



HILLINGDON

LONDON

Job Profile

JOB TITLE:	Early Years Advisory Teacher
GRADE:	Solbury: points 12-15
POST NO:	post specific
JOB FAMILY:	Early Years Advisory Teacher Team
JOB TIER:	5 (non-management)
CRB / ISA CHECK:	required
GROUP:	Education and SEND
SERVICE:	Early Years and School Improvement

REPORTING STRUCTURE (refer to Appendix 1 for Org Chart)

Reports to: Manager	Early Years Quality Improvement Team
Direct Reports:	0
Indirect Reports:	0

ROLE PURPOSE:

- To support the development and implementation of the LA strategic vision for quality early years provision in schools and non-maintained settings, home based care and Children's Centres in Hillingdon.

- To support the LA lead in developing and enhancing the quality of teaching and learning in all early education and school settings in Hillingdon that improves standards of learning and achievement overall and to narrow the gap for the most disadvantaged.
- To provide advice, support and guidance to early years and school practitioners on all aspects of child development and the implementation of the Early Years Foundation Stage and its profile.

A. Job Description

1. People Management

- No direct supervisory responsibility however may be requirement to assist in induction and training of peers and new employees.

2. Resident & Community Contribution

- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- Set appropriate priorities for own work schedules and professional development needs, meet all set deadlines and complete all administrative tasks required for the effective running of the Childcare and Early Years Service and the Council.

3. Operational Service Delivery

- Work in partnership with school, setting and Children's Centre managers and practitioners across the early years sector and a range of professionals and other services and agencies, both within and outside the borders of Hillingdon, to secure the best possible outcome for children.
- Disseminate, through a variety of media including effective role modelling, what constitutes quality education, the characteristics of effective settings

and strategies for raising children's achievement to practitioners, parents and the wider community.

- Use local and national data and information, OfSTED information and research findings to establish, plan and deliver a range of centrally run and setting specific professional development events for a wide range of practitioners, including childminders.
- Provide educational vision and direction, which secures effective teaching, successful learning and achievement through advice, support, challenge and guidance to all practitioners across the early years sector.
- Develop, create and implement new initiatives that support existing, potential and new providers of the Early Years Foundation Stage in establishing high quality education.
- Support, motivate and inspire practitioners and enable them to improve their teaching, learning and assessment practices through coaching, training and development opportunities and calling upon other sources of expertise.
- Monitor, evaluate and review teaching, learning and assessment practices within all early provision, identify aspects and targets for development and provide advice, support and guidance to practitioners and managers to develop high quality practices.
- Report, to any relevant personnel, the outcomes of any monitoring and evaluation exercises to enable co-ordination and effective targeting of support within individual settings and across the LA.
- Identify and provide targeted support programmes to all early education providers, including Children's Centres, where practice requires improvement.
- Enable and co-ordinate the dissemination of good practice through facilitating practitioner and manager network meetings, supporting liaison between settings/schools and through the publication of information and support materials.
- Contribute to the LA's statutory duty of moderating practitioner's assessment practices and judgements of children's achievement through the annual moderation process. Report the outcomes of all moderation activities to managers and the LA.
- Support practitioners, managers and other agencies in analysing assessment data, using it to identify gaps in children's attainment and provide advice and guidance on ways to address these gaps.

4. Service Planning & Development

- Maintain knowledge of the current Team Plan and understanding of own contribution in order to ensure delivery of this plan.
- Make a major and effective contribution to the development and implementation of Hillingdon's Children's and Family Trust plan. Early Years and Children's Centre Strategic plan and other Council plans and strategies.

5. Financial & Resource Management

- To demonstrate cost-consciousness and identify any cost effective changes to own way of working.
- Work as part of a team of early education, inclusion, childcare, business and information professionals.

6. Continuous Improvement

- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.
- Maintain own knowledge and understanding of effective practices, current national initiatives and recent research through attending national conferences, inter-LA meetings and use of the internet and other materials

7. Contacts

Internal: Staff in Education, and other children's services; including staff in the Early Years Service and other Council Service areas.

External: Headteachers; governors, practitioners working across all sectors of early years, Dfe, STA, OfSTED, Universities and Institutes of Higher Education, parents, childminders, personnel in other local authorities, independent training providers, publishers, Children Centre staff, national childcare and early education agencies, students, employers and voluntary organisations.

8. Additional Responsibilities

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.
- An ability to work evenings as and when required
- A current driving licence and daily access to own transport (essential)

9. KEY PERFORMANCE INDICATORS

- Ofsted Inspection Outcomes
- Early Years Foundation Stage Profile
- Hillingdon Quality Framework ratings
- The Performance and Development process

B. Person Specification

Early Years Advisory Teacher

This person specification will be used for recruitment to the **Early Years Advisory Teacher** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS (list)	ESSENTIAL ✓	DESIRABLE ✓	TESTING METHOD (e.g. Pre-application or scored interview question)
Graduate or equivalent status	✓		Certification required at interview
Qualified Teacher Status, with training to have included 3-7 age range	✓		Application form
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS (describe)	ESSENTIAL ✓	DESIRABLE ✓	TESTING METHOD
Leadership experience in an early education setting/school	✓		Application form
Evidence of further advanced		✓	Application form

study in Early Years Education			
3. EXPERIENCE (describe)	ESSENTIAL ✓	DESIRABLE ✓	TESTING METHOD
Experience of teaching in more than one school/early education setting	✓		Application form
A range of experience within early education provision/school		✓	Application form
Experience of planning and delivering professional development opportunities including that through advice and guidance to practitioners		✓	Interview question
4. KNOWLEDGE & SKILLS (list)	ESSENTIAL ✓	DESIRABLE ✓	TESTING METHOD
Knowledge and understanding of the characteristics of effective schools and settings that provide high quality early education and childcare particularly those that contribute to high quality teaching, learning and assessment.	✓		Interview question
Knowledge and understanding of child development, how young children learn and progress.	✓		Interview question
Knowledge and understanding of the range of settings involved in early education and childcare and the range of national statutory requirements on early education establishments, including the Early Years Foundation Stage and its associated Profile.	✓		Interview question
Ability to establish effective personal and professional	✓		Interview question

relationships with colleagues and clients from different backgrounds, agencies and organisations			
Ability to monitor, evaluate and review effective policies, priorities for development and early education practices within all early years provision.	✓		Interview question
Ability to communicate effectively at all levels, both verbally and written	✓		Interview question
Ability to motivate and inspire others to develop their practices through a range of strategies including constructive feedback on observed practice, setting agreed priorities and support strategies.	✓		Interview question
Knowledge and understanding of the national context and priorities of early education and childcare policy, especially in relation to integrated service provision.		✓	Interview question
Ability to identify and set priorities in partnership with early years managers and practitioners and establish clear and targeted plans of action within resource limitations.		✓	Interview question
Ability to find, analyse and use statistical data and other information to identify areas for development within early years provision and the local authority as a whole.		✓	Interview question
Ability to think creatively and		✓	Interview question

clearly and to solve problems.			
Ability to work effectively and productively as a member of a team and to stimulate and support the professional development of colleagues		✓	Interview question
Ability to plan and lead professional development with a range of client groups		✓	Interview question
5. COMPETENCIES	ESSENTIAL	DESIRABLE	TESTING METHOD
“Can do” positive attitude Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.	✓		Scored application question
Takes responsibility and delivers results Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.	✓		Scored application question
Team working Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members' experiences can bring.	✓		Scored application question
Communication Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences.	✓		Scored application question
Customer Care Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.	✓		Scored application question
Takes ownership of personal development Takes action to develop own and others' capability and knowledge by	✓		Scored application question

promoting and supporting developmental opportunities to improve performance.			
--	--	--	--

Appendix 1

Organisational Chart

Organisational Chart not yet available

Appendix 2

Process Responsibilities

N.B. These processes will be regularly reviewed as part of the Council's transformation and continuous improvement programme.

Process Responsibilities / Process Map not yet available