

Job Description and Person Specification

Job Title: EYFS Adviser: School Readiness

Job Details:	
Grade	Soulbury Grade 2 – 5 (£42,968 - £47,003) + 3 SPA points
Service	Early Years Quality, Improvement and Standards
Location	One Friargate
Job Evaluation Code	N/A

Coventry City Council 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: Open and fair: We are open, fair and transparent. Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be. Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing. Create and innovate: We embrace new ways of working to continuously improve the services we offer. Own and be accountable: We work together to make the right decisions and deliver the best services for our residents. Value and respect: We put diversity and inclusion at the heart of all we do.

Job Purpose
- To support the Early Years Service to meet the Local Authorities' statutory duties regarding the quality of early education and school readiness, in particular for the most vulnerable. - To provide accurate and timely advice, training and support to meet Local Authority Statutory Duties in relation to effective safeguarding practices. - This role involves providing support, advice and challenge to schools, childminders and early years education and care-based settings, across the birth to five age range, to enhance outcomes across the Early Years Foundation Stage and Key Stage 1.

Key Responsibilities and Accountabilities

1. Improving Teaching, Learning and Standards

- Working with senior leaders to improve teaching and learning across schools and early years settings , family hubs and the Voluntary, Community and Faith Sector by offering challenge and support, with a focus on weaker organisations, raising standards for children from birth to 5 and, where appropriate, into Key Stage 1. Monitor and evaluate progress and impact using a variety of approaches to ensure sustained improvement.
- Driving improvements in education standards by researching and analysing data, assessing local needs, identifying gaps in provision, and keeping leaders informed of key issues and opportunities.
- Evaluating the effectiveness of interventions and improvement work through quality audits, reviews, and data analysis, producing clear action plans with defined timescales.
- Analysing Ofsted reports and wider performance data and articulating this clearly to support schools and providers in addressing key recommendations and enhancing overall quality and outcomes.
- Contributing to the management and analysis of EYFS assessment data, ensuring that curriculum and assessment practices are rigorous, consistently implemented, and aligned with efforts to raise standards across all settings.

2. Support and Advisory Work with Schools and Providers

- Providing support to allocated schools and early years providers, Family Hubs and key partners implementing improvement strategies, through visits, calls, emails, and signposting to training. Keep accurate records in line with the Childcare Act 2006, which may include working outside normal office hours.
- Providing advice and support to Early Years Education and Care providers across the birth to 25 remit in line with the SEND Code of Practice to improve inclusive practice across the setting. Signposting to relevant information related to funding as appropriate. Liaising with the SEND Early Years Team to ensure appropriate specialist support for individual children with Special Educational Needs & Disabilities (SEND).
- Providing universal advice and support to the early years and childcare sector using a range of communication channels, including social media and websites. This includes planning, developing documentation, writing and delivering universal, targeted, and bespoke training, including safeguarding as required.

3. Planning, Communication, and Stakeholder Engagement

- Planning and delivery of briefings to a range of audiences including local networks, headteachers, governors, parents, and other stakeholders.
- Promoting and maintaining professional networks and information exchange across sectors, supporting headteachers and other leaders to develop effective early years practice.

4. Safeguarding and Statutory Compliance

- Working with senior post holders and the early years sector to ensure statutory compliance in safeguarding and EYFS legislation. Undertaking compliance audits and liaising with a range of stakeholders including the LADO and attending multi-agency meetings to address actions set by Ofsted or the LADO.

5. Quality Assurance and Service Improvement

- Undertaking quality assurance work related to the work of the Early Years Quality Improvement and Standards service area and Family Hubs.
- Contributing to and delivering services through Local Authority systems and processes, working collaboratively with a range of partners to ensure effective delivery aligned with service aims and objectives.
- Support senior leaders by developing, reviewing, and updating processes, systems, and documentation in line with legislative changes, while creating new approaches to improve and streamline Local Authority services.

6. General

- Any other duties and responsibilities within the range of the salary grade. The postholder will be required to deputise for senior leaders upon request.

Key Relationships

External:	Schools Childminders Early Years Providers Families Health Colleagues DfE Ofsted	Internal:	Children's and Education Services Coventry City Council staff, e.g Library Service, social workers, LADO, Family Hubs
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Standard Information

Post holders will be accountable for

- carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.
- attending any training and undertake any development activities that are identified as mandatory/beneficial to their role.
- any other duties and responsibilities within the range of the salary grade.

Responsible for

- Early Years Advisers, when needed to deputise for senior leaders.

Person Specification

Requirements

Knowledge	Detailed knowledge and understanding of the: • Early Years Foundation Stage (EYFS) Statutory Framework • Ofsted Framework for Early Years and Childcare Providers and Schools • Coventry Local Safeguarding Board policy and procedures • Code of Practice for the assessment of Special Educational Needs and Coventry's Local Offer • Best Start in Life
Knowledge	Confident knowledge of relevant funding entitlements available to families and up to date with current issues and policy initiatives in the early years and childcare sector.
Knowledge	A clear vision of what constitutes quality in the Early Years Foundation Stage in relation to: learning, teaching, assessment, curriculum provision, parental engagement and quality improvement strategies. A depth of knowledge of recent and relevant research in child development, early education and early intervention theory
Skills And Ability	Evidence of a strong commitment to ongoing professional development. Demonstrates engagement with innovation and new ways of working to drive continuous service improvement.
Skills And Ability	Demonstrates strong verbal and written communication skills, including the ability to produce clear, well-structured reports, with attention to detail and accuracy. Able to present information effectively to diverse audiences.
Skills And Ability	Proven ability to coach and mentor early years practitioners, identify and act upon areas for improvement, and model effective practice. Proficient in the use of evidence-based approaches to drive sustained quality improvement and secure better outcomes for children.
Skills And Ability	Evidence of success in addressing underachievement for vulnerable groups and meeting children's individual learning needs to ensure inclusive practice
Skills And Ability	Highly respected for strong interpersonal and influencing skills, with a collaborative and motivating approach. Listens actively, responds with empathy, and promotes team identity, inclusivity, and continuous improvement.
Skills And Ability	Handles difficult conversations with confidence and sensitivity, using sound judgment even in challenging situations. Navigates power dynamics ethically and exercises authority with professionalism.

Skills And Ability	Proficient in using digital media platforms to share information, engage, and build connections with diverse audiences, tailoring content to maximise reach and impact.
Experience	A minimum of 3 years' recent leadership experience within the EYFS (birth to 5 years). Can articulate and evidence the positive impact of leadership in key areas including, for example: <i>planning, curriculum, implementation, assessment, the development of high-quality learning environments, SEND and Inclusion.</i>
Experience	Experience of managing, motivating and building effective teams at a leadership level in early years education. Skilled in engaging diverse communities and audiences. Confident in the writing and delivery of training and documentation.
Experience	Experience of participating in monitoring activity including probing and analysing different sources of information and data, summarising multiple sources of information, identifying and prioritising key actions regarding compliance with the EYFS Statutory Framework to improve the quality-of-service delivery and outcomes for children and families.
Experience	Confident using a range of ICT packages and communication tools to present information and advice and connect with partners, clients and stakeholders.
Qualification	• GCSE or equivalent to grade C or above in English and Maths • Evidence of recent, relevant professional development activities • Qualified Teacher Status
Special Requirements	This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointments 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)

Disclosure and Barring Service (DBS)			
Does the role require a DBS check?			
Find out which DBS check is right for your employee - GOV.UK			
And if so, which type?			
Basic Check ☐	Standard Check ☐	Enhanced Check ☐	Enhanced + barred list check ☒

Declaration			
Reviewed/Created By:	Amanda King		
Job Title:	Senior Adviser: Birth to Five	Date:	26.09.25