

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Children's Services	SERVICE GROUP: Early Years Service
POST TITLE: Early Years Officer	REPORTS TO: Lead Achievement Officer 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.

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.

Key Purpose of Post: Max 3

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.

The postholder will be an advocate for young children providing specialist knowledge and expertise particularly about learning and development of young children, effective Early Years practice and leadership in order to provide guidance and challenge to a range of early years providers; work with partners and stakeholders to ensure they have the highest quality of provision, so that the children and their families have the best start in life, are school ready and outcomes improve by the end of the Early Years Foundation stage so that they are well prepared for the next stage of their education.

Working with partners as part of the Integrated Early Years Strategy to fully develop and implement an effective risk assessment framework to provide challenge so that Early Years leadership and Early Years' outcomes improve.

Main Responsibilities of Post: Max 15

1. To provide advice, challenge and guidance on the process of moderation and the use of assessment information 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.
2. To secure accurate assessment information and other data from a range of providers and partners through undertaking robust and rigorous moderation to enable the LA to meet its statutory obligations.
3. Contribute to providing accurate information for the risk assessment registers for all Early Years providers and to be able to advise, challenge and act upon the level of risk appropriately; to report this to senior leaders and advise on a course of action within the agreed risk assessment framework.
4. To work with colleagues in IMT, Capita and other data collection systems to update and improve information and assessment and data collection for the Early Years and to include advice on changes that may be needed if statutory requirements change
5. 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.
6. To analyse Early Years data, assessment and other information in detail, identify 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.
7. Provide accurate and detailed evaluative reports for leaders within the Early Years Service and local authority with recommendations
8. Provide expertise and additional capacity so that the LA meets its statutory responsibilities for the Early Years Foundation Stage Profile (EYFSP), and any future baseline assessment and provide advice, guidance and challenge to colleagues to accurately carry out the early learning element of an integrated two year old review.
9. To work in partnership with a range of early years providers including schools, SLEs, MATs, Academy sponsors and settings to develop the capacity for leadership and management of early years across the district.
10. Collaborate with primary schools and their partnerships to improve transition between the Early Years Foundation Stage and KS1.
11. Keep Early Years leaders and managers informed of current advice, best practice, research, legislation, and statutory guidance on how to secure improvements.

12. 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’.
13. 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.

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
Carries out the working practices, procedures and basic operations across the specialist areas of Early Years learning, childhood development, assessment and early years practice and provision, the Early Years Foundation Stage curriculum.	X
Uses knowledge, safety and environmental policies, procedures and regulations, including risk in own area and/or other areas of Early Years work including knowledge of relevant legislation, statutory guidance and Ofsted requirements.	X
Uses a range of specialist ICT and data collection systems, including Capita, across own work area and or across other areas of work.	X
Contributes to the management of a budget , keeping costs within the agreed levels for own section/team	X
Uses, interprets, analyses, communicates and reports on complex numerical (e.g. assessment and tracking) information.	X
Knowledge of effective leadership and management and what ‘best’ and outstanding practice looks like and how to achieve this in the Early Years in order to improve quality of provision and practice to good or better	X

Competency Based Job Profile

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 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 and 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
From 1 October 2016 the government will be introducing a new Code of Practice as part of the Immigration Act 2016 which specifies that all public sector workers in a 'customer facing' post must demonstrate fluency in English. This post will require the Advanced Threshold level.	X

Relevant experience requirement: Will be used for shortlisting
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 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; moderation and quality assurance of early learning information and assessment and a secure knowledge of the requirements of the Early Years Foundation Stage curriculum and profile.
Recent experience of analysing early year's data and 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
<ul style="list-style-type: none"> • At least, graduate level or equivalent in a relevant professional area – for example - education, early childhood studies. • Teacher qualification • Post graduate training or further professional development, particularly in relation to Early Years.
Core Employee competencies 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.		
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.		
Special Conditions:		
Post requires an enhanced DBS to be undertaken.		
Compiled by: Lynn Donohue	Grade Assessment Date: 28.9.16	Post Grade: S 4- 7 + 3 SPAs
Date: 30.9.16		