

LONDON BOROUGH OF LEWISHAM

JOB DESCRIPTION :

Designation: Early Years Adviser

Grade: Soulbury 12 -15 + 3 SPA

**Reports to: Quality and Inclusion Team
Manager**

Post No: Soulbury 16-19 + 3 SPA

Directorate: Children & Young People

Division: Education

Main Purpose of the job:

- To provide effective and strong support, advice and training to all providers of early years care and education in order to:
 - Improve the quality of provision in order to give children the start they need to achieve better outcomes in school and beyond
 - Improve outcomes for all children in early years, whilst ensuring that needs of children with SEND are being met
 - Improve outcomes for all children in the EYFS, with a particular focus on those who may be from vulnerable groups
 - Ensure all children have access to high quality provision that is able to meet their needs
 - Ensure cohesive approach to improving outcomes across the sector by developing, supporting and driving quality and improvement promote the effective implementation of the Early Years Foundation Stage Statutory Framework and the SEND Code of practice and all other relevant legislation.
 - To have particular responsibility within a specific area or project within the team which will link across other local authority services, working proactively with colleagues across the directorate and internal and external partners
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Main Areas of Responsibility

1. To implement in conjunction with the Early Years Quality and Inclusion team lead and the Head of the Early Years Quality and Sufficiency Service, the Lewisham Early Years Priorities.
2. To work with providers to ensure that there is sufficient expertise within the workforce to support children within the EYFS and with SEND in Lewisham settings.
3. To take a lead role in particular areas and/or projects as identified by the Head of service and team lead.
4. To identify and disseminate good early years practice, strategies and initiatives.
5. To provide advice, support, and training to all providers of the EYFS on the effective implementation of the Early Years Foundation Stage.
6. To promote the development of effective and engaging early learning environments for all children, including those with SEND to support children's learning and development.
7. To communicate the vision of high quality inclusive education for all.
8. To challenge and support school/setting leadership at all levels to be outstanding.

9. To challenge and support all providers of the EYFS to use the self evaluation cycle to identify a clear route to becoming outstanding.
10. To act as agents of change and where appropriate to address underperformance, in partnership with leaders in schools/settings, including governors, and childminders.
11. To deliver intensive support programmes for targeted providers of the EYFS including supporting leadership, developing and supporting the implementation of action plans and monitoring impact.
12. To provide advice, support, and guidance to all Early Years Foundation Stage practitioners in order for practice to improve and standards of achievement to be raised.
13. To advise, support and challenge practitioners and teachers in the assessment of children's learning.
14. To support providers of the EYFS in developing early intervention approaches, including early language and communication, developing parental engagement and effective home learning environments and promoting positive attachment relationships in order for children to be school ready.
15. To be an expert coach and model good practice, in order to support the raising of standards and improve expectations of children's achievements and their learning.
16. To facilitate networks, clusters and groups of practitioners coming together to share the best practice.
17. To work closely with schools, nurseries and childminders to promote better partnership working and ensure smooth transitions for children moving from early years setting to school and between settings.
18. Under the direction of the Early Years Quality and Inclusion team manager, provide pre and post inspection support to schools and settings.
19. To advise and support schools and settings using an evidence based, needs analysis approach.
20. To help develop and support good quality school age childcare ensuring that providers are supported to set up and provide inclusive opportunities for all children, including those with SEND.
21. To provide clear judgements about learning, development and care for 0–5-year-olds
22. To contribute to training programmes across the Borough as required by the Early Years Quality and Inclusion Team Manager.
23. To inform the Early Years Quality and Inclusion team Manager of any settings or schools where practice is less than good and contribute to the planning of an intervention programme as required to improve standards and quality.
24. To maintain accurate records of visits, prepare regular reports and maintain appropriate documentation relating to work undertaken.
25. To plan, prepare and deliver training and other professional development activities within the budget limits set for the Early Years Quality and Sufficiency Service.
26. To lead on developing specific projects to be determined by the Early Years Quality and Inclusion Team manager.
27. To meet individual agreed objectives within the framework of the service development plan.
28. To work closely with all childcare and education settings to encourage the professional development of all early years practitioners, including managers and leaders and encourage access to various local and national training courses.
29. To work closely with colleagues within the Early Years Quality and Sufficiency service, as well as other agencies, to promote an integrated approach to childcare and education across the LA.
30. To maintain and update knowledge, skills and understanding of excellent Early Years practice, relevant guidance, and legislative change, keeping abreast of Department for Education (DfE) guidance and current issues.
31. To contribute to the development of systems for monitoring provision and determining needs
32. To contribute to the annual cycle of monitoring and evaluating schools.
33. To be responsible for safeguarding and promoting the welfare of children and young people.
34. To develop and maintain excellent working relationships with other colleagues in the maintained and non-maintained sectors.
35. To attend conferences, seminars and both internal and external meetings to represent the service.

36. To observe all health and safety rules and guidance and to take all reasonable care to promote the health and safety at work of yourself and your fellow employees.
37. To always carry out the responsibilities of the post with due regard to equal opportunities, the Data Protection Act and the maintenance of confidentiality and service user choice.
38. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

39. To carry out other such duties that may be required to meet the needs of the service.

Internal Contacts

To maintain close contact with other officers in the Children & Young People's Directorate and other Directorates across the partnership involved in work related to Children and Families 0-5

To report to the Executive Director of Children & Young People's Service through line management, as appropriate

External Contacts

To ensure contact where relevant with government departments, especially DFE, other relevant national organisations and other LAs, in order to keep the Executive Director of Children and Young People's Services and other senior staff abreast of national developments.

Other Duties

To undertake other duties consistent with the scope of the post and within the competence of the post holder as required

Equal Opportunities

- To have a commitment to the Council's Equal Opportunities Policies.
- To have an awareness of Equal Opportunities issues.
- Undertake other duties commensurate with the grade as reasonably required.

All employees are required to participate in the Employee Development Scheme and to undertake appropriate training and development identified to enhance their work

LONDON BOROUGH OF LEWISHAM

PERSON SPECIFICATION :

Designation: Early Years and Inclusion Adviser Grade: Soulbury 12-15 + 3 SPA

Reports to: Early Years Quality & Inclusion Post No: Soulbury 16-19 + 3 SPA
Team Manager

Directorate: Children & Young People Division: Education

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post.

Those categories marked 'S' will be used especially for the purpose of shortlisting

If you are a disabled person, but are unable to meet some of the job requirements specifically because of your disability, please address this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

CATEGORY	ESSENTIAL REQUIREMENT
1. Job related knowledge/aptitude/skills	
Knowledge:	
To have a clear knowledge and understanding of:	
<ul style="list-style-type: none">The stages of early childhood development for children from birth to the end of the Early Years Foundation Stage	S
<ul style="list-style-type: none">The range and diversity of early years services and providers in the borough and the challenges they face	
<ul style="list-style-type: none">The role of the adult in supporting children's learning and creating an effective learning environment which promotes children's autonomy and independence	S
<ul style="list-style-type: none">Excellent inclusive practice with the ability to identify and demonstrate effective teaching and learning skills	S
<ul style="list-style-type: none">Assessment and the role it plays in effective teaching and learning	
<ul style="list-style-type: none">The Early Years Foundation Stage Statutory Framework	
<ul style="list-style-type: none">How children's early language develops and can be supported in appropriate play-based ways	
<ul style="list-style-type: none">Government legislation and initiatives relating to early years care and	

education

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- The quality improvement cycle and OFSTED frameworks for school, nursery settings and childminders
- Effective leadership and management for school/setting improvement
- School/Setting culture, climate and ethos and working with Childminders both collectively and individually .
- Targeted setting and school support and self-evaluation cycle
- Professional behaviours and expectations
- The role of governors and parents/carers as partners and co-educators
- Ability to gain personal credibility with Headteachers, Managers, Teachers, Practitioners, Childminders Governors, fellow officers and elected Members

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Skills:

It is Lewisham's expectation that you will demonstrate a high level of skill in the following:

- Writing and oral communication
- ICT skills
- Negotiation
- Training and presentation
- Analysis of problems and identification of solutions within a range of contexts.
- Building capacity and developing others.
- Understanding self and developmental needs.
- Working as part of a team
- You will also possess excellent interpersonal skills, the ability to prioritise
- Be sensitive to the needs of others

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- Acquire new skills and undertake further training as necessary
- Advise practitioners on recent developments and legislation regarding curriculum matters
- Demonstrate organisational and time management skills
- Be flexible and receptive to change S
- Liaise with a wide range of professionals with diverse qualifications and experiences
- Identify, support and disseminate good practice
- Advise practitioners on resources, planning, organisation and curriculum for children from birth to the end of the Early Years Foundation Stage
- Organise, plan and deliver high quality training for practitioners across all sectors

2. Experience of successful impact in:

- Leadership and management in the EYFS S
- Delivering high quality advice, support and training to providers of the EYFS S
- Delivering successful intensive support programmes for providers of the EYFS and evaluating the impact S
- Challenging and supporting leadership in schools and settings
- Contributing to high quality publications to support the implementation of the EYFS
- Supporting schools/settings/childminders to raise achievement and standards.

Evidence of:

- Recent sound and substantial experience of support or advisory work in the Early Years Foundation Stage S
- Having undertaken an appropriate range of recent, relevant early years training
- Organisational and managerial experience
- Planning effectively to support young children's learning

- Liaising with a wide range of professionals, including early years providers in the non-maintained sector

General Education

- Degree or equivalent Early Years appropriate qualification or evidence of relevant, recent, early years training and specialism
- Qualified Teacher Status
- Further professional development appropriate to this post

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3. Circumstances:

- Available for evening and weekend working when required.
- Full driving licence.

4. Physical:

- Generally must meet LBL requirements for the post.

5. Equal Opportunities:

Commitment to implement the Council’s Equal Opportunities policies and an ability to demonstrate a commitment to the principles of equality in service delivery.

- Equal Opportunities legislation and best practice
- Demonstrable evidence of promoting equal opportunities.

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6. Safer recruitment:

In addition to the candidate’s ability to perform the duties of the post, the process will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

This post is subject to an enhanced CRB check.

Consideration will be given to restructuring the duties of this post for a disabled postholder

Signature of Postholder:

Signature of immediate Line Manager:

Signature by or on behalf of Chief Officer:

Date