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| **Department** | **People Services** |
| **Job Title** | **START WELL QUALITY AND OUTCOMES SENIOR CONSULTANT** |
| **Grade** | Soulbury 9 – 12 |
| **Primary Purpose of Job** | To lead the effective implementation of the Early Years Foundation Stage (EYFS) in Early Years settings and schools, through locality based support and challenge for groups/clusters of Early Years Providers in order to increase the number of children who access their early years education in a good or better (Ofsted) setting and to coordinate targeted support for providers that are judged to Require Improvement.  To lead and support early years providers to embed relevant pathways and interventions within the Start Well: Early Years Delivery Model in order to raise attainment for all children and narrow the gap between the most disadvantaged and the rest and improve school readiness age 5 years.  To provide senior pedagogical leadership to further improve quality and outcomes of early education and learning activity in Children’s Centres, including on-site Childcare Provision. |
| **Reporting To** |  |
| **Staffing**  **Responsible for**  **Principal Responsibilities** | Early Years and Childcare Adviser  Start Well: Early Years Consultant  Childcare Partnership Officer  Children’s Centre Nursery Manager (LA provision)  To provide senior leadership for members of the Early Years team to support and challenge Early Years Providers to improve the provision of high quality early education and learning and improve outcomes for children under five across the range of early years providers in the maintained, private, voluntary and independent sectors, including children’s centres and schools.  Providing pedagogical advice, guidance, professional development activity and practical support to EYFS leaders, managers and practitioners in the maintained and non-maintained sectors in order to improve the quality of learning and teaching and improve outcomes for children age 0-5 years.  To work with clusters/ networks of providers across the Borough and to provide leadership of one of more of the EYFS areas of learning across Bolton. |

**Main Duties**

**Leading and Managing**

1. To liaise and work closely with members of the Early Years and Primary teams within the Educational and Learning Division to support schools and settings in meeting recognised quality standards for the EYFS and to ensure their commitment to continuous quality improvement.

2. To contribute as a senior leader to the development and dissemination of effective EYFS practice across schools and settings in the maintained and non-maintained sectors.

3. To contribute as a senior leader to the process of quality improvement to improve outcomes for all children in the EYFS and increase the number of children achieving a Good Level of Development and to be school ready age 5 years.

4. To actively embed the use of quality assurance and self evaluation frameworks to improve the quality of provision across EYFS settings.

5. To ensure Early Years providers produce effective improvement/action plans following Ofsted inspection and monitor implementation of Ofsted recommendations/key issues for improvement.

6. Attend regional meetings and other meetings with members of the Early Years Quality and Outcomes Team in order to disseminate best practice.

7. Contribute as a senior leader to the planning, development, implementation and evaluation of the Early Years team objectives relating to improving the quality and impact of early years learning and teaching.

8. Work closely with multi-agency partners to contribute towards the development of consistency of early years provision and improved early years outcomes across a locality area and the Local Authority.

9. To line manage and supervise the work of the Start Well: Early Years Consultants and other Early Years and Childcare Officers/ Practitioners to provide targeted EYFS support and deliver activities and interventions as part of the Start Well: Early Years Delivery Model.

10. To lead and manage with area based colleagues, EYFS cluster and network meetings in locality areas.

11. To work with EYFS leaders and managers in developing effective processes for transition for children between early years providers, childrens centres, schools and academies, facilitating shared working and locality clusters/networks for early years providers in geographical areas.

12. Promote the development of learning communities within and between schools and early years provision, including childminders and Children’s Centres.

**Training and support**

13. To identify EYFS training and development needs within all Early Years Providers and lead the planning and development of high quality professional development and training both centrally and setting based, ensuring full cost recovery of activity provided by the Early Years Team.

14. To contribute to the delivery of high-quality Early Years training and development for members of the Educational Improvement Team, LA support services and multi-agency partners.

15. To ensure effective communication and sharing of good practice orally and in writing with a range of providers and partners and through the use of multi media technology.

16. Provide high-quality consultancy and professional development on a traded basis for individual and clusters of provders based on identified needs/data.

17. Develop effective relationships and partnership working with clusters/groups of Early Years providers to support a model of sector led peer support and challenge to improve the quality and outcomes of early years provision.

18. Lead support to settings in developing effective systems for observation, assessment and planning that responds to the needs and interests of children from birth to five years.

19. To lead the development, dissemination and evaluation of support materials for EYFS areas of learning and development.

20. To lead a programme of setting based support through Quality Reviews, peer observation, mentoring and coaching.

21. Develop focused and targeted packages of support, including training and consultation to identified settings and multi-agency teams, deploying consultants and early years officers as required.

22. To challenge and support settings in addressing causes for concern and providing follow up programmes of support to improve the quality of learning, teaching and care for children in the EYFS.

23. To maintain accurate records associated with quality improvement work.

**Building capacity for sustainability**

24. To lead the sharing of good practice and support for leaders and managers, facilitating setting to setting support, Networks, Meetings and Publications.

25. Draw together a cluster of practitioners in order to work with and alongside to ensure a continued shared understanding and development – e.g. an EY Consultant, Reception Teacher, Private Provider, Health Vising Team Leader.

26. Contribute to the continued focus on increasing the number of children who are school reday age 5 years.

27. Contribute to capacity building activities in the LA, in settings and for individual practitioners.

**Monitoring, evaluation and review**

28. Actively contribute to the moderation, analysis and scrutiny of the EYFS profile and early years assessment data, including ASQ3 questionnaires and proposed baseline on entry to reception/school readiness measures..

29. Promote setting based self-evaluation within all aspects of work with EYFS settings.

30. Build evaluation and review into continuous improvement plans so that settings are clear about their strengths and areas for further improvement.

**Partnership**

31. Contribute to the LAs partnership arrangements, as appropriate, representing the LA positively and promoting agreed policies and practices.

**Date Job Description prepared/updated:**

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| Department | | | | CHILDREN’S AND ADULT SERVICES | | |
| Job Title | | | | START WELL: QUALITY AND OUTCOMES SENIOR CONSULTANT | | |
| **Stage One** | | | Disabled Candidates are guaranteed an interview if they meet the essential criteria | | | |
| **The Minimum Essential Requirements for the above Post are as Follows:** | | | | | | **Method of Assessment** |
| **1.** | **Skills and Knowledge** | | | | | |
| 1. | Excellent presentation skills, particularly in relation to practitioner training. | | | | | Interview/Assessment Centre |
| 2. | Excellent written and oral communication skills. | | | | | Interview/Assessment Centre |
| 3. | Excellent knowledge and understanding of the EYFS statutory framework and Children’s Centre statutory guidance. | | | | | Application Form/Interview/Assessment Centre |
| 4. | School/EYFS leadership and management experience or equivalent and the ability to work in challenging settings. | | | | | Application Form/Interview/Assessment Centre |
| 5. | Excellent understanding of curriculum and pedagogical issues relating to teaching and learning in early years foundation stage including the latest inspection and research findings. | | | | | Application Form/Interview |
| 6. | Up to date knowledge and understanding of relevant Ofsted inspection frameworks. | | | | | Application Form/Interview |
| 7. | Good understanding of the broader Children’s Services context and Public Service Reform priorities. | | | | | Application Form/Interview |
| 8. | Excellent EYFS practiioner. | | | | | Application Form/Interview |
| 9. | Good ICT skills. | | | | | Assessment Centre |
| 10. | **Competencies** – Please note the council’s corporate competencies, which are considered to be essential for all roles, are in the attached CORE COMPETENCIES document | | | | | Interview |
| **2. Experience/Qualifications/Training etc** | | | | | | |
| 1. | | Qualified Teacher Status with Early Years Specialism. | | | Application Form | |
| 2. | | Degree level qualification. | | | Application Form | |
| 3. | | Recent experience of successful EYFS leadership in a school or Early Years setting. | | | Application Form | |
| 4. | | Experience of managing substantial change across the EYFS or whole school. | | | Application Form/Interview | |
| 5. | | Experience of observing and evaluating teaching and providing feedback. | | | Application Form/Interview | |
| 6. | | Experience of interpreting and using data to inform planning. | | | Application Form | |
| 7. | | Experience of providing training and development activity for EYFS practitioners | | | Application Form | |
| **3. Work Related Circumstances** | | | | | | |
| 1. | | Ability to travel extensively within the LA as well as periodic visits to venues outside the LA with occasional overnight stays and weekend working. | | | Application Form | |
| 2. | | This post has been designated an essential car user post. Applicants must hold a full, current and valid driving licence and a vehicle with a current valid MOT certificate. There must also be adequate vehicle insurance cover to comply with the council’s requirements, in line with the Travel Costs Reimbursement Policy | | | Application Form  Interview | |
| 3. | | This post is subject to an enhanced a standard disclosure from the Disclosure & Barring Service | | | Satisfactory DBS clearance | |

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| **STAGE TWO** | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | |
| **Additional Requirements** | | | **Method of Assessment** |
| **1. Skills and Knowledge** | | | |
| 1. | Knowledge of National Curriculum assessment requirements for Primary Schools and Academies. | | Application Form |
| 2. | Ability to develop web based resources and materials. | | Application Form |
| **2. Experience/Qualifications/Training etc** | | | |
| 1. | Working with under 3’s within a private or voluntary sector day-care setting. | | Application Form |
| 2. | Experience as an Early Years Foundation Stage Profile Moderator. | | Application Form |
| 3. | Working as part of a children’s centre multi-disciplinary team. | | Application Form |
| 4. | Evidence of post graduate level study/ qualification. | | Application Form |

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| **Date Person Specification prepared/updated:** |  |
| **Person Specification prepared by:** |  |



**These core competencies are considered essential for all roles within Bolton Council. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period**

**Developing Self & Others**

Promote a learning environment to embed a learning culture.  Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development. Support and promote the principles of Investors in People.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council’s Emergency Management Plan is activated, you may be required to assist in maintaining key Council services and supporting the community.  This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality & Diversity**

Uphold the principles of fairness and the Equality Act in all undertakings as a Bolton Council employee, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring & professional image.

**Health & Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow Council policies and procedures on dealing with personal information and information assets, including The Code of Conduct, Data Protection, Acceptable Use and Information Security policies. Personal or confidential data should only be accessed or used for council purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required byThe Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure & Barring Service.