BURY COUNCIL

# JOB DESCRIPTION

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| Post Title: Quality Assurance Officer (Early Years Education) | | | | |
| Department: Children, Young People & Culture | | | Establishment/Post No: | |
| Division/Section: Education & Inclusion/ | | | Post Grade: Soulbury | |
| Location: 3 Knowsley Place | | | Post Hours: 37hrs per week, two year fixed-term contract pending a review of service needs | |
| Special Conditions of Service:  The Council is committee to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.  This post is subject to an enhanced DBS check  The postholder will be required to take the majority of annual leave during the school holiday  periods and in line with the requirements of the service  Some evening and weekend work will be required compensated through Time Off in Lieu (TOIL) | | | | |
| Purpose and Objectives of Post:  Core Purpose: To be a champion for all Bury’s children and young people in accessing quality Early Years education.  Core Duties:   * Leading the implementation of quality assurance systems and processes with regard to the quality of educational provision in early years school settings with reference to the statutory framework. * Act as a point of contact for school leaders and governing bodies, providing advice, guidance and signposting early years support for schools by connecting Local Authority services and system leaders. * Work in collaboration with schools to support a strategic approach to the learning and development of our youngest pupils including to address gaps experienced through the COVID pandemic. * Work in collaboration with the Early Years and Early Help/ School Readiness service to ensure effective transition into statutory age early years education supporting the School Readiness agenda across schools and other settings. | | | | |
| Accountable to: Strategic Lead (Education Services) | | | | |
| Immediately Responsible to: Quality Standards and Performance Officer (Primary) | | | | |
| Immediately Responsible for: | | | | |
| Relationships: (Internal and External)  Elected Members of the Council  Strategic Directors and Senior Officers of the Council  Head Teachers & School Governors  Early Years Providers (Schools, Private, Voluntary and Independent)  Children, young people, parents & carers and the wider community  Representatives from DfE, Ofsted and other National and regional Organisations  Other local authorities, Police, Health Commissioners & Providers, academic institutions, other public bodies  Private, Voluntary, Community and Faith sector and statutory organisations  Members of the General Public | | | | |
| Control of Resources:  Management of service area(s) budgets including the moderation grant for Early Years Statutory Assessment  Project budgets as required  Stationery, office & ICT equipment  Laptop, mobile phone | | | | |
| Duties/ Responsibilities   * To provide accurate analysis and reports on the effectiveness of schools’ early years provision in order to inform decision making and ensure that the Council is meeting its responsibilities as a champion for children and young people. * To provide support and challenge to schools. * To ensure schools are compliant with DfE Early Years frameworks and Ofsted’s inspection framework. * To contribute early years expertise & knowledge in relation to schools identified for support within the LA’s risk assessment process. * To contribute to service wide strategy, liaising with colleagues in order to target resources to maximise impact. * To liaise with early help & school readiness colleagues, to support school readiness and transition into early years in schools. * To work collaboratively with schools to lead a strategic approach to effective transition from early years into Key Stage 1. * To be an advocate for children and young people by supporting and promoting their welfare, championing the needs and rights of vulnerable children and those with complex needs, and being committed to the high quality education and outcomes for all children and young people. * To keep up to date with education developments locally and nationally including through attendance at relevant events. * To be the key link for the Quality Standards and Performance Service to developments at Greater Manchester and national level in relation to early years education. * To make effective use of quantitative and qualitative information about educational standards in early years to inform strategic deployment of resources to target need including in relation to the widening of gaps following the COVID-19 pandemic. * To lead on the early years aspects of service planning within the Quality Standards and Performance Service. * To contribute to the Directorate’s self-assessment including through analysis of relevant data.   Specific Duties:   * Leadership of statutory early years moderation * Introduction and implementation of the new framework for early years * Cross service working on early years strategy e.g. school readiness   Service-wide responsibilities   * Contribute to service planning; * Participate in directorate initiatives as agreed with the Strategic Lead: Education Services * Undertake such work as may be determined by Service Managers within the purpose and scope of this post. | | | |
| General   * As an employee of Bury Council you have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults and for ensuring that they are protected from harm. * Bury Council is committed to equality, diversity and inclusion, and expects all staff to comply with its equality related policies/procedures, and to treat others with fairness and respect. * The post holder is responsible for Employees Duties as specified with the Corporate and Departmental Health and Safety Policies. * As an employee of Bury Council you should contribute to a culture that values and supports the physical and emotional wellbeing of your colleagues. * Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of supplemental Conditions of Service) | | | |
| Job Description prepared by: | Sign: | | Date: |
| Agreed correct by Postholder: | Sign: | | Date: |
| Agreed correct by Supervisor/Manager: | Sign: | | Date: |

# BURY COUNCIL

# CHILDREN AND YOUNG PEOPLE DEPARTMENT

EDUCATION AND INCLUSION DIRECTORATE

QUALITY STANDARDS AND PERFORMANCE SERVICE

Quality Assurance Officer (Early Years)

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|  | SHORT LISTING CRITERIA | ESSENTIAL | DESIRABLE |
| Qualification | | | |
| Application | Hold Qualified Teacher Status or equivalent | √ |  |
| Application | Qualified to degree level | √ |  |
| Application | Accessed relevant professional development including early years provision | √ |  |
| Application | A recognised leadership qualification |  | √ |
| Experience | | | |
| Application/ References | Proven track record as an Early Years practitioner | √ |  |
| Application/ References | Proven track record as a leader of Early Years provision | √ |  |
| Application/ Interview | Experience of providing successful support for early years provision outside of own school/ setting |  | √ |
| Interview/ Assessment | Involvement in collaborative working between schools and/ or settings |  | √ |
| Application/Interview | Participation in school reviews including self-evaluation and improvement planning processes | √ |  |
| Application/ Interview | Delivery of professional development to colleagues | √ |  |
| Knowledge | | | |
| Interview/ Assessment | Deep understanding of Early Years frameworks and legislation | √ |  |
| Interview/ Assessment | Working knowledge of the Ofsted inspection framework | √ |  |
| Interview/ Assessment | Good knowledge & understanding of safeguarding children procedures | √ |  |
| Application/Interview | Comprehensive knowledge of inclusion issues, including those relating to vulnerable children and young people | √ |  |
| Application/ Interview/ Assessment | Excellent understanding of child development in the early years | √ |  |
| Interview/ Assessment | Understanding of the school readiness agenda and its importance in improving children’s outcomes | √ |  |
| Application/ Interview/ Assessment | Understanding of the new/additional challenges facing early years settings in addressing children’s needs following the COVID-19 pandemic | √ |  |

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|  | SHORT LISTING CRITERIA | ESSENTIAL | DESIRABLE |
| Skills | | | |
| Interview/ Assessment | Excellent written and verbal communication skills | √ |  |
| Interview/ Assessment | Positive commitment to the core aim of enabling Bury children to be the best they can be | √ |  |
| Application/  Interview | Positive attitude to working in collaboration, and building effective partnerships, with a range of partners | √ |  |
| Application/ Interview | Ability to manage personal performance, including setting clear expectations and targets to deliver outcomes | √ |  |
| Interview/ Assessment | Ability to identify and develop outstanding early years practitioners to build an effective moderation team within the school-led system | √ |  |
| Assessment | Ability to make accurate and informed judgements based on available evidence to inform strategy | √ |  |
| Assessment | Ability to interrogate, analyse and apply relevant statistical data effectively | √ |  |
| Application/  Interview | Ability to work on own initiative and manage time efficiently | √ |  |
| Application/  Interview | Highly developed interpersonal skills, able to influence, persuade, challenge and negotiate with others, internal and external to the organisation | √ |  |
| Interview | Ability to communicate effectively to a range of audiences, including in delivering difficult messages to school leaders | √ |  |
| Application/  Interview | Ability to work effectively and collaboratively as part of a team and across services | √ |  |
| Miscellaneous | | | |
| Application | Hold a current full British driving licence |  | √ |