

Post Specification

Date	December 2020
PG Number	Soulbury SLB0009
Post Title	Early Years Team Manager
Job Family	Education, SEND and Inclusion / Learning Improvement Service (LIS)
Job Family Role Profile	Solbury
Final Grade	EIP spine points 7-10 (plus potential for three SPAs)

To be read in conjunction with the job family role profile

Service Area description
Early Years Team - Learning Improvement Service, SEND Education and Inclusion
Purpose of this post
<ul style="list-style-type: none"> To improve outcomes and reduce inequalities for children and young people in Cumberland by championing learning and educational standards in the Early Years Foundation Stage. To provide a service for monitoring and supporting schools and early years settings, contribute to the work of the Learning Improvement Service to ensure quality and standards in all schools and early years settings in order to secure improvements and enhance achievement.
Key job specific accountabilities
<ol style="list-style-type: none"> To be a member of the Learning Improvement Service and contribute to a service which will carry out the procedures required to maintain an up-to-date knowledge of all schools and settings, challenge them to improve and intervene when all other strategies have failed to bring about improvements. To co-ordinate, within an area, the work of a team of Early Years and Childcare Advisers and Area Sencos within the Learning Improvement Service. Contribute to recruitment and selection, induction and training, performance management and conduct and capability issues, so as to ensure efficient and effective performance of duties and the provision of high quality services by all members of the team. To facilitate partnerships for learning and development, including with parents/carers, children, schools, settings including Family Hubs and other partner professionals. To monitor and evaluate practice and provision in schools and in private, voluntary and independent settings (including childminders) and at transitional stages and ensure that they meet their statutory duties and locally agreed quality standards. To offer high quality support, advice and challenge, on all aspects of childcare and early learning and promote the use of quality improvement tools to practitioners, leaders, managers, owners and voluntary management committees. To provide targeted intervention, in assigned and private, voluntary and independent settings, advocating strategies for improvement to them and working with them to agreed objectives. To contribute to the Early Years Strategic Plan and such other plans concerned with improving learning, outcomes and quality.

8. To contribute to income generation for the service through contracts with schools, settings and others external to the Council, whilst ensuring that the core business of work on behalf of the LA is maintained.
9. To support the Council's core values and corporate standards.
10. To undertake such other duties and responsibilities commensurate with the grading and nature of the post.
11. To ensure that the Directorate is at all times pursuing good individual relations and fair personnel, health and safety, equal opportunity and management practices. To take reasonable care of your own health and safety.
12. To enhance the Council's image within the community by promoting awareness of services and achievements and encourage greater public participation.
13. To accept budget and finance responsibilities to ensure services work within agreed budget and within corporate policy guidelines and practices.

Please note annual targets will be discussed during the appraisal process

Key facts and figures of the post

Budget Responsibilities	<ul style="list-style-type: none"> • None
Staff Management Responsibilities	<ul style="list-style-type: none"> • Line management of Early Years Advisers across Cumberland
Other	<ul style="list-style-type: none"> •

Essential Criteria - Qualifications, knowledge, experience and expertise

- DfE recognised teaching qualification.
- Degree or equivalent qualification.
- Commitment to continuing professional development.
- Post graduate study – desirable.
- Substantial and varied experience of Early Years Foundation Stage including teaching in the maintained sector or substantial experience in an advisory role.
- Experience of leading and managing high quality inclusive early years practice in a school or setting.
- Experience of leading and working as part of a team.
- Successful experience in providing professional development opportunities and professional advice to early years practitioners.
- Senior management within EYFS (either school or setting) - Desirable.
- Experience of working in partnership across sectors including voluntary, statutory and maintained - Desirable.
- Knowledge of current legislation and statutory duties relating to childcare and early years provision.
- Good understanding of Early Years Foundation Stage Framework and associated assessment procedures.
- Secure knowledge of EYFS policies and procedures.
- Good knowledge of welfare requirements in all EYFS settings (including schools).
- Good understanding of Ofsted registration requirements and inspection framework for all childcare and early years provision.
- Understanding of the full range of childcare settings, including childminders, across all sectors.
- Knowledge of Family Hub agenda - Desirable.
- Awareness of current national priorities which impact on the work of Children and Families Services - Desirable.
- Sound knowledge of basic business practices and processes for childcare settings - Desirable.
- Excellent classroom practitioner.
- Effective presentation skills, particularly in relation to in-service training.
- Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.
- Good influencing/negotiating skills.

<ul style="list-style-type: none"> • Good use of information and communication technology (ICT) – for both modelling teaching skills and presenting to an audience. • The ability to establish quickly effective working relationships with a wide variety of individuals, groups and organisations. • Willingness to share expertise, skills and knowledge and able to encourage others to follow suit. • Able to work independently and as part of a team. • Approachable and sensitive to the needs of others. • Openness and willingness to address and discuss relevant issues. • Self-motivating and resilient, able to develop effective partnerships. • Professional integrity, reliability and consistency. 	
Disclosure and Barring Service – DBS Checks	
<ul style="list-style-type: none"> • This post requires a DBS check. • The level of check required is: <ul style="list-style-type: none"> ○ DBS Enhanced - Children & Adults 	
Job working circumstances	
Emotional Demands	<ul style="list-style-type: none"> • Minimal
Physical Demands	<ul style="list-style-type: none"> • Minimal
Working Conditions	<ul style="list-style-type: none"> • Post requires travel throughout Cumberland and occasional weekend work
Other Factors	
<ul style="list-style-type: none"> • None 	