

The Education People

JOB ROLE: Equality and Inclusion Advisor

Service:	The Education People
Salary:	TEP11
Reporting to:	Senior Equality and Inclusion Advisor

Purpose of Role:

To be responsible for promoting and supporting inclusion and equality in free early education provision for two, three and four year olds in the private, voluntary and independent sectors, to ensure higher levels of achievement at the end of the Early Years Foundation Stage, and also in childcare provision for children aged 0 – 14 universally and up to 18 where a young person has a special educational need and/or is disabled and/or is a Child in Care.

To take lead responsibility for the provision of consistent advice, support and guidance, in order to narrow achievement gaps for an identified group of vulnerable learners.

Please note: This job description is provided to assist the job holder to know what the main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Annex A: Main duties and responsibilities:

1. Promote inclusion and equality and supporting inclusive practice and equality of opportunity in early years and childcare provision in the private, voluntary and independent sectors.
2. Support early years and childcare providers to meet the requirements of Equalities Act 2010 (to make reasonable adjustments to remove barriers and to prevent discrimination directed towards those children and families with protected characteristics and any other vulnerable groups) and also to meet the requirements of the 2014 Special Educational Needs Code of Practice.
3. Be part of a county wide team, providing an intensive programme of advice, support, training and challenge for private, voluntary and independent early years providers, to enable them to understand the nature of achievement gaps, identify these earlier than ever before and to make timely interventions on both a setting wide and small group/individual child basis, in order that achievement gaps progressively close and all children achieve to their full potential at the end of the Early Years Foundation Stage (EYFS).
4. Support individual providers and/or collaborations of providers to analyse and review assessment and other relevant data to identify priorities and target interventions to individuals and groups at risk of under achievement.
5. Support early years and childcare providers to review provision and practice to address the needs of identified vulnerable individuals and groups of children through clear action planning and the implementation, monitoring and evaluation of the impact of action plans.
6. Lead on the development and delivery of advice, support, and training for a particular vulnerable group, keeping up to date with national and local initiatives, research and developments and acting on these as appropriate and necessary, the vulnerable groups including:
 - those who are 'hard to reach'
 - those in receipt of Free School meals
 - Children in Care
 - Children in Need
 - children with SEND (Communication and Interaction or Cognition and Learning or Behaviour, Emotional and Social development, Sensory and/or Physical)
 - minority ethnic groups
 - Armed Forces families
 - those with Protected Characteristics.

7. Working with the Early Years and Childcare Improvement and Standards Team to:
 - provide timely, robust, and high-quality interventions where early years and childcare providers are judged by Ofsted to be 'requiring improvement' or 'inadequate', and where issues of equality and inclusion are integral to the reasons for the judgement, and
 - provide advice and guidance to children's centres on issues of equality and inclusion and on activities to support the narrowing of achievement gaps.
8. Work in an integrated way with all early years and childcare colleagues and other partners within a prescribed area of Kent across all statutory, discretionary and income generating functions (being Sufficiency and Sustainability, Improvement and Standards, Equalities and Inclusion and Partnership and Integration).
9. Work closely with the Specialist Teaching and Learning Service, plus other agencies as required, to ensure a fully integrated approach to the provision of support and services for children under five who have (or may have) a special educational need and/or disability

All TEP employees must adhere to the following requirements:

- All staff should be working within national legislation and Corporate/Directorate policies and procedures relating to Health and Safety.
- All staff should consider smarter working options.
- Commitment to equalities and the promotion of diversity in all aspects of working.
- Awareness of Data Protection and confidentiality issues.
- Ability to travel to meet the requirements of the service.
- Awareness of Green issues.
- Awareness of Safeguarding issues and the need to promptly refer concerns to Line Manager where appropriate.
- Commitment to the principles of Customer Service and awareness of the Customer Service Strategy.

Annex B: Person Specification: Equality and Inclusion Advisor

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS <i>(if essential)</i>	<ul style="list-style-type: none"> Degree level qualification in early years and/or childcare Training and development qualification
EXPERIENCE	<ul style="list-style-type: none"> Experience of working in early education and/or childcare. Experience of delivering programmes of support to narrow achievement gaps Experience of supporting the professional development of people. Experience of working in the context of and leading multi-agency partnership working
SKILLS AND ABILITIES	<ul style="list-style-type: none"> Ability to establish effective relationships with a diverse range of stakeholders at all levels. Excellent communication skills of all kinds and with all audiences Negotiation, reconciliation, persuasive and influencing skills Excellent organisational and time management skills Strong analytical and problem-solving skills The ability to identify risk and manage it appropriately
KNOWLEDGE	<ul style="list-style-type: none"> Knowledge of all aspects of the legislative and policy framework for early years and childcare and equality and inclusion Knowledge of child development, particularly how children learn Knowledge of how to improve services and outcomes and particularly effective practices in gap narrowing
BEHAVIOURS	<ul style="list-style-type: none"> All leadership competencies apply, with behaviours shown below being of particular relevance: Truth and judgement Open to new ideas Conversation and compassion

	<ul style="list-style-type: none"> • Be sensitive to someone's needs...accepting differences • Empowerment and enterprise • Recognise initiative, be creative, share ideas • Have a 'can do' attitude, be positive • People and partnership • Keep communication open • Co-operate with partners and colleagues to achieve common goals • Character and courage • Be strong even in difficult situation – stay positive • Have the self-belief to see problems through to achieve the end goal • Outcomes and delivery • Keep the end in mind • Share knowledge of best practice, learning from things that have not worked so well • Radicalism and urgency • Challenge the status quo • Tools and professionalism • Speak and act professionally at all times • Ensure that your knowledge and skills are kept up to date.
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Annex C: Company Values and Expectations

At The Education People we are guided by our shared values:

- **Moral Purpose:** We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances.
- **People First:** We are committed to always putting people first: our staff, clients and partners, and above all, the people we serve.
- **Stronger Together:** We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we embrace challenge and work together – with each other, our clients and partners.
- **Excellence:** We strive to excel in the delivery of high quality services that produce lasting outcomes: balancing pace, precision, practicality and cost.
- **Spirit of Innovation:** We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery.
- **Integrity:** We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values.