	A/I
An understanding of working with a diverse community and of the need to be non-judgemental, open and solution focused with children, adults, and community groups.	A/I/T
<b>Experience</b>	
experience in early years, leading on developments or managing services which work directly with children and families.	A/I
Evidence of taking responsibility for implementing and developing a high-quality early year and childcare, including a thorough knowledge of children development, and linking previous practice to the EYFS and SEND legislation	A/I
Experience of delivering evidence-based approaches to achieve improved outcomes for the most vulnerable children within EY provision.	A/I/T
A willingness to work outside normal office hours, for example to deliver training, to attend professional development sessions and meetings as and when required	I
Experience of working in a multi-agency model providing direct support to a wide professional network to plan, review and improve outcomes for children.	A/I
<b>Skills</b>	
Demonstrate an understanding of and proactive engagement with the Council's equal opportunities policy in respect of service delivery.	I
Communicate effectively and present complex information, including high quality, analytical and evidence-based reports to senior managers and partnership groups. This includes the ability to communicate effectively with both adults and young people.	A/I/T
Transform, develop, and sustain effective relationships with other professionals, services and agencies including working collaboratively with partners in needs assessment, service planning and delivery and improve their resilience and autonomy in working with children and families	A/I
Able to influence and develop other professional thinking and behaviours that enable new ways of working and the development of a more integrated 'Learning Community' across partners.	
Use your initiative and work autonomously reporting to senior management when required.	I
Able to lead and manage strategic and operational change effectively.	

Able to use data to help transform services and practice at a strategic level from poor / adequate to high quality, and introduce innovative service models effectively	<b>I</b>
<b>Qualifications</b>	
Educated to a degree level in an appropriate field e.g. Early Childhood Education, Education or Social Care (level 6 or equivalent) and/or Early Years Professional Status	<b>C</b>
Evidence of continuing professional development.	

**A – Application form / CV****I – Interview****T – Test****C - Certificate**