

## JOB DESCRIPTION

<b>Post Title:</b> Early Years Consultant		<b>Director/Service/Sector:</b> Wellbeing - Children's Services		<b>Office Use</b>	
<b>Grade:</b> Soulbury E (Point 10 + 3 SPAs)		<b>Workplace:</b> County Hall		<b>JE ref:</b> <b>HRMS ref:</b>	
<b>Responsible to</b> Early Years Adviser		<b>Date:</b> March 2022	<b>Manager Lever:</b>		
<b>Job Purpose:</b> To promote a consistent approach to improving the quality of learning and development in Early Years and thus improving outcomes for children and families in Northumberland.					
<b>Resources</b>	Staff	Line Management of team linked to agreed leadership area i.e. Early Years Inclusion Consultants and/or Early Years & Childcare Performance Partners.			
	Finance	Training related budgets			
	Physical	Resources that have been purchased to deliver the team's service plan			
	Clients	Headteachers managers and early year's practitioners in Northumberland schools, private, voluntary and independent settings. Managers and practitioners in children's centres.			
<b>Duties and key result areas:</b>  <b>Responsibilities</b> <ul style="list-style-type: none"> <li>To work as part of a team of Advisers, Early Years Consultants, Inclusion Consultants and, Early Years &amp; Childcare Performance Partners to develop strategies which can be used in schools and settings to raise pupils' achievements and narrow the gap in attainment of specific groups.</li> <li>To provide high quality advice and challenge, and qualified teaching input in relation to the Early Years Foundation Stage curriculum to all early years settings through:             <ul style="list-style-type: none"> <li>Coaching early years practitioners and managers to raise standards of performance through:                 <ul style="list-style-type: none"> <li>demonstrating quality teaching;</li> <li>being present at sessions and observing staff working with children;</li> <li>supporting curriculum planning and assessment documentation;</li> <li>identifying training and development needs;</li> <li>contributing to staff supervision / appraisal as appropriate;</li> <li>supporting the implementation of training and development of individuals and teams into practice;</li> <li>supporting parents with developing their understanding of children's learning.</li> </ul> </li> <li>Strengthening leadership for learning and development</li> <li>Supporting settings in securing high quality environments for learning and development.</li> <li>Identifying training needs of settings and supporting staff in accessing and evaluating training</li> <li>Provide advice and challenge on matters related to the curriculum and provision</li> </ul> </li> </ul>					

- To assist the LA in monitoring progress in schools and settings who are being supported by Consultants through:
  - Supporting and challenging self review for practitioners and management teams including data analysis.
  - Identifying settings causing concern and coordinating appropriate support.
  - Monitoring and evaluation of standards and quality of Early Years Foundation Stage (EYFS) within schools and settings and provide feedback to LA adviser.
- To support the Local Authority in meeting the Early Years Priorities within the Early Years action plan and contribute to data analysis.
- To contribute to the development, monitoring and evaluation of EYFS as prioritised within the LA Service plans
- To promote effective transition and partnership working across and between all sectors.
- To identify and respond to the needs of settings preparing for OFSTED inspections and delivering post-OFSTED support plans in all registered early years settings across Northumberland including schools, private, voluntary and independent.
- To co-ordinate support for settings in preparing for registration for early years funding for two, three and four year olds.

#### **Specific Duties**

- Contribute to the strategic direction of the LA and manage arrangements for the implementation of the EYFS, in accordance with central guidelines.
- Co-ordinate provision within a locality through a team including Early Years Inclusion Co-ordinators and Early Years & Childcare Performance Partners
- To lead on specific aspects of EYFS across the Local Authority.
- To carry out appraisal and arrange CPD for Early Years Inclusion Co-ordinators and Early Years & Childcare Performance Partners.

#### **Other**

- Must be able to be flexible and be prepared to visit national and regional venues for meetings and to attend national training sessions. This may involve some overnight stays and occasional work in the evenings, at weekends.
- Responsibility for helping to keep children and young people safe by providing a safe environment for children and young people to learn in.
- Identifying children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe

*The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.*

#### **Work Arrangements**

Transport requirements:	The work involves the need to visit settings, schools and other venues throughout the county on a regular and routine basis.
Working patterns:	The post requires some working outside the normal working day including evenings and some weekends.
Working conditions:	The post requires office based working, working in settings and schools and when appropriate working at home. Localities may include more than one area in conjunction with suitable working arrangements being agreed through a locality by locality basis (ie South East 1 and North, South East 2 and West) The post requires a significant amount of time sitting when driving between settings, schools and sites. In addition working within the office, settings and schools may require sitting in a constrained position. It may be necessary to transport resources and other materials for courses.

## PERSON SPECIFICATION

<b>Post Title:</b> Early Years Consultant	<b>Director/Service/Sector:</b> Children's Services Group, Early Years and Schools Service	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>Qualified teacher status.</li> <li>Knowledge of current theory and practice in relation to teaching and learning of Early Years</li> </ul>	<ul style="list-style-type: none"> <li>Degree or equivalent.</li> <li>Post graduate qualification.</li> <li>Qualification specific to early years</li> </ul>	A, I, R
<b>Experience</b>		
<ul style="list-style-type: none"> <li>At least 4 years' relevant and successful teaching experience including the Foundation Stage</li> <li>Co-ordinating the work of colleagues</li> <li>Observing, evaluating and giving feedback</li> <li>Experience of target setting</li> <li>Experience of working in a team</li> <li>Leading training and the continued professional development of others</li> <li>Supporting children and colleagues with inclusion issues</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with providers of pre-school education</li> <li>Experience of working as a SENCO</li> <li>Experience of delivering support and training to teachers in other schools.</li> </ul>	A, I, R
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>Well developed verbal communication, listening, interpersonal and negotiation skills</li> <li>Ability to keep detailed records and to communicate effectively in writing</li> <li>Effective planning skills</li> <li>An understanding of EYFS curriculum, pedagogical issues and welfare requirements relating to early years education</li> <li>Knowledge of monitoring and evaluating early years practise</li> <li>Knowledge of early years assessment schemes/EYFSP</li> <li>The ability to use ICT effectively and efficiently for personal administration, and to enhance training and teaching opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the role of the Local Authority and particularly the role of the Early Years and Childcare Team</li> <li>Knowledge of recent Government legislation and guidance which has had an impact on early years developments</li> <li>Knowledge and understanding of the voluntary and/or private early years education sector</li> <li>Ability to support and advise teachers and settings leaders with regard to generic aspects of teaching and learning.</li> <li>Ability to act as an effective coach for teachers and settings leaders in a range of subjects.</li> <li>Ability to support and advise schools on curriculum review and development.</li> </ul>	A, I, R
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>Ability to work independently with minimal supervision, combined with an ability to work effectively as a member of a team and to contribute to the team's continuing development</li> <li>Ability to work under pressure and to tight deadlines</li> </ul>		A, I, R

Other		
<ul style="list-style-type: none"> <li>• Clear child development and educational vision.</li> <li>• Ability to meet the travel requirements of the post.</li> <li>• Commitment to and understanding of the principle of Equal Opportunities for all, in employment and delivery of services.</li> <li>• Commitment to keep children and young people safe by providing a safe environment for children and young people to learn in.</li> <li>• Commitment to identify children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe</li> <li>• Able to meet the transport requirements of the post</li> </ul>		A, I, R

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits