

The Education People

Early Years Improvement Advisor

July 2022

| | |
|---------------|--|
| Service: | Early Years & Childcare Service |
| Salary: | TEP11 |
| Reporting to: | Senior Early Years Improvement Advisor |

Purpose of Role:

To be responsible, across allocated provisions, for a coordinated approach to driving and ensuring continuous improvement and increasing high standards 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 (EYFS).

To be responsible, across a group of allocated provisions for continuous improvement and increasing high standards in childcare provision for children from birth to five.

To provide professional input to children's centres to ensure that the early learning ethos and activities are based on EYFS principles and best practice.

Please note: This job description is provided to assist the job holder to know what his/her 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. Work within the area team and with partners to ensure a coordinated approach to continuous improvement and higher standards in early years provision, ensuring the wellbeing of children under five and high levels of achievement at the end of the Early Years Foundation Stage (EYFS).
2. Work directly with practitioners to deliver a wide range of the highest quality advice, support and training to support all early years provision across an area to continually improve, ensuring that this is available in line with identified need and on a flexible basis.
3. Ensure timely, robust and high-quality interventions where early years providers are judged by Ofsted to be 'requires improvement' or 'inadequate', providing advice, training, support and challenge across the full EYFS as appropriate and necessary in order to ensure that provision becomes at least 'good' as quickly as possible.
4. Model effective teaching within provision for all areas of the EYFS curriculum and deliver 'hands on' practical support acting as a role model when required, to accelerate progress.
5. Contribute to the design, development and delivery of a high quality continuous development programme as part of The Education People's support and the chargeable service framework. Ensure that The Education People's Early Years & Childcare CPD programme reflects the needs of early years providers.
6. Monitor and evaluate the effectiveness of the programme of support and any associated projects, identifying scope for improvement or constraints as determined by legislation, national or local initiatives or KCC directorate or county policy.
7. Provide advice, support and guidance to Children's Centre Early Help Coordinators and Assistants to ensure a full and appropriate range of activities are provided based on the EYFS.
8. Work in an integrated way with all Early Years & Childcare and other partners within a prescribed area of Kent across all statutory, discretionary and income generating functions (being Sufficiency and Sustainability, Improvement and Standards, Equality and Inclusion, Partnership and Integration and Education for Sustainable Development.)

All 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

| | MINIMUM |
|--|---|
| 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 managing early years and/or childcare services Experience of working in an advisory capacity Experience of working in the context of 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 Strong IT skills 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 Ability to carry out occasional work outside the county |
| KNOWLEDGE | <ul style="list-style-type: none"> Knowledge of all aspects of the legislative and policy framework for early years and childcare Knowledge of child development, particularly how children learn Knowledge of how to improve children's outcomes |
| BEHAVIOURS | <p>All leadership competencies apply, with behaviours shown below being of particular relevance:</p> <p>Truth and judgement</p> <ul style="list-style-type: none"> Stay grounded, speak honestly Open to new ideas |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Welcome challenge on how you do things <p>Conversation and compassion</p> <ul style="list-style-type: none"> • Encourage free flowing conversation • Be sensitive to someone's needs...accepting differences • Politeness when dealing with others – check for mutual understanding <p>Empowerment and enterprise</p> <ul style="list-style-type: none"> • Recognise initiative, be creative, share ideas • Have a 'can do' attitude, be positive <p>People and partnership</p> <ul style="list-style-type: none"> • Keep communication open |
|--|--|

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.