

Education & Inclusion

Early Years Improvement Officer
Job Description and Person Specification

November 2014

Job Description

Job Title:	Early Years Improvement Officer
Department:	Education and Inclusion
Function:	Early Years & Childcare
Team:	Improvement Team
Post number:	EL1361
Grade:	LBR9
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	14hrs pw
Base location:	Locality Base
Reports to: <i>Job title</i>	Early Years and Childcare Improvement Team Locality Lead
Responsible for: <i>Job titles of direct reports</i>	<i>No direct line management but may be responsible for the supervision of trainee and work placement employees on occasion</i>
Role purpose and role dimensions: <i>Overview of the job</i>	<p>To provide advice, training, challenge and support to practitioners working with children in the Early Years Foundation Stage, in the day nurseries, independent nurseries, and pre-schools, out of school provision and child-minders in accordance with the delivery of the Redbridge Children and Young People's Plan.</p> <p>A particular emphasis for this role is support and advice, challenge and training on the Welfare requirements of the Early Years Foundation Stage and Safeguarding and to support the development of the provision and practice relating to the Early Years Foundation Stage.</p> <p>To develop best practice in all Early Years Settings with other colleagues within the locality team to support meeting National and Local targets. To ensure children are reaching expected levels of attainment when starting school through providing guidance, training and modeling best practice to settings.</p> <p>To meet targets and outcomes as stated in the service plan.</p>
Key external contacts: <i>Organisations</i>	Colleagues from partner agencies, Health, Social Care, Private, voluntary and Independent settings, maintained schools.
Key internal contacts: <i>Job titles or groups of staff</i>	Children Centre Staff, FIND service
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	N/A

Key areas for decision making:	<ul style="list-style-type: none"> • To lead on RAG rating/assessment of the Welfare Requirements and Safe guarding elements of the EYFS and provide advice, support, challenge and training proportionate to need. • RAG rating/assessment of EYFS delivery in categories of quality impacting on support and ongoing funding • Early years children identified with SEN receive appropriate support, additional support if required through sign posting to the area SENCO. • Level of support from EYCIT Team decided as a result of recommendations from assessments. Assessments feed into PDP for early years practitioners. • To support cross sector cluster meetings • Managing conflicting priorities: caseload allocation demands, prioritising EY settings that need support, achieved by caseload meetings informed by observation and assessment of RAG
Other considerations: <i>E.g. working patterns</i>	As necessary to meet the needs of the service. Occasional evening and Saturday work.

Key accountabilities and result areas:	Key elements:
To work with settings so they achieve the Local Authority Quality Assurance Scheme	<p>To work within a locality team to lead on providing advice, training, challenge and support to practitioners working with SEN/children under 5 in Redbridge on Welfare Requirements, in accordance with the requirements of the Early Years Foundation Stage.</p> <p>To make visits to early years settings offering advice, information and practical support in using the Redbridge adopted quality assurance scheme - Quality Improvement in Learning and Teaching (QUILT). To identify and address any training needs, including those identified through QUILT.</p> <p>Supporting practitioners in self-reflective practice through QUILT including gathering evidence, action planning and evaluating QUILT modules and presenting them at QUILT moderation panels.</p> <p>To lead on identified QUILT modules relevant to the role of the Early Years Improvement Officer</p>

<p>As part of the locality team provide in-service training activities, visits to setting to provide advice, support and challenge and modelling of good practice to practitioners to achieve the required standards and improve practice.</p>	<p>This will involve:</p> <p>Having an in –depth knowledge and understanding of the Welfare Requirements of Early Years Foundation Stage</p> <p>Having an in depth knowledge of safe guarding</p> <p>Developing good knowledge and understanding of the Early Years Foundation Stage</p> <p>To contribute to the professional development programme for all practitioners in the Early Years Foundation Stage</p> <p>To provide support through advice and modelling of good practice to the Children's Centres' EYFS sessions</p> <p>To take a lead on providing support through workshops on areas of the EYFS</p> <p>To plan and organise own time and work programme in agreement with the EYCIT Locality lead</p> <p>To develop and make relevant resources to support the implementation of the Early Years Foundation Stage</p> <p>To provide feedback to managers in a sensitive manner, this will impact on raising quality in the provision.</p> <p>To lead on RAG rating the Welfare requirements and safeguarding for all provision within the locality and provide support, challenge and training proportionate to need, including out of school provision.</p> <p>To produce action plans that are regularly monitored and evaluated with individual managers and settings, ensuring actions are met and practice meets required standards.</p> <p>To support providers in achieving at least a Good Ofsted outcome</p> <p>To focus on the development of effective management systems, including self-evaluation, staff development, monitoring and leadership.</p> <p>To provide up-to-date records of training, advice and support given, monitor the impact of training when undertaking visits. Complete visit notes and send to relevant partners.</p> <p>To liaise with other organizations and individuals working within Redbridge Early Years and Childcare, as well as external agencies and organizations with an interest in early years services, to exchange information and share best practice. To facilitate strong partnership working with Children Centre's in the locality.</p> <p>To work in partnership with Children Centre's, parents and settings to encourage take up of the 2, 3 and 4 year old free entitlement to meet targets.</p> <p>To encourage practitioners to join the EYPS network.</p>
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Promoting Inclusive Practice	<p>This will involve:</p> <p>Promoting and supporting inclusion through working with practitioners that work with SEN children with standards of inclusive practice.</p> <p>Modelling good inclusive practice to managers and staff.</p> <p>To maintain an up-to-date awareness of equal opportunities issues, particularly in relation to the provision of early years services.</p>
Raise standards in Early Years Settings through contributing and delivering training	<p>This will involve:</p> <p>To lead on writing and delivery training relating to the Welfare requirements of the EYFS and safeguarding and provision and practice relating to the EYFS.</p> <p>Planning, delivering and evaluating training to practitioners within the locality and the borough</p> <p>Providing workshops and training on-site to whole teams of staff</p> <p>Analyses training priorities from Ofsted reports, RAG reviews, visit notes and prepare data to drive training needs.</p> <p>To lead and support cross sector cluster meetings.</p>
Safe guarding Children	<p>This will involve:</p> <p>Safeguarding-ensuring all early year's managers have knowledge and understanding of appropriate and up to date safeguarding policies and procedures.</p> <p>To undertake safe guarding audits on a regular basis in the range of Early Years settings.</p> <p>To complete safe guarding report cards on a termly basis.</p> <p>Ensure implementation of EYFS requirements. Liaison with MASH and LADO. Communicate effectively with colleagues in EYCIT.</p>

Contributing to team and service development	<p>This will involve:</p> <p>Planning and organising own time and work programme in agreement with the EYCIT Locality Lead.</p> <p>To engage with leaders / managers of early years' settings to support resolution of managers issues pertaining to areas such as staffing, training, quality improvement issues, etc. and RAG feedback</p> <p>To write articles for the Early Years and Childcare newsletter.</p> <p>To attend team meetings and contribute to developing the service.</p> <p>To report regularly to the EYCIT Locality lead on issues and progress at settings visited.</p> <p>To undertake specific projects as directed by the EYCIT Locality lead, working with other teams and external organizations as required.</p> <p>To maintain an up-to-date awareness of national and local developments in early years practice and to undertake relevant professional development.</p> <p>To work to targets set within the service plan.</p>
General accountabilities and responsibilities	
Green Statement	<p>This will involve:</p> <ul style="list-style-type: none"> Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.
Data Protection/Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures. Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a Disclosure and Barring Service (DBS) check and references may be taken up prior to interview.

Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence.

Person Specification

Job Title:	Early Years Improvement Officer		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		A - I – T	Weighting
Minimum education/ qualifications:	Degree in Early Years and Childcare.	A	3
	Early Years professional Status (Desirable)		
	Adult teaching qualification (Desirable)		
	5 GCSEs including maths and English	A	3

Minimum experience/ knowledge/ skills:	Experience of Advisory or Inspection work with early education childcare providers in the PVI sector including child-minders	A I	3
	Experience of working in a cross sector environment with other agencies.	A I	2
	Experience of writing and delivering training and workshops to a variety of audiences.	A I	3
	An in-depth understanding of the early years curriculum, particularly the Welfare requirements and recent developments in early years provision	A I	3
	An in depth understanding of child development	A I	3
	An understanding of development of children specifically their rights and safeguarding issues	A I	3
	Experience of undertaking a training needs analysis based on various methods of evidence	A I	2
	Knowledge of relevant legislation and legislative frameworks applicable to childcare provision.	A I	3
	Knowledge of the Ofsted inspection process	A I	3
	Knowledge of the PVI sector provision types and management structures	A I	2
	Collecting, Collating and reporting information to a high standard, including professional reports based on visits to settings.	A I	3
	Ability to support providers in the use of self-assessment	A I	3
	Ability to manage own workloads and conflicting priorities	A I	2
	Ability to approach challenges in a positive, flexible, solutions-oriented spirit	A I	2
	Experience of using Quality Improvements systems to raise quality.	A I	3
	Ability to respond to changing needs of the service	A I	2
	Ability to organise own work to meet tight deadlines	A I	3
	Ability to use relevant IT packages (training given)	A I	2
	Experience of working in early years education in either LEA or non LEA sector (minimum 5 years) including planning, delivering and evaluating training	A I	3
	Experience of contributing to the Early Years Childcare Training Programme	A I	2
	Undertake training needs analysis	A I	2
	Developing and maintaining effective administrative systems	A I	2
	An ability to impart knowledge at an appropriate level to a range of audiences	A I	2
	Ability to inspire confidence in others and offer guidance to practitioners in a clear, supportive and uncompromising way	A I	2
	An understanding on the learning and teaching process in the early years	A I	2

Minimum competencies: Customer focus	An ability to communicate effectively in person and in writing to a wide range of audiences, including senior management.	A I	3
Communicating and influencing	Ability to relate to a wide range of practitioners from differing backgrounds and sectors, building active partnerships and achieving necessary change,	A I	3
Building relationships, working together and in partnership	Ability to work effectively within a multi-agency team	A I	3
Respecting & implementing diversity	A track record of inclusive, anti-discriminatory practice	A I	3
Planning, organising & achieving results	Assessing and monitoring to set standards	A I	3
Embracing change	Commitment to update skills and to ongoing training	A I	2
<i>For those with managerial responsibility</i> Leadership			
Managing and developing people			
Special conditions:			
Signature of Employee:	Name:	Date:	