**Job Description**

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications and experience.

# Section A: Job Profile

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

## Job Details

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| Job Title: | Foundation Years Lead Advisory Officer ( Advisory Teacher, Schools) |
| Salary: | 48,710.00-51,802.00 |
| Grade: | 13 |
| Hours: | 37 |
| Team: | Early Years |
| Service Area: | Children, Education and Families |
| Primary Location: | Countywide /County Hall, Oxford |
| Budget responsibility: | None |
| Responsible to: | The Early Years Quality Improvement Manager |
| Responsible for: | TBC |

## Job Purpose

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| This is a brief overview of the key objectives of the job including the context within the team/department.   * Strategically plan and broker evidence-based work to support children’s early learning and development from birth to 6 years old, including parental engagement in children’s learning. * Provide inspiring leadership within the Early Years Team and in brokering support for schools and settings in childcare, early learning and development. * Contribute to improving outcomes for children and narrowing the gap between the majority and those that are doing less well. * Promote effective teaching and learning for all – to ensure all EY providers are inclusive and effectively identify children early for help and support espcially those with SEND * Work in partnership with a range of professionals across sectors to develop skills, knowledge and provision related to childcare, early learning and development especially the EY SEND Team. |

## Job Responsibilities

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| This is a list of the main duties or tasks that the post holder will be expected to undertake.  To lead the development of childcare, early learning and development programmes which inspire teachers and practitioners, to improve their provison for SEND children and ensure they meet all children’s needs.   * Plan for, broker, commission or provide, training and support to schools and settings. This will include: * Work in partnership with the voluntary sector and colleagues in other agencies including Health services. * Work with others to undertake a detailed training needs analysis, involving key partners and relevant organisations, based on local data and the strategy for Quality Improvement to target underachieving groups especially SEND * Lead on improving skills and expertise in the early years workforce in supporting early leaning and development from birth to five in the Early Years Foundation Stage. * Brokering outstanding providers to support others in best practice in specific areas * Provide targeted support to identified settings and measure the impact of this support by collecting, collating and analysing data relating to the impact and outcomes for children * consult with schools and settings around the level, type and possible charges for quality improvement support and packages * Plan and Lead training courses and school and setting based inset * Plan and provide briefings and updates for Head teachers, Governors and Managers * Link with local Colleges, Universities and training providers to ensure consistent messages * Work with others to evaluate the impact of training * Support the work of transition throughout the foundation stage and into Key Stage 1 * Remain up to date on current policy and research in the area and ensure others are updated. Contribute to consultations as required. * Ensure safeguarding and child protection policies are followed at all times, and champion safeguarding throughout your work * Ensure all services are aware of their legal responsibility to promote equality of opportunity, develop inclusive practices and challenge discrimination * Support the local authority’s sufficiency duty by providing management and governance advice to childcare providers, including the provision of business development support. * Work as part of the Early Years team to develop resources and materials * Identify and promote good practice within the Local Authority * Advise on commissioning of services to support early learning and development * Ensure effective evaluation methodologies are in place for all funded programmes * Monitor relevant contracts as required * To manage a project budget within the service * Demonstrate a commitment to own professional development and that of others working within an equal opportunities and children’s rights framework * Undertake any other duties commensurate with the post as it develops * Substitute for the line manager (Early Years Quality Manager) when required * This post holder is responsible for ensuring that all County Child Protection policies are adhered to and concerns are raised in accordance with these policies   Specialist responsibilities for this role :   * Strategically analyse EYFSP data to inform support and challenge * Develop, plan and deliver /or commission appropriate training/programs to support practitioners/leaders when working with children and families with specific focus on EAL; fsm; EYPP or PP; gender; disadvanatged 2YO etc * Narrowing the gap between all children and those in receipt of fsm espcially in Reception classes * Promotion and challenge regarding ‘quality first teaching’ for all children; ensuring exciting and challenging curriculums are in place to meet the needs of all children * Advocate and champion for Wellcomm and Language Leads – promoting early language and literacy * Work with other partners to ensure consistent messaging/programs of support, focused upon how to meet the needs of children and their families * Ensure appropriate and effective resources and CPD is available for school leaders and practitioners to enable them to deliver high quality early education * Liaise closely with School Improvement to ensure continuity of messaging and expectations of school leaders through briefings/trainings/toolkits and comms this work will include working with Headteachers; governors; MATs; schools of concern and strategy schools. |

# Section B: Selection Criteria

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have in order to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4). The criteria are aligned to our [corporate values](https://www.oxfordshire.gov.uk/council/about-your-council/working-oxfordshire-county-council/county-council-values).

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).

You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

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| Essential Criteria | Assessed By: |
| **Educational achievements, Qualifications, Training and Knowledge:**   * Teaching degree or certificate (Qualified Teacher Status) * Evidence of further professional development in early years e.g. attendance at regular CPD including qualifications such as an MA * Evidence of successful Ofsted outcomes at current/previous school * Evidence of successful outcomes for pupils (GLD) * Knowledge of Ofsted Frameworks; EYFS Statutory Framework and EYFS Profile and Moderation | Interview  Application  Documentation |
| ***Experience: Successful experience of***   * Managing and Leading a school at a senior level e.g. Headteacher/Assistant/Deputy Head and or large EY unit (EYFSCo), SENCO * Planning and delivering effective training and able to show impact * Delivering outreach support to other schools/settings e.g. AST. SLE, NLE * Teaching experience in EY and or KS1 and or 2 * consulting and collaborating across a range of early years services * inclusive and equitable ways of working | Interview  Application  Documentation |
| ***Job related aptitude and skills:***   * Be an advocate for the rights and entitlement of all young children, their families and their settings * Be able to articulate early years ideology and pedagogy * Work positively, collaboratively and co-operatively in a team * Communicate effectively both orally, on paper and electronically to a variety of audiences * Ability to attend work regularly and on time and meet deadlines * Be able to work from home and organise time effectively | Interview  Application  Documentation |
| ***Personal qualities:***   * Have drive, imagination, creativity and initiative * Ability to be flexible, reflective and manage change * Ability to be an active listener and responsive to the views of others * Be able to travel throughout the county * Be willing to undertake work in the evenings and at weekends (some Saturdays will be required) | Interview  Application  Documentation |
| ***Special Requirements:***  Suitable enhanced Disclosure and Barring Service (DBS) checks | Documentaion |
| ***Equal Opportunities:***  Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services. | Interview  application |
| Desirable Criteria | Assessed By: |
| **Educational achievements, Qualifications, Training and Knowledge:**   * Evidence of management and leadership qualification e.g. NLE, SLE, NPQH or SENCO Award * Further degree e.g. Masters or Doctorate | Application  documentation  interview |
| ***Experience: Successful experience of being a***   * Designated Safeguarding Lead * EYFS Profile Moderator * EY SLE or AST/lead Teacher * Advsiory work for a LA and or MAT * School SENCo | Interview  application  Documentation |

# Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

Additional pre employment checks specific to this role include:

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|  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List |  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
|  | Enhanced Disclosure and Barring Service check with Children’s Barred List |  | Enhanced Disclosure and Barring Service check with Adults Barred List |
|  | Standard Disclosure and Barring Service check |  | Basic Disclosure |
|  | Disqualification for Caring for Children (Education) |  | Overseas Criminal Record Checks |
|  | Prohibition from Teaching |  | Professional Registration |
|  | Non police personnel vetting |  | Disqualification from Caring |
|  | Other (please specify): |  |  |

# Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

## Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

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|  | 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 a council vehicle for work purposes) |
|  | Working at height/ using ladders on a regular/ repetitive basis |  | Restricted postural change – prolonged sitting |
|  | Lone working on a regular basis |  | 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 |
|  | Significant use of computers (display screen equipment) |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks |  | Working with challenging behaviours |
|  | 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 |  | Face-to-face contact with members of the public |
|  | Other (please specify): |  |  |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements.