

## Job Description

Job Title: Early Years Improvement Adviser

POSCODE: CCC0429

Grade: P4

### Overall purpose of the job

To contribute to the improvement of educational provision and practice by:

- Exercising and implementing, under the direction of the Senior Adviser, the local authority's rapid improvement function in relation to early years and reception provision
- Providing effective support and challenge for Early Years Leaders, Reception Teachers and Heads
- Working, as required, with settings/schools to enhance early years leadership capacity
- Ensuring that the necessary actions leading to improvement are implemented quickly and effectively
- Identifying need, developing and delivering training, both to individual settings/schools and groups of settings /schools
- Supporting settings/schools to provide inclusive and appropriate education for children in vulnerable groups, including, but not limited to, SEND and EYPP.
- Contribute to county priorities such as improving outcomes for all, Pupil Premium, Best Start in Life, Inclusion for All

### Main accountabilities

<b>Main accountabilities</b>	
1.	<p>To work within priority schools/ settings, providing additional leadership capacity/ action planning/guidance with a focus on securing rapid and sustainable improvement.</p> <ul style="list-style-type: none"> <li>• Support headteachers/ managers in priority schools/settings, including strategic thinking, planning, problem solving, communication and implementation.</li> <li>• Provide effective CPD to support rapid school/setting improvement.</li> <li>• Lead and contribute to school/setting action plans ensuring effective interventions are planned and progress is monitored.</li> </ul>
2.	<p>To lead on delivery of training and professional development within such schools or settings to secure the necessary improvements in, for example, teaching and learning</p> <ul style="list-style-type: none"> <li>• Design and deliver CPD for managers/leaders, teachers and practitioners on learning and the priorities to secure improvement.</li> <li>• Implement effective planning structures to secure effective improvement.</li> <li>• Lead on pedagogical approaches to support staff on teaching developments</li> <li>• Deliver local support programmes to ensure impact on county priorities.</li> </ul>

3.	<p>To contribute to LA Rapid Improvement Groups (RIGS) for schools/settings causing concern and/or to alert line managers to any new or developing concerns.</p> <ul style="list-style-type: none"> <li>Oversee, review and update setting/school improvement plans to evidence the impact of intervention and identify any additional action required.</li> </ul>
4.	<p>To liaise with other key staff from within and beyond the Education Directorate to ensure that targeted schools and settings are supported and challenged appropriately.</p> <ul style="list-style-type: none"> <li>Coordinate and contribute to Best Start in Life networks and ensure impact on practice and provision.</li> <li>Contribute to a multi-agency approach to school/setting improvement, ensuring effective integrated and aligned working.</li> </ul>
5.	<p>To contribute to the development of LA policy and practice in relevant areas, at the discretion of the Senior Adviser/HoS.</p> <ul style="list-style-type: none"> <li>Lead on a subject area, such as home learning, data and assessment, SEND</li> </ul>
6.	<p>To keep abreast of local, national and international policy, practice and research in relation to settings/schools</p> <ul style="list-style-type: none"> <li>Ensure knowledge of intervention and policy is effectively communicated to management and across the Service Directorate</li> </ul>
7.	<p>To undertake any other such duties as may reasonably be required by the Senior Adviser</p>
8.	<p>Demonstrate an awareness and understanding of equality, diversity and inclusion.</p>
9.	<p>Ability to contribute to our commitment of becoming a Net Zero organisation by 2030.</p>
10.	<p><b>Safeguarding commitment</b></p> <p>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.</p>

## Person Specification

### Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
Bachelor's degree or equivalent		Essential
Qualified Teacher Status and/or Early Years equivalent		Essential

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

Identify	Describe	Essential/ Desirable
<b>Knowledge</b>		
School/setting improvement	Evidence of understanding and knowledge of school/setting improvement processes/strategies.	Essential
Intervention strategies	Good understanding of principles and practice of managing interventions in priority schools/settings.	Essential
Excellent understanding of the EYFS	Evidence of in depth knowledge of the Early Years Foundation Stage.	Essential
Data management	Knowledge of how to interpret performance data.	Essential
Knowledge and understanding of effective planning processes	Evidence and understanding of planning processes and effective time management.	Essential
Knowledge and understanding of effective monitoring and evaluation processes	Evidence of the use of monitoring and evaluation and the impact on effective outcomes.	Essential
Expert knowledge and understanding of subject area	Demonstrate understanding of any key subject areas and any specialisms.	Essential
Continues professional development	A knowledge and understanding of the contribution of continuing professional development to school/setting improvement	Essential

<b>Skills</b>		
Leadership skills	The ability to lead and manage a subject specific area of responsibility.	Essential
Planning and organisational	Manage a wide range of varied demands.	Essential
Communication and interpersonal skills	Ability to communicate clearly through a range of different methods, including written, verbal and non-verbal. Ability to be an active listener and respond thoughtfully and appropriately.	Essential
Facilitation skills	Facilitation skills to lead, coordinate and support a wide range of activity.	Essential
Coaching	Coaching and mentoring skills to support subject leaders and class teachers in targeted schools.	Essential
Problem solving to meet a range of challenges	Ability to think creatively and to identify solutions that enable the best outcomes.	Essential
Customer Focus	Understand and meet the needs of teachers and support staff in Cambridgeshire's schools.	Essential
Team Skills	Ability to work as part of a team to ensure the best outcomes for all.	
IT Skills	Ability to use IT systems such as Teams, Excel, Word.	
<b>Experience</b>		
Leadership	Evidence of successful experience of leading the work of others in a school or Local Authority setting.	Essential
Experience as a teacher or practitioner	Demonstrate evidence of long term planning, planning earning and the curriculum, assessment and school/setting self-evaluation.	Essential
Training development and delivery	Evidence of successful experience of planning, designing and delivering training and development opportunities for teachers/practitioners and/or support staff.	Essential

Partnership and multi-agency working	A thorough understanding of the issues relating to partnership and multi-agency working and benefits.	Essential
Equality, Diversity and Inclusion	Ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role.	Essential
Net Zero	Ability to contribute towards our commitment of becoming a net zero organisation.	Essential
Safeguarding	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 Requirement	The post holder will need to be able to travel to appointments in schools/settings in any part of the county. Some evening and weekend work may be required	Essential

#### Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced	<b>Enhanced with barred list checks ✓</b>

#### Work type

What work type does this role fit into? (tick one box that reflects the main work type, the default work type is hybrid)	Fixed	<b>Hybrid</b> ✓	Field	Remote	Mobile
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