



## Post Specification

<b>Date</b>	<b>April 2026</b>
<b>Post Title</b>	<b>General Adviser Early Years Improvement</b>
<b>Final Grade</b>	<b>EIP spine points 16-19 (plus potential for three SPAs)</b>

**To be read in conjunction with the job family role profile**

<b>Service Area description</b>	
To support the council's statutory duty to monitor and intervene in schools to ensure that children and young people receive educational provision which enables them to reach their potential.	
<b>Purpose of this post</b>	
<p>To improve outcomes for children, young people and families in Cumberland by taking an active role in championing and developing well-being, learning and educational standards within a system-wide partnership.</p> <p>To work within a system-led school improvement partnership, monitoring the standards of schools, settings and providers, in order to secure improvements and enhance achievements.</p> <p>To contribute to the development and delivery of services for children, young people and families.</p>	
<b>Key job specific accountabilities</b>	
<p>To be a member of the system-led approach and to contribute to procedures required to maintain an up-to-date knowledge of all area schools and colleges, multi academy trusts, Alternative Provision.</p> <p>To champion excellence and work in partnership with PVIs and other providers to bring about improvements.</p> <p>To work with and promote the development of collaborative partnerships for the purpose of system-led school and PVI improvement.</p> <p>To participate in and, where required, support Cumberland Council priority sub-groups to ensure that Key Performance Indicators (KPIs) are met.</p> <p>To work in partnership with the Senior Adviser and System Leaders to identify schools and PVIs needing support to improve, causing concern or at risk of special measures.</p> <p>To lead and manage the team of early years advisers in their work to improve the quality of provision and outcomes in the early years.</p> <p>To support the development of the self-improving education system by developing the knowledge and understanding of system leadership with other stakeholders, schools and governing bodies.</p> <p>To support identification of those schools, and PVIs judged at risk of special measures or that have serious weaknesses in order that they receive rapid support by the most appropriate partnerships to raise standards.</p> <p>To further quality assurance processes within the agreed framework through cluster support and contribute to relevant training as required.</p> <p>To report to all Senior Leaders and partners on standards in Cumberland schools for ELG outcomes at the end of the foundation stage</p> <p>To maintain an up-to-date knowledge of statutory requirements relating to education and learning, including inspection and safeguarding, ensuring timely support and communication to schools, clusters and collaboratives within Cumberland Council.</p> <p>To contribute to the combined Cumberland Council's strategic plans for Education, SEND &amp; Inclusion and other plans concerned with improving outcomes for young people and families, where appropriate.</p>	

To ensure that, in partnership with system leaders, the relevant statutory duties on the Council are able to be met.

To enhance the Council's image and that of its strategic partners by promoting awareness of services and achievements and encourage greater public participation.

To work within agreed Council policy guidelines, including taking reasonable care of your own health and safety.

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 support the Council's core values and corporate standards.

To undertake such other duties and responsibilities commensurate with the grading and nature of the post.

**Please note annual targets will be discussed during the appraisal process**

**Key facts and figures of the post**

<b>Budget Responsibilities</b>	<ul style="list-style-type: none"> <li>• Monitor spend on allocated school improvement projects early years</li> </ul>
<b>Staff Management Responsibilities</b>	<ul style="list-style-type: none"> <li>• Task management of identified staff as required by projects and activities</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• To undertake such other duties and responsibilities commensurate with the grading and nature of the post.</li> <li>• To ensure that the Learning Improvement Service is always pursuing good individual relations and fair personnel, health and safety, equal opportunity and management practices.</li> <li>• To take reasonable care for your own health and safety.</li> </ul>

**Essential Criteria - Qualifications, knowledge, experience and expertise**

- DfE recognised teaching qualification.
- Degree or equivalent qualification.
- Evidence of commitment to on-going professional development.

**Experience:**

- Leadership and management experience at a senior level in a school or LA.
- Substantial and varied teaching experience in schools.
- Recent, successful experience in monitoring the quality of learning and teaching.
- Experience applying OFSTED criteria successfully to evaluate school effectiveness and secure improvement.
- Successful collaboration to secure school improvement.
- Experience of data analysis to monitor provision and standards and championing targets for improvement.
- Experience of providing INSET.

**Knowledge:**

- Extensive and up-to-date knowledge of national policy/initiatives/requirements in relation to early years education.
- Commitment to self-improving system leadership.
- Understanding and experience of data analysis techniques and target setting process; school improvement strategies and school leadership styles.
- Clear understanding of leadership issues as they relate to schools.

**Skills/Ability:**

- Excellent, demonstrable communication and interpersonal skills (both oral and written) at all levels.
- Establish quickly effective relationships with a wide range of individuals, groups and organisations.
- Sort, analyse and evaluate information; apply criteria and make judgements.
- Work effectively as an individual and in a team.

**Personal skills:**

- Ability to work in a variety of locations on a daily basis.
- Ability to motivate others.
- Professional integrity, reliability and consistency.
- Adaptability and resilience.
- Outcome focussed and self-motivated.
- Desire to keep on learning.
- Work on own initiative

**Disclosure and Barring Service – DBS Checks**

- This post requires a DBS check.
- The level of check required is:
  - DBS Enhanced – Children

**Job working circumstances****Emotional Demands**

- Ability to work in a stressful environment subject to extensive regulatory and departmental scrutiny

**Physical Demands**

- Council wide role

**Working Conditions**

- Willingness to travel within and without the council

**Other Factors**