CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT: Children’s Services** | **SERVICE GROUP:**  **Educarion and Learning** | |
| **POST TITLE: Early Years Officer** | **REPORTS TO: Education Advisor overseeing Early Years** | |
| **GRADE: Soulbury 4-7 + 3 SPAs** | | **SAP POSITION NUMBER :** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

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| **Key Purpose of Post:** | |
| The postholder will be an advocate for young children providing specialist knowledge and expertise particularly about the learning and development of young children. This involves having a secuire understanding of effective early years practice and leadership in order to provide guidance and challenge to a range of early years providers. It will require working with partners and stakeholders to ensure they have the highest quality of provision, so that Bradford children and their families have the best start in life, are school ready and by the end of the Early Years Foundation Stage the children are well prepared for the next stage of their education.  Working with partners as part of the Children’s Services team to develop and implement an effective risk assessment framework to provide challenge so that early years leadership and outcomes for children in early years improve across the district.  To ensure that data and assessment information provided by a range of early years providers and key professionals in relation to the achievement, attainment and learning of young children is robust, accurate and reliable. This is to be achieved through regular moderation so that there are central datasets which the postholder will analyse and review, use to identify trends, patterns, underachievement , challenge where practice and provision is not good enough and work with key partners to raise standards and provide information to commissioners of services. | |
| **Main Responsibilities of Post:** | |
| 1. Provide specialist EYFS knowledge and expertise to colleagues, professional partners, leaders and managers in a range of early year’s providers on early learning and child development. 2. Provide expertise and additional capacity so that Children’s Services meets its   statutory responsibilities for the early years, including Reception baseline assessment,  monitoring pupil progress and providing advice, guidance and challenge to  colleagues to accurately carry out the early learning element of an integrated two year old review.   1. To provide advice, challenge and guidance on the learning and development of young children across the Early Years Foundation Stage and to provide a range of early   years providers with clear recommendations and actions for improvements.   1. To work with colleagues in data collection systems to update and improve information, assessment and data collection for the early years and to provide advice on   changes that may be needed in light of statutory requirements.   1. To play a significant role in the monitoring, evaluation and action planning to support   continuous quality improvement, particularly where early years providers are causing  concern.   1. To analyse early years data, assessment and other information in detail, identifying   trends and patterns with a particular focus on target groups of children, the most  vulnerable and disadvantaged and those with SEND; to inform the commissioning of  services.   1. To work in partnership with a range of early years providers including schools,   MATs, Academy sponsors and settings to develop the capacity for leadership and  management of early years across the district.   1. Collaborate with primary schools and their partnerships to improve transition between   the Early Years Foundation Stage and KS1.   1. Provide accurate and detailed evaluative reports for leaders within the local authority   with recommendations.   1. Keep early years leaders and managers informed of current advice, best practice,   research, legislation, and statutory guidance on how to secure improvements.     1. Liaise and communicate effectively with the Quality Support Officers, Sufficiency   Officers, SEND Early Intervention team and other Early Years colleagues to provide  accurate and timely information and ‘intelligence’ | |
| **Structure:** | |
| **Special Knowledge Requirement: Will be used for shortlisting. Max 10** | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. | |
|  | **Essential** |
| Due to the Government’s Fluency in English for posts where employees speak directly to members of the public the postholder is required to meet the Advanced threshold level which will be applied where the postholder requires a greater level of sensitive interaction with the public.  You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be tested during the interview). | X |
| Carries out the working practices, procedures and basic operations across the specialist area of early years learning, practice and provision, child development and assessment within the Early Years Foundation Stage. | X |
| Understands and applies health and safety working practices, including risk in own area of work and across other areas of work, including within early years educational settings. | X |
| Uses a wide range of computer applications including using data systems across own areas of work and in other areas of work | X |
| Knows the costs for services within own area of responsibility | X |
| Knows and understands how to analyse, interpret and present complex information from a variety of sources, including assessment and tracking data. | X |
| Knowledge of effective educational leadership and management and what ‘best’ and ‘outstanding’ practice looks like and how to achieve this in the early years in order to improve the quality of provision and practice to good or better. | X |
| Able to continuously update knowledge of current national, local and  government initiatives, strategies and policies relating to early years,  childcare, early learning and development - translating and  implementing this information where appropriate. | X |
| Ability to support a range of early years providers and professional partners to understand children’s development, progression and learning and how to improve provision and practice to maximise this. | X |
| Able to demonstrate an understanding of integrated early years services, childcare; and compliance with relevant, current legislation and national guidance | X |
| Detailed and current knowledge of Safeguarding and the Prevent agenda and the ability to advise and respond quickly and appropriately in line with local and national legislation and advice | X |

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| **Relevant experience requirement: Will be used for shortlisting** |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold level outlined under Special Knowledge above. |
| At least 5 years experience of teaching and learning for 2, 3, 4, or 5 year olds including substantial experience in nursery and/ or reception classes and success in improving outcomes. |
| A deep understanding of how young children develop and learn and practical success in developing high quality early learning and/or childcare provision. |
| Experience of working with a range of partners and stakeholders to improve the outcomes for young children. |
| Recent experience in the accurate observation and assessment of young children and their learning and development; including a secure knowledge of the requirements of the Early Years Foundation Stage curriculum. |
| Recent experience of analysing early year’s information and providing evaluative reports. |
| Experience of working with Early Years leaders and senior leaders to secure improvements in practice and provision. |
| **Relevant professional qualifications requirement: Will be used for shortlisting** |
| At least, graduate level or equivalent in a relevant professional area, e.g. education, or early childhood studies |
| Qualified Teacher Status |
| Post graduate training or further professional development, particularly in relation to Early Years |
| **Core Employee competencies at manager level to be used at the interview stage.** |
| **Carries Out Performance Management –** covers the employees capacity to manage  their workload and carry out a number of specific tasks accurately and at a high standard. |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work. |
| **Undertakes Structured Problem Solving** **Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. |

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| **Working Conditions:** | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | |
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| **Special Conditions:** | | |
| Post requires an enhanced DBS to be undertaken. | | |
| **Compiled by:**  **Richard Lait**  **Date: 6/6/21** | **Grade Assessment Date:**  **21/5/21** | **Post Grade:**  **Soulbury 4-7 + 3 SPAs** |