

Job Description

Job Title: Early Years Adviser (Schools)

POSCODE: CCC0422

Grade: P3

Overall purpose of the job

To contribute to the improvement of educational provision and standards in early years by:

- Providing effective support and challenge in reception and nursery classes in maintained, Academy and Independent schools,
- Working within reception and nursery classes in schools to enhance early years practice and capacity,
- Ensuring that schools are aware of, and purchase, the early years membership and training offer,
- Developing, offering and delivering training courses in response to sector needs,
- Ensuring that the impact of such actions is evaluated and adjustments made as necessary.

Main accountabilities

| | Main accountabilities |
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| 1. | To support schools who purchase membership and/or professional development, providing information, advice and training with a focus on securing high quality early years provision. |
| 2. | To support Headteachers, Early Years leaders and Early Years teachers with planning, problem solving, communication and sustained improvement. |
| 3. | To lead on delivery of early years training, professional development and networking opportunities for schools in order to secure the necessary improvements in early years teaching and learning. |
| 4. | To design and deliver professional development for leaders, teachers and practitioners on service priorities to secure and sustain good practice and outcomes for children. |
| 5. | To lead on appropriate pedagogical approaches to support schools to develop high quality teaching and learning. |
| 6. | To contribute to the Quality Improvement team planning and alert line managers to any new or developing concerns. |
| 7. | To monitor, evaluate and contribute to reports on the take up of membership and training impact. |

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| 8. | To support schools to provide inclusive and appropriate education for children in vulnerable groups, including, but not limited to, SEND and EYPP. |
| 9. | To keep abreast of local, national and international policy, practice and research in relation to schools. |
| 10. | To undertake any other such duties as may reasonably be required by the Senior Adviser Quality Improvement. |
| 11. | To demonstrate an awareness and understanding of equality, diversity and inclusion. |
| 12. | To contribute to our commitment of becoming a Net Zero organisation by 2030. |
| 13. | Safeguarding commitment We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment. |

Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

| Qualifications Required | Subject | Essential/Desirable |
|--------------------------|---------|---------------------|
| Degree or equivalent | | Essential |
| Qualified Teacher Status | | Essential |

Minimum levels of knowledge, skills and experience required for this job

| Identify | Describe | Essential/Desirable |
|------------------|---|---------------------|
| Knowledge | Excellent understanding and knowledge of school improvement processes and strategies | Essential |
| | Good understanding of early years principles and practice | Essential |
| | Excellent understanding of the EYFS | Essential |
| | Good knowledge of how to interpret performance data. | Essential |
| | Knowledge and understanding of effective planning processes | Essential |
| | Knowledge and understanding of effective monitoring and evaluation processes | Essential |
| | Knowledge and understanding of subject area | Essential |
| | Knowledge and understanding of the contribution of continuing professional development to school improvement. | Essential |
| | A knowledge of ICT and how it can transform learning | Essential |
| Skills | Leadership skills - the ability to lead and manage a subject specific area of responsibility | Essential |
| | Planning and organisational skills to manage a wide range of varied demands | Essential |
| | Communication and interpersonal skills | Essential |
| | Facilitation and adult trainer skills to lead, coordinate and support a wide range of activity | Essential |
| | Coaching and mentoring skills to support | Essential |

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| | subject leaders and class teachers in targeted schools | |
| | Problem solving to meet a range of challenges | Essential |
| | Customer focus to understand and meet the needs of teachers and support staff in Cambridgeshire's schools. | Essential |
| | Team skills | Essential |
| | Good ICT skills | Essential |
| Experience | Successful experience of leading the work of others in a school or Local Authority setting | Essential |
| | A thorough understanding of the issues relating to partnership working and the ability to contribute to their resolution | Essential |
| | Successful experience as a teacher or practitioner, including: long- term planning, planning the curriculum, assessment and school self-evaluation | Essential |
| | A thorough understanding of the issues relating to partnership working and the ability to contribute to their resolution | Essential |
| Equality, Diversity and Inclusion (applies to all roles). | Ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role. | Essential |
| Net Zero (applies to all roles). | Ability to contribute towards our commitment of becoming a net zero organisation. | Essential |
| Safeguarding (applies to all roles working with children/vulnerable adults) | Demonstrate an understanding of the safe working practices that apply to this role. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults. | Essential |
| Special Requirements | The post holder will need to be able to travel to appointments in schools in part of the county. Some evening and weekend work will be required. | Essential |

Disclosure level

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| What disclosure level is required for this post? | None | Standard |
| | Enhanced | Enhanced with barred list checks ✓ |

Work type

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| What work type does this role fit into? | Fixed | Hybrid | Field | Remote | Mobile ✓ |
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