

# Job Description

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

## Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

### Role Details:

Job Title:	<b>Early Years Improvement and Safeguarding Advisory Practitioner JEID:</b>
Salary Grade:	Grade I:17 – 1:20 £27,041 - £29,577
Team:	Education Services Team
Service Area:	Education Services
Primary Location:	Saltisford Office Park
Political Restriction	This position is not politically restricted.
Responsible to:	Lead Commissioner Early Years Quality, Standards & Safeguarding
Responsible for:	N/A

### Role Purpose

To work as part of a team with the responsibility to ensure the Local Authority meets its statutory responsibilities relating to quality and safeguarding in Early Years and childcare provision, including access to advice, training and support and sufficiency of places.

To implement the strategic objectives of the Early Years Quality, Standards and Safeguarding Team to improve the quality of learning and outcomes for children and ensure safeguarding practice is effective.

### Role Responsibilities

#### Strategy and Legislation

- Support delivery of Warwickshire LA strategic Education Service priorities working within the remit of a range of legislation and statutory duties for early years and childcare from birth to 19.
- Contribute to the formulation and implementation of the Early Years Quality, Standards and Safeguarding Team service plans and delivery of Integrated early years improvement plan 2021 – 2026 to improve outcomes for children.
- Use knowledge and experience to lead projects in key areas including early language and communication, workforce development, the home learning environment, Early Help and closing the gap for disadvantaged groups.

#### Improving Quality

- Develop effective partnerships with leaders, managers and teachers in schools, early years and childcare settings, childminders, children and family hubs and out of school provision, working under the guidance of the Senior Officers to promote a culture of high aspirations and ensure both challenge and support to improve the quality of teaching and learning.
- Improve standards through delivery of a range of quality improvement approaches including monitoring visits, diagnostic assessment, coaching, mentoring, quality audits, telephone support, offering advice, training and

guidance, delivery of briefing sessions, writing documentation, analysing data and identifying clear actions and timescales for improvement.

- To write clear records of visit evaluating progress in relation to the actions in settings' development plans and to make recommendations to enable setting managers to sustain improvements
- Write and present reports to communicate information to a range of partners, e.g. Lead Commissioner, Early Years Board, Settings of Concern panel, Ofsted.
- Analyse and use a range of data to support schools and early years and childcare settings in addressing key actions and recommendations to further develop quality and outcomes in settings.
- Use understanding of effective early years pedagogy to model practice in the Early Years Foundation Stage, promoting a culture of aspiration and high expectations for children's learning and outcomes.
- Advise early years and childcare settings how to meet the needs of all children through early identification and taking the appropriate action. Including signposting to Warwickshire Integrated Disability Support Service where required.
- Monitor compliance to ensure that Schools and non-maintained settings meet their responsibilities in relation to the EYFS safeguarding and welfare requirements.
- Participate in the Local Authority Early Years and Childcare setting review processes, focusing on those providers judged as requiring improvement or inadequate by Ofsted. Ensure there is a clear overview of the impact of work and current status for each provider supported.
- Provide access to information and advice and signposting to appropriate training for Early Years and Childcare settings through writing and updating Warwickshire LA websites, social media and wider communication channels.
- Work with early years and childcare providers to improve leadership and develop the capacity and independence for self-auditing and monitoring the quality of practice.
- Develop and deliver a range of training to support workforce development and support local system leadership through leading early years aspiration networks and working with teaching school.

### **Safeguarding**

- Work under the guidance of Senior Officers and alongside the Safeguarding Warwickshire Partnership to respond to safeguarding concerns and complaints, ensuring the safety and protection of children is maintained.
- Attend multiagency multi-agency meetings, undertake fact finding, and work with early years and childcare providers to address actions set by Ofsted or the LADO.
- Work with early years and childcare settings to develop their knowledge and confidence in the implementation of Early Help processes.
- Ensure providers safeguarding policies and procedures are adhered to and developed where required.
- Monitor and report to a range of partners regarding early years and childcare settings safeguarding practices; highlighting and disseminating good practice and supporting leaders and managers to remedy any identified gaps.
- Use Warwickshire's annual safeguarding audit to monitor compliance with the statutory requirements of the EYFS in relation to the safeguarding of children.

### **Supporting the Education Services Team**

- Work with colleagues in the Childcare Sufficiency and Business team and those commissioned to support the quality improvement process.
- Contribute to the processes for effective communication, sharing documentation, resources and research liaising and collaborating with external partners as appropriate
- Ensure personal continuous professional development and utilise information from research, local and national initiatives, and strategy developments to support the early years and childcare sector.
- Attend meetings as required.

- Contribute to the work of Warwickshire Education Services Team, including short, medium and long term planning.
- Participate in the Local Authorities appraisal and performance management processes
- Any other duties and responsibilities within the range of the salary grade.

## Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job. Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

### Essential Criteria

Assessed By:

<ul style="list-style-type: none"> <li>• Relevant Level 5 qualification or above as defined by the Early Years Qualification List issued by Department of Education. Or: Holds EYP / EYT status Or: Relevant related qualification, e.g NPCICL</li> </ul>	A
<ul style="list-style-type: none"> <li>• GCSE grade C or equivalent in English and Mathematics</li> </ul>	A
<ul style="list-style-type: none"> <li>• Substantial, successful experience working at a senior level within the EYFS years (Schools or the Early Years and Childcare sector)</li> </ul>	A
<ul style="list-style-type: none"> <li>• Comprehensive knowledge of what constitutes quality in the Early Years Foundation Stage in terms of learning, teaching, assessment, curriculum provision and quality improvement strategies, with evidence of impact in this area</li> </ul>	A, I, P
<ul style="list-style-type: none"> <li>• Knowledge with regard to evidenced based strategies to close the attainment gap in the early years and childcare and evidence of the impact of work to support others</li> </ul>	A, I, P
<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of 'Safeguarding Warwickshire Partnership' policy &amp; procedures to ensure that children &amp; young people are effectively safeguarded, alongside knowledge of best practice.</li> </ul>	A, I
<ul style="list-style-type: none"> <li>• Knowledge of the statutory requirements, principles and practice of the EYFS and other legislation, including the SEND code of practice and Ofsted inspection framework</li> </ul>	A, I
<ul style="list-style-type: none"> <li>• Ability to use ICT to support own work, facilitate communication and to provide reports and data to others</li> </ul>	A, I
<ul style="list-style-type: none"> <li>• Ability to analyse discussions, data and documents, alongside making objective observations of practice to offer challenge to providers; identifying strengths and giving effective feedback about actions for improvement</li> </ul>	A, I, P, T
<ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills with the ability to relate to people in a wide range of situations, using coaching and mentoring skills.</li> </ul>	A, I, P
<ul style="list-style-type: none"> <li>• The ability to work flexibly with high levels of personal resilience, deal with multiple pressures and deadlines and manage challenging situations / conversations</li> </ul>	A, I
<ul style="list-style-type: none"> <li>• Demonstrate effective verbal and written communication skills including the production of written reports and the ability to present information to a range of audiences with confidence</li> </ul>	A, I, P, T
<ul style="list-style-type: none"> <li>• Highly effective interpersonal skills, with the ability to motivate others, work as part of a team and support partnership working across different agencies and sectors</li> </ul>	A, I, P, T

<ul style="list-style-type: none"> <li>Evidence of recent and relevant professional development</li> </ul>	A
<ul style="list-style-type: none"> <li>Ability to understand the needs of service users and recognise the rights of children and young people. Values and respects the knowledge and skills of providers, actively listens to other's views and concerns and responds appropriately to different opinions in order to ensure that outcomes for children are still achieved.</li> </ul>	A,I, P, T
<ul style="list-style-type: none"> <li>Awareness of and commitment to equal opportunities issues</li> </ul>	A,I
<ul style="list-style-type: none"> <li>Flexibility of circumstances sufficient to enable travel to schools and settings in the County, evening and weekend work, and possible overnight stays</li> <li>Nature of work requires ability to travel independently across Warwickshire and beyond</li> </ul>	A,I
<ul style="list-style-type: none"> <li>Experience in the planning and delivery of workforce development and training opportunities within or beyond their own organisation</li> </ul>	A, I, P

## Desirable Criteria

<ul style="list-style-type: none"> <li>To have experience of working with a range of multi-agency partners, e.g. health, early help, children's social care</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Experience of working within a local authority context</li> </ul>	A
<ul style="list-style-type: none"> <li>Experience of advising early years practitioners and teachers</li> </ul>	A, I
<ul style="list-style-type: none"> <li>Holds Qualified Teacher Status or relevant level 6 qualification</li> </ul>	A

We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults a Criminal Records Bureau (CRB) Disclosure will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy.

## Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

### Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Council's Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

### Potential Hazards & Risks

<p>The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.</p>	
Provision of personal care on a regular basis	Driving HGV or LGV for work
Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	✓Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
Working at height/ using ladders on a regular/ repetitive basis	Restricted postural change - prolonged sitting

✓ <b>Lone working on a regular basis</b>	Restricted postural change - prolonged standing
Night work	Regular/repetitive bending/ squatting/ kneeling/crouching
Rotating shift work	Manual cleaning/ domestic duties
Working on/ or near a road	Regular work outdoors
✓ <b>Significant use of computers (display screen equipment)</b>	✓ <b>Work with vulnerable children or vulnerable adults</b>
Undertaking repetitive tasks	✓ <b>Working with challenging behaviours</b>
Continual telephone use (call centres)	Regular work with skin irritants/ allergens
Work requiring hearing protection (exposure to noise above action levels)	Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
Work requiring respirators or masks	Work with vibrating tools/ machinery
Work involving food handling	Work with waste, refuse
Potential exposure to blood or bodily fluids	✓ <b>Face-to-face contact with members of the public</b>
Other (please specify)	