



<b>Title</b> <b>Early Years Specialist Teacher, Quality and Attainment team</b>	<b>Department</b> <b>Children and, Families Department – Early Childhood Services</b>	<b>Post Ref.</b>
<b>Job Purpose</b> <i>To provide specialist educational support, advice and training to all early years providers, in line with the associated teachers standards, within Early Childhood Services Team. To promote and develop high quality teaching, learning and provision, to raise attainment for all children including all vulnerable children in particular SEND and to close the attainment gap</i>		
<b>Key Responsibilities</b> <ol style="list-style-type: none"><li>1. To contribute to the effectiveness of Early Childhood Services within Nottinghamshire County Council.</li><li>2. To support and challenge all early years providers to develop and maintain high quality provision for all children.</li><li>3. To provide information, advice and training to those working in early years settings in order to develop and maintain their knowledge, skills and understanding to improve practice and performance, raise attainment for all children and close the gap.</li><li>4. To advise, support and provide training to early years practitioners on the identification and assessment of children with SEND, and on arrangements for co-ordinating support for children with SEND.</li><li>5. To fulfil the role of the Area SENCo.</li><li>6. To provide specialist advice on appropriate teaching, assessment, interventions and strategies for whole classes, groups and individual children to support quality improvement.</li><li>7. To work collaboratively to analyse data in order to identify priorities for improvement, and inform interventions and planning at district level.</li><li>8. To promote integrated working and work collaboratively with early years settings, schools and other professionals working</li></ol>	<b>Key Accountabilities</b> <ol style="list-style-type: none"><li>1. Specified service targets within agreed resources and timescales.</li><li>2. Improving educational and life outcomes for all children and young people.</li><li>3. Alert the senior practitioner to any issues that could affect performance.</li><li>4. Effective record keeping and report writing.</li><li>5. To work flexibly across the year according to needs of the service.</li><li>6. To report any causes for concern relating to the welfare and safety of children to the designated person or head of service.</li><li>7. Development and promotion of Nottinghamshire's early years traded service.</li><li>8. To work in partnership with other members of Early Childhood Services and county council teams to ensure effective use of resources and maximum impact.</li></ol>	

<p>with children and families to ensure a joined up approach to meet the needs of all children and to promote effective and smooth transitions for children and their parent/carers.</p> <p>9. To advise and support all early years providers to engage parents and carers in their children's learning.</p> <p>10. In discussion with the senior practitioner, to take a lead role in a specified area of curriculum development or service provision.</p> <p>11. To advise and support settings to strengthen safeguarding practice and access to early help services/processes.</p> <p>12. To advise and support practitioners in early years settings to promote and deliver inclusive practice.</p> <p>13. To advise and support all Early Years settings pre and post Ofsted inspection.</p> <p>14. To maintain an active professional interest in developing knowledge and skills in current effective approaches in early years.</p> <p>15. To lead on the development and delivery of cross-sector practitioner networks which focus on quality and attainment.</p>	
<p><b>The post holder will perform any duty or task that is appropriate for the role described</b></p>	

***Person Specification – Early Years Specialist Teacher***

<p><b><i>Education and Knowledge</i></b></p> <ol style="list-style-type: none"> <li>1. Qualified teacher status.</li> <li>2. Evidence of comprehensive relevant professional development.</li> <li>3. Knowledge of the educational implications of a range of Special Educational Needs and Disabilities (SEND).</li> <li>4. Knowledge of a range of assessments, small step teaching programmes and differentiated materials and resources to</li> </ol>	<p><b><i>Personal skills and general competencies</i></b></p> <ol style="list-style-type: none"> <li>1. A high level of personal drive and commitment to excellent customer care and the ability to set an example for other staff.</li> <li>2. Strong interpersonal skills to gain the agreement and acceptance of others including colleagues, senior managers and customers.</li> </ol>
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<p>support children with a range of SEND and/or those at risk of low attainment and delayed development.</p> <ol style="list-style-type: none"> <li>Knowledge of current legislation, policies, guidance and research relating to early years provision, both nationally and locally.</li> <li>A working knowledge of Ofsted requirements in relation to early years.</li> <li>Extensive and working knowledge of early child development and the principles and practice of the Early Years Foundation Stage.</li> <li>Knowledge and understanding of the responsibilities and processes related to safeguarding children and young people.</li> <li>Knowledge and understanding of early help processes and the identification of children and families at risk.</li> </ol>	
<p><b>Experience</b></p> <ol style="list-style-type: none"> <li>Minimum of 5 years post qualification Early Years teaching experience, including class teaching</li> <li>Experience of a range of SEND</li> <li>Experience of collaborative work with a range of professionals and agencies.</li> <li>Experience of working in partnership with parents/carers Experience of safeguarding children</li> </ol>	<ol style="list-style-type: none"> <li>Ability to work independently, make decisions and solve problems to meet operational targets involving devising solutions and prioritising the resources available.</li> <li>Ability to meet agreed objectives and delivery targets by the effective use of resources.</li> <li>Ability to communicate clearly and effectively verbally, in writing and using a range of alternative communication systems as necessary.</li> <li>Competent in the use of assessment and teaching programmes to aid progress for children with a range of SEND and/or low attainment.</li> <li>Ability to demonstrate effective teaching methods on a one to one, small group or whole class basis.</li> <li>Ability to maintain accurate records and to use data to inform interventions and planning for individuals/groups and to measure impact.</li> <li>Ability to demonstrate a coaching and mentoring approach to bring about improvements to practice.</li> <li>Ability to use ICT appropriate to the role.</li> <li>Ability to plan and deliver training to adults.</li> <li>Ability to work collaboratively with a range of early year's providers and services.</li> <li>An ability to promote inclusion and equal opportunities.</li> <li>Ability to recognise and respond to safeguarding issues in line with relevant policies.</li> <li>Willingness to travel across the county as required to meet the needs and priorities of the service.</li> <li>Ability to be self-reflective in order to improve performance and effectiveness.</li> </ol>
<p><b>Role Dimensions</b></p>	

1. Responsibility for the delivery of educational support and advice to early years practitioners in order to develop and maintain high quality provision in the Early Years Foundation Stage..
2. Responsibility to promote holistic development for all Early Years children to raise overall achievement and to narrow the attainment gap
3. Responsibility to develop high quality leadership and management across the sector

*Please attach a structure chart*

Date: 21 November 2018