



Coventry City Council

Job Description

Post:	Early Years Foundation Stage: Learning & Development Adviser	Job Number:	N/A
Service:	Education & Skills	Post Number:	1035411
Location:	Friargate, Floor 9	Grade:	Soulbury 08-11 (+SPA)

Our values:

We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation.

Job Purpose:

- To drive local priorities for providing the highest standards of education in Coventry schools, working as part of an Early Years' Service, developing partnerships with senior leaders in schools and settings, challenging and supporting them to improve outcomes across the Early Years Foundation Stage and Key Stage 1.
- The post holder will also work within settings in the private, voluntary and independent sector to provide support, advice, training and guidance to leaders and practitioners in order to raise the quality of provision, improve GLD outcomes, close the gap and increase the number of good or better providers within the city.
- To promote and safeguard the welfare and achievement of children who live or access services in, or who are looked after by, Coventry City Council.
- To contribute to Local Authority core responsibilities for Schools and settings, providing expertise in area of early years leadership, curriculum, assessment, teaching and learning, environment and quality improvement and to support the School review process, working more widely across the primary phase
- To manage a team of early education improvement and sufficiency advisers to deliver advice, support and monitoring across the private, voluntary, independent and maintained sector early years education providers with a focus on improving educational outcomes and closing the attainment gap

Main Duties and Responsibilities:

1. Work alongside the Early Years Strategic Lead and Childcare Sufficiency and Business Lead to improve the quality of teaching and learning across schools and settings in Coventry, focusing on the weaker organisations, in order to raise standards for children aged birth to 5 and where appropriate into Key Stage 1 to close the gap for vulnerable learners, maintaining a clear overview of impact of work and current status for each organisation.

2. Provide support to allocated school and providers through visits, telephone calls, emails or signposting to centrally delivered training where available. Keep accurate records of this support in line with the Childcare Act 2006 to improve outcomes. This may entail work outside normal office hours.
3. Support teachers and practitioners in improving outcomes for all children through delivery of improvement strategies, including quality audits and reviews, leading to professional development, writing documentation and training, analysing data and identifying clear actions and timescales for improvement.
4. Work strategically with network and school leaders on the development of school improvement approaches and build capacity within the context of system leadership, including working productively alongside teaching schools.
5. Plan and deliver briefing sessions to a range of audiences such as local networks, Headteachers, Governors, parents and other communities of interest, providing and collating information relating to local needs & gaps in provision.
6. Maintain a clear overview of the impact of work undertaken and current progress for each school and provider supported, through provision of timely and informative reports to officers as required.
7. Analyse Ofsted reports and wider data sources to support the Early Years' Service, schools and providers in addressing key actions and recommendations to further develop quality and outcomes in settings.
8. Work with colleagues to contribute to and manage data analysis in relation to EYFS assessment data and outcomes across the early years sector, ensuring that the EYFS curriculum and assessment procedures are appropriate, rigorous and consistently implemented in all schools and settings in order to raise standards as required.
9. Work alongside the Childcare Sufficiency and Business Lead in ensuring that the local authority complies with its statutory responsibilities in relation to all aspects of legislation in relation to safeguarding and the EYFS. Liaise with the Local Authority Designated Officer for Safeguarding (LADO) where an allegation has been made against a professional. This work includes attendance at the multi-agency meetings, fact finding and working with the childcare provider to address actions set by Ofsted or the LADO.
10. Work alongside the Childcare Sufficiency and Business Lead to manage the Local Authority Setting Review and Setting Causing Concern processes to ensure quality improvement in schools and settings, focusing on those providers judged as requiring improvement or inadequate by Ofsted, working with colleagues in the Childcare Sufficiency and Business team.
11. Work alongside the Childcare Sufficiency and Business Lead to follow up and resolve complaints or in dealing with critical incidents, following established service policy and procedures and providing appropriate reports to the Early Years Strategic Lead.
12. Provide support for the Early Years Strategic Lead and contribute to the work of the wider Local Authority Education Improvement and Standards Team, in relation to school improvement service duties and undertake the line management of team members within the Early Years' Service.
13. Ensure appropriate performance management, review and support is in place for the Early Education Improvement & Sufficiency Advisers including oversight and the quality assurance of advice and support given to the PVI sector and the delivery of training, both internal and external.

14. Promote and maintain networks and information exchange between professionals across all sectors, particularly the Primary School Improvement Board, supporting Headteachers to develop effective earlyyears practice in their schools.
15. Respond to requests to provide information in relation to service complaints, Freedom of Information Act requests and Subject Access requests on time and in line with the City Council processes, alongside preparing reports for MPs, Councillors and all interested parties in relation to the work of the Early Years' service.
16. To attend relevant INSET that supports the post and the post holder's personal development.
17. Any other duties and responsibilities within the range of the salary grade.

The post holder must comply with Coventry City Council's health and safety policy and in particular is required:

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Workforce Diversity and Inclusion Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Responsible for: Early Education Improvement & Sufficiency Advisers

Responsible to: Early Years Strategic Lead: Quality, Standards & Workforce Development

Date Reviewed: December 2019

Updated: April 2022



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Person Specification

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Location:	Friargate, Floor 9	Grade:	Soulbury 08-11 (+SPA)

Area	Description
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Knowledge:	<ul style="list-style-type: none">Knowledge and understanding of the principles and practice of early years education including knowledge of current issues within the Early Years Foundation Stage (EYFS) and understanding of the changing role of the Local Authority in respect to school improvement & current education reforms
	<ul style="list-style-type: none">Comprehensive knowledge of what constitutes quality in the EYFS in terms of learning, teaching and curriculum provision, including an understanding of the importance of play in the learning and teaching of children in the EYFS, parental engagement, transition and closing the gap for vulnerable learners
	<ul style="list-style-type: none">A knowledge and understanding of assessment in the EYFS including the Early Years Foundation Stage Profile
	<ul style="list-style-type: none">A knowledge of the Code of Practice for the identification and assessment of special educational needs
	<ul style="list-style-type: none">Knowledge of school performance and OFSTED data relating to the EYFS and ability to use this to evaluate school performance across the early years and KS1
	<ul style="list-style-type: none">Robust knowledge of local safeguarding procedures and able to monitor and advise on best practice

Skills and Abilities:	<ul style="list-style-type: none">Commitment to and willingness to undertake training and development opportunities. Able to embrace new ideas and new ways of working in the interest of service improvement
	<ul style="list-style-type: none">Demonstrate effective verbal and written communication skills including the production of written reports and ability to present information to a range of audiences. Able to use relevant ICT packages to analyse and present complex information from data sources
	<ul style="list-style-type: none">Empowers individuals through effective developmental delegation. Builds team identity and commitment. Successfully develops staff for future roles. Highly respected and valued by team members. Good interpersonal skills, with the ability to motivate others, work as part of a team and support the development of sustainable partnerships



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Skills and Abilities continued:	<ul style="list-style-type: none"> Has the ability to influence and shows sustained drive and determination, takes others views into account. Actively listens to other's views and concerns and responds appropriately
	<ul style="list-style-type: none"> Ability to engage in difficult conversations in challenging situations and with people who may be resistant
	<ul style="list-style-type: none"> Ability to make skilled professional judgement for interventions including in crises and in response to challenge
	<ul style="list-style-type: none"> Ability to understand and take account of differentials in power and use authority appropriately
	<ul style="list-style-type: none"> Able to interpret statistical data and using this to write reports, and evidence the impact of strategic plans. Skilled in observing and providing effective feedback to practitioners within the PVI sector that gives clear areas for improvement
	<ul style="list-style-type: none"> Can articulate a philosophy embedded in the key principles of the education of young children with confidence, including a vision of education as a partnership between home and the early years setting, with the learning needs of children as an essential element and a commitment to addressing underachievement and meeting the education needs of the most vulnerable groups
	<ul style="list-style-type: none"> Values and respects the knowledge and skills of schools and providers in all settings and is productive in working with and identifying the needs of existing and new childcare providers offering relevant support where appropriate. Is skilled in observing and providing effective feedback to teachers that gives clear areas for improvement

Experience:	<ul style="list-style-type: none"> Minimum of 5 years' teaching experience of the planning and delivery of an appropriate curriculum for children of 3 to 5 years of age, with clear evidence of improved outcomes for vulnerable groups. Experience of working with children from birth to 3 is desirable but not essential
	<ul style="list-style-type: none"> Minimum of 3 years leadership of the EYFS and/or Key Stage 1 in a School environment, including the line management of teams
	<ul style="list-style-type: none"> Be able to demonstrate successful and varied experience in educational settings, including supporting SEND
	<ul style="list-style-type: none"> Successful experience of providing effective INSET or professional development in teaching and learning, leadership and curriculum development for the EYFS and Key Stage 1
	<ul style="list-style-type: none"> Evidence of experience in monitoring and evaluating school outcomes, and school improvement planning within the EYFS and Key Stage 1. Can evidence experience in probing difference sources of information and demonstrates advanced insight in gathering and sorting key information regarding quality of service and standards
	<ul style="list-style-type: none"> Experience of working within the arena of safeguarding within an early years or Local Authority context

Educational:	<ul style="list-style-type: none"> Qualified Teacher Status
	<ul style="list-style-type: none"> GCSE or equivalent to grade C or above in English and Maths
	<ul style="list-style-type: none"> Evidence of relevant professional development activities or further study at level 6 or above

Special Requirements:

- This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).

Date Reviewed: December 2019

Updated: April 2022