

Education and Inclusion

Early Years and Childcare Improvement Team – Manager Job Description and Person Specification

June 2019

Job Description

Job Title:	Early Years and Childcare Improvement Team - Manager
Department:	Education and Inclusion
Function:	Early Years
Team:	Early Years and Childcare Improvement Team
Post number:	S000234
Grade:	LBR 15
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	36 hours/52 weeks
Base location:	EYCIT Base at New City College
Reports to: <i>Job title</i>	Head of School Improvement
Responsible for: <i>Job titles of direct reports</i>	Early Years and Childcare Improvement Team - leads x2.6 Early Years and Childcare Improvement Team - admin x1 Early Years and Childcare Improvement officers x2 Childminding Development Officers x2

Role purpose and role dimensions: <i>Overview of the job</i>	<p>To provide strategic vision, leadership and direction to raise standards and drive forward continuous quality improvement in the EYFS leading to improving outcomes for young children and their families.</p> <p>Provide dynamic leadership to ensure effective and efficient strategic planning and management of the EYCIT team. This involves line management responsibility for all aspects of service delivery for settings delivering the EYFS and schools in conjunction with the Head of School Improvement.</p> <p>To ensure there is appropriate challenge, support and guidance for borough wide provision to ensure high quality early years services leading to improved quality of learning and teaching.</p> <p>To promote, model and exemplify the knowledge, skills and understanding of how young children learn and develop including those with additional needs so that the quality of provision is striving to be at least good.</p> <p>To ensure effective and efficient strategic planning and management of EYFS training across LBR to secure high quality teaching.</p> <p>To champion the needs of vulnerable children and families in order to reduce inequalities of outcomes.</p> <p>To lead on the relevant areas of expertise across the borough.</p> <p>Synthesising data from a range of sources to identify key issues and develop practical solutions.</p> <p>Address any policy or legislative changes in early years;</p>
Key external contacts: <i>Organisations</i>	<p>Headteachers, Teachers, setting managers, Ofsted inspectors, other LA colleagues</p>
Key internal contacts: <i>Job titles or groups of staff</i>	<p>Children Centre team, Funding and Training Team, FIND, School Improvement Team, colleagues from Social Care and Health.</p>
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	<p>Decision on use of budget within the team.</p>
Key areas for decision making:	
Other considerations: <i>E.g. working patterns</i>	<p>Monday to Friday occasional evening and weekend work.</p>

Key accountabilities and result areas:	Key elements:
<p>Leadership</p>	<p>This will involve:</p> <ul style="list-style-type: none"> • Leading on the Service workplan and deployment of staff. Leading on development and action plans and preparation of complex reports within tight deadlines. • Providing the Strategic Lead for forums for senior managers across the PVI and maintained sector. • Working closely with the Head of School Improvement, Children's Centre Strategic Lead, and colleagues from the Family Information Direct and the local childcare/school providers and other partners. • Attending relevant courses, seminars and conferences and keeping up to date with developments and legislation in Early Years, particularly emerging good practice in early years. • Inspiring staff with a 'quality' approach towards everything they do, and a philosophy of 'continuous improvement.' • Fostering powerful and productive working relationships both within the service, cross-functionality and externally. • Taking a lead role, chairing and facilitating meetings, identifying local priorities and formulating joint plans. • Liaising with managers at senior and operational levels across the range of early years providers. • Acting as an ambassador for Children's Services, representing its services internally and externally to key customers and groups; • Promoting an understanding of the social and pedagogical ethos and its relevance to improving children's life chances with all providers and colleagues to narrow the gap. • Ensuring that service delivery is focused on customer needs and outcomes to ensure the service meets the needs of a diverse community

Staff management and development	<p>This will involve:</p> <ul style="list-style-type: none"> • Demonstrating effective leadership and managerial qualities at all times, in the context of fast changing demographic and regulatory landscape. • Leading and managing staff and implementing LBR supervision and performance management systems. • Developing and providing leadership to encourage the team to work in an integrated way supporting all the skills, abilities and professional development of staff. • Providing appropriate expertise and knowledge in meeting statutory and other guidance and to ensure the team and partners are kept informed of new and proposed legislation, contributing to ensuring that change is managed effectively. • Participating in recruitment and induction of all staff. • Implementing policies, procedures and guidance. • Responsibility for setting objectives and monitoring the performance of the Early Years & Childcare Improvement Team;
Monitoring and evaluation	<p>This will involve:</p> <ul style="list-style-type: none"> • Monitoring the implementation of the delivery/action plans and evaluate its impact against the success criteria. • Implementing and coordinating data collection, Ofsted outcomes, EYFS profile data and evaluating and measuring progress and outcomes. • Being responsible for establishing and monitoring performance indicators, financial and staff audits, and health and safety audits as required, and to ensure that the team carries out its responsibilities with due attention to good customer care practice.

Workforce development	<p>This will involve:</p> <p>To contribute to the development of the early years workforce by:</p> <ul style="list-style-type: none"> • Ensuring the team has close working relationships with training providers to ensure students are well prepared for working in the sector. • agreeing objectives and content of the Continuing Professional Programme offered by the Early Years & Childcare Improvement Teams; • contributing to other projects, as directed; • deliver high quality training, based on identified needs, to Head teachers, teachers and practitioners from the PVI sector.
C0-ordination and Liaison	<p>This will involve:</p> <ul style="list-style-type: none"> • Work with the Head of School Improvement to agree support for practice in maintained sector schools; • Attend the strategic and operational meetings within Education and Inclusion as required; • Undertake Early Years Foundation Stage moderation visits by leading and delivering the statutory duties relating to EYFSP moderation; • Write and present annual safeguarding reports and action plans; • Work with the voluntary sector agencies, as appropriate. • To engage in reflective practice with all partners to ensure continuous quality improvement. • To lead on advising, influencing and supporting the delivery of high quality learning and development within and through settings. • To lead on developing strategies to encourage and support parents in developing positive relationships and improvements in their children's learning.

Additional duties	<p>This will involve:</p> <ul style="list-style-type: none"> • Attend occasional meetings/events at evenings/weekends as required. • Represent Early Years at all relevant local and national meetings/events. • Take responsibility for updating professional knowledge and skills • Undertake additional duties as requested by senior officers.
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 DBS Disclosure check and references will 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.

Minimum experience/ knowledge/ skills:	<ul style="list-style-type: none"> An in-depth understanding of the early years and childcare legislative framework and recent or anticipated developments in early years and childcare provision. 	A/I	3
	<ul style="list-style-type: none"> An understanding of child development and of the teaching and learning process. 	A/I	3
	<ul style="list-style-type: none"> Knowledge of how quality assurance may be used to improve standards. 	A/I	2
	<ul style="list-style-type: none"> Understanding of the Ofsted Inspection Cycle and framework. 	A/I	3
	<ul style="list-style-type: none"> Experience of financial planning and control of budgets ensuring financial procedures are adhered to. 	A/I	2
	<ul style="list-style-type: none"> Excellent skills and ability to prepare and deliver complex reports both written and oral. 	A/I	2
	<ul style="list-style-type: none"> Experience of public speaking and providing training to a wide range of early years providers. 	A/I	3
	<ul style="list-style-type: none"> Ability to use computer-based systems including word processing, spreadsheet, presentation and data programmes. 	A/I	3
Minimum behaviours:			
Customer service			
Communicating and influencing others	<ul style="list-style-type: none"> Proven ability to bring about quality improvement and influence others 	A/I	3
Working together	<ul style="list-style-type: none"> Excellent interaction and communication skills with both other professionals and the community. 	A/I	3

Analysis and judgement	<ul style="list-style-type: none"> Ability to assimilate new and updated information and legislation to review, evaluate and implement change to meet changing agendas. 	A/I	3
Driving improvement	<ul style="list-style-type: none"> Experience and knowledge of implementing EYFS moderation process. 	A/I	3
Adaptability	<ul style="list-style-type: none"> Ability to demonstrate good time-management and an ability to prioritize workload and be flexible in order to meet specific deadlines. 	A/I	3
Leadership and managing people (for those with line management responsibility)	<ul style="list-style-type: none"> Skills in conflict management and problem solving. 	A/I	2
	<ul style="list-style-type: none"> Commitment to effective team work with excellent interpersonal skills. 	A/I	3
Strategic perspective (for senior management posts)			
Special conditions:	<ul style="list-style-type: none"> Prepared to work outside of normal working hours as required/on occasions. 		
Signature of Employee:	Name:	Date:	

