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Description automatically generatedJob and Person Profile (JPP)**

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| **Job details** | |
| **Job title** | Early Years Childcare Advisor |
| **Job Reference** | 17939 |
| **Grade and Salary** | 6 - £39,513 per annum (pro rata if part time)  This role includes performance related pay progression |
| **Service and Team** | Education & Learning, Early Years and Childcare |
| **Location** | Suffolk – Community based |
| **Hours per week** | 14.8 |
| **Status** | **Fixed Term or Secondment (up to 12 months)** |
| This role may offer the following flexible working options | * *Working part time hours (eg different hours/days to those advertised)* * *Job sharing* * *Working compressed hours (eg a nine-day fortnight)* * *Term time working (including partial term-time working)* * *Use of flexitime / time off in lieu* * *Hybrid working options, including some home working* * *Working from different Council buildings* * *Working adjusted core hours (eg starting later and finishing later or other patterns)* |

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| **About us** |

As a modern and effective council, we understand the importance of being flexible and well-connected in the ways we work. We focus our ambitions on doing what’s right for people, our partners and our communities - both now and for the future.

That’s why, as one of the largest employers in Suffolk, we believe in empowering everyone. Through career variety and collaborative working, accessible career paths and professional development.

The support and care we offer encourages and enables you to be the best you can be. To make a meaningful impact on the world around you. To achieve a unique sense of pride in what you do, why you do it and where. **Reimagine the possibilities.**

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| **Organisational Context** |

The responsibility of the Children and Young People’s Directorate (CYP) is to ensure the safety, well-being and learning of children and young people. To do so we need to “make every intervention count” to create impact and bring about sustainable change for children, young people and their families where need is identified. We are determined to continuously improve our services by working in partnership to ensure that our work is high quality and effective

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| **Main purpose of the job** |

To provide information, guidance and advice to colleagues, partners and directly to children, young people and families to ensure they are enabled to achieve the best possible outcomes.

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| **Typical responsibilities of a role at this level** |

**Communicating and engaging with children, young people and their families, with colleagues and with communities.**

* Provide information, advice, guidance and challenge that will enable partners and colleagues to effectively support service users and achieve successful outcomes for children, young people and families.
* Coordinate and connect relevant partners to achieve collective and supportive outcomes for service users.
* Provide advice and support to children, young people and families, working within any relevant policy or legislative requirements.

**Effective Practice, Assessment, Planning and Review**

* Support colleagues and partners to meet all statutory requirements and regulations.
* Support providers to ensure they are aware of and adhere to appropriate legislation and policy.
* Horizon scan for impending legislation and policy changes within service area and new and innovative ways of working. Make recommendations arising from this horizon scanning.
* Promote and positively encourage best practice and effective ways of working, facilitating further development or change where this is needed.
* Effective use of quality assessment tools and a range of evaluation methods to monitor and feedback on performance.

**Reporting and Accurate Recording**

* Prepare reports as required, including more complex issues within the role
* Where required review and evaluate reports, providing recommendations for improvement in your area of service where needed.
* Undertake audits to evaluate the quality of practice and report on findings that will actively contribute to improvements against performance indicators.

**Multi-Agency and Partnership Working**

* Co-ordinate and/or lead partners to achieve successful outcomes for all children and young people within area of work.
* Promote, identify and share/model effective practice with relevant partners within scope of role.
* Encourage sustainable partnership working through the building of mutually supportive relationships between colleagues and partners.
* Promote the early intervention and prevention to professionals in a range of universal and specialist services.
* Work with colleagues to encourage effective collaborative working, actively seeking feedback to ensure effective impact.
* Offer professional advice, guidance and expertise to partners and other agencies.

**Managing Risk and Safeguarding**

* The post-holder must show a commitment to safeguarding and promoting the welfare of children and young people.
* To undertake other tasks allocated by manager or senior colleagues, in keeping with the responsibilities of the grade:
  + Work in accordance with the Council’s statutory responsibilities, policies and service procedures and comply with equality and diversity policies, procedures and legislation.
  + Maintaining customer confidentiality in accordance with the Data Protection Act and SCC guidance, including responding to any known data breaches.
  + Having regard to best value principles and monitoring within your area of responsibility.
  + Participating and co-ordinating, training and development opportunities, in order to improve knowledge, skills and effectiveness of self and colleagues.

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| **Autonomy** |

The adviser will:

* Have access to a line manager for decisions that fall outside their delegated responsibilities.
* Be required to organise their own workload.
* Respond to unanticipated problems as appropriate to your role.
* Escalate issues to line manager that are more complex or have wider implications.
* Offer advice and guidance to colleagues and partners about specific area of expertise.

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| **About the team** |

The Early Years and Childcare (EYC) Service’s role in supporting quality in early years provision is crucial. Improving the quality of early years provision helps improve long term outcomes for children. High quality is central to an early years system that has the confidence of parents, delivers both positive experiences and good outcomes for children, and helps to diminish the difference between the most disadvantaged children and the rest.

The Government’s commitment to providing 30 hours of funded childcare to working families means that more children will spend longer hours in formal childcare. We have a responsibility to make sure that these children are spending their time in high quality care that supports child development and learning.

The role of the service is critical in supporting early years providers to deliver flexible and high-quality care to children with special educational needs and disabilities (SEND).

The EYC service has a sufficiency duty which is to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children).

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| **What you will be expected to deliver in the role** |

To work with individual children, families and Early Years and Childcare Providers to:

* Raise standards of achievement for all children and improve outcomes for the most vulnerable.
* Undertake work directly with EYC providers in the following areas: quality improvement, inclusion, compliance, sufficiency and market shaping.
* Undertake work directly with EYC providers, individual children and families to maximise the take–up of funded early education places for two, three and four year olds.
* Provide support to nursery classes in schools.
* Provide support to reception classes in maintained schools when required to do so, including profile moderation.
* Provide support to wraparound provision across the county.
* Collect and collate data for monitoring and reporting purposes; this will include data that relates to our service priorities and statutory duties.
* Undertake work allocated to you by your line-manager that is both reactive and proactive.
* Reactive work will, for example, be in response to an Ofsted inspection outcome, referral of child or family and proactive work will be promoting (quality) improvement, compliance, sufficiency and market shaping and will be based on both your professional expertise and sound analysis of data.
* Challenge all providers to be at least good.
* Liaise with colleagues (internal and external) to ensure the needs of individual children are met and that they are able to achieve their capability in the EYFS.

Although this list provides examples of what you will be doing it’s not intended to be exhaustive, and you will have personal objectives linked to our People Plans and Strategies that will be discussed and agreed with your line manager when you start.

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| **Person Profile – what you will bring to the team** |

**Qualifications and professional memberships**

1. A degree **and** either Qualified Teacher Status (QTS) or Early Years Professional status (EYP) or Early Years Teacher status (EYT).
2. Track record in own professional development.
3. Further relevant professional study to an advanced level. (Desirable)

**Values and personal qualities**

1. Demonstrates a passion for making a positive difference for Suffolk.
2. Shares our [WE ASPIRE](https://www.careers.suffolk.gov.uk/home/about/our-values) Values and strives to lead by example in relation to these.
3. A strong commitment to fairness and Equality, Diversity and Inclusion (EDI).
4. Strives to continuously improve in everything they do, taking the initiative to learn and develop.
5. Brings creativity into their work through innovation and openness to change.
6. Collaborates well with others and offers assistance and support to colleagues.
7. Commitment to understanding what is important to children and families.
8. Demonstrates self-awareness and strives for improvement.
9. Focused on improving quality standards and outcomes for all children and young people.

**Specialist knowledge skills and experience**

1. Evidence of successfully working as part of a team.
2. Ability to be creative, flexible and innovative.
3. Where required, ability to lead the work of a team or individuals in interpreting legislation and/or policy as appropriate.
4. Effective ICT skills.
5. Specialist knowledge and understanding of legislation, policy and best practice which relates to area of operation and broad understanding of wider service area.
6. Thorough knowledge of safeguarding processes and procedures.
7. Good knowledge of universal services.
8. Knowledge of quality improvement tools.
9. Influential and effective practitioner in relevant field.
10. Well-developed and effective communication skills, (written and verbal) with proven ability to tailor communication style to audience and confidently deal with sensitive and challenging issues.
11. Ability to engage, challenge, confront persuade and influence as required.
12. Good interpersonal skills, able to build relationships successfully and demonstrate effective partnership working.
13. Facilitate and enable others to work together effectively.
14. Able to operate effectively both within a team and as an independent adviser.
15. Relevant experience in specialist area of work
16. Experience of leading work in a relevant environment.
17. Management of individuals or teams in a similar environment where appropriate.
18. Political awareness. (Desirable)
19. Experience of providing training and facilitation. (Desirable)
20. Experience of identifying areas of required development within a team. (Desirable)
21. Ability to learn new IT applications as appropriate to role. (Desirable)
22. Experience working with professionals from a range of services. (Desirable)

**Additional requirements**

1. A DBS check will be undertaken for the successful candidate.
2. Willingness to work flexibly. This could include weekends and evenings and countywide deployment according to need.

If you think you have what it takes to be successful in this role, even if you don’t meet all the criteria, please apply. We’d appreciate the opportunity to consider your application.

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| **Travel requirements** |

**Frequent Travel Essential** - You will need to travel, so you must either hold a full, current driving licence and have access to personal transport or meet the mobility requirements of the role through other reasonable and suitable means.

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| **Our values – WE ASPIRE** |



At Suffolk County Council our WE ASPIRE values set out the behaviours we expect from everyone in the organisation regardless of who they are, what their role or grade is or where they work.

The values have been developed through feedback and input from employees at the council and underpin how we go about our everyday work. They define us and help us to be the best we can be.

Visit our [**careers pages**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) for more information on our WE ASPIRE values.

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| **Our Customer Commitment** |

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In addition to our WE ASPIRE values, we also have a **Customer Commitment** which sets out a number of strong principles that help support high standards of customer service and care that we can all endeavour to consistently demonstrate.

For more information, view our [**Customer Commitment poster.**](https://sccrecruit.blob.core.windows.net/assets/SCC/Other-Docs/17.06.2020_%20CUSTOMER_COMMITMENT_POSTER.pdf)

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| **More information for recruitment applicants** |

We offer a fantastic working environment including diverse and active staff networks,

great flexible working options and many benefits, as well as the opportunity to improve the lives of Suffolk residents.

Visit the [**Suffolk County Council career website**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) to learn more, including information about adjustments to recruitment processes, our interview schemes and other commitments to equality, diversity and inclusion.