

Lincolnshire County Council

Children's Services

Locality

Job Description

Post Title:	Early Years Specialist Teacher
Grade :	Soulbury EA 4-7 + 3 SPA points
Post Number	01642
Location:	Assigned to one of the Children's Services locality quadrants
Contract:	Permanent
Responsible to:	Early Years locality lead

1. Job Purpose

To work as part of a multi-disciplinary locality based team to provide skilled educational support, advice and training to early years providers and those working in Children Centres in line with associated standards.

Ensure that there is an integrated approach to the delivery of high quality Early Years provision, with a focus on improving the educational outcomes of vulnerable children in order to raise attainment for all children and narrow the attainment gap.

To work in partnership with a range of multi-agency professionals including the school readiness hub to deliver targeted packages of support to contribute to improved early years educational outcomes for vulnerable children with a focus on school readiness and transition.

Support Early Years Providers in the maintained, private, voluntary and independent sectors to ensure they have arrangements in place to support children with SEN or disabilities, in order the LA meet the statutory requirements of the 0-25 SEND Code of Practice.

Actively participate in locality moderation and agreement trialling events of the EYFSP as required.

To provide support to early years providers to enable effective inclusion for children with SEND to support them to access universal and targeted provision.

Work with partners including statutory, voluntary and community organisations to develop a range of opportunities in order to develop parents' and carers' understanding and expertise of their children's educational development.

2. Key Tasks

Deliver identified programmes of support in EY settings and children centres to support the vulnerable children to achieve a good level of development, the priorities will focus on LAC,CP,CIN,TAC, two year old eligible for EYE, children who are eligible for the EY Pupil Premium and Children with SEN and Disabilities.

Provide universal advice on early years SEN/inclusion issues to ensure early identification of need. Provide advice and support to Early Years providers to ensure packages of support are in place to meet the needs of children with SEN and Disabilities.

Provide targeted support for Early Years SENCOs when allocated providing them with support to enable them to complete an EHC assessment effectively where a child's needs cannot be met through the Local Offer and the SEND graduated approach..

Support Early Years providers, to contribute to the special educational provision described in the local authority's Local Offer

Liaise regularly with appropriate officers, including educational psychologists, portage teams, social workers and family support colleagues to achieve a co-ordinated approach to provision and delivery.

Input child specific outcomes and impact evidence on the recording and tracking system in order to help key professionals to support families, share information and avoid duplication.

To analyse and interpret data available from a variety of sources and evaluate the impact and outcomes for children of the early years activities, to inform tailored packages of support and service planning.

Track and monitor children's progress from two years through to key stage 1 whether they are in settings or not, to support Lincolnshire in narrowing of the gap for our most vulnerable children.

To contribute to the integrated assessment for the 2 years old in settings or in the community and identification of children's needs at an early age to enable provision of individual support to assist their educational development.

Undertake Home visits – to deliver one to one bespoke support to vulnerable children and their families to engaging parents in their child's learning encouraging and supporting them to access to universal and targeted provision.

To provide dedicated support and practical advice on inclusion to Early Years SENCOs and staff in settings to meet the needs of individual children.

Support early years' settings to access specialist support to assist with the early identification of Special Educational Needs and the action required to meet those needs, drawing on local expertise.

Support accreditation for parents of children engaging in identified Early Years programmes of support in both EY settings and children centres i.e. Prime Time, leading to improved parenting and pathway into learning and work.

Support the Quality Improvement of high quality EYFS learning opportunities in Children's Centres as appropriate to the locality delivery model

When working with an Early Years provider ensure that there is an SEN/Inclusion policy in place, which is implemented according to the relevant statutory regulations and practice.

Attend meetings with other professionals in the locality and across the county identifying opportunities for group based training promoting the sharing of expertise and good practice.

Keep abreast of changes in legislation and Government guidance on Early Years, development and for the Early Years Foundation Stage. Work within children services locality teams to support their early year's objectives. Where appropriate, take a lead in developing and implementing new educational and learning policy, procedures and working practices.

To support the professional development of the staff involved in early years provision within the locality teams appropriate to the role.

The postholder is required to be available outside of office hours, to work evenings and weekends as required.

Such other duties as may be determined from time to time within the general scope of the post; duties outside the general scope of the post will be required only with the agreement of the post-holder.

Regular Contacts:

Internal:

- Colleagues in the Children's Services Directorate

External:

- Other Local Authority personnel
- Providers of Early Years provision in maintained and non-maintained setting
- Other agencies such as Health Care Professionals, FE Colleges, and the

regional Early Years Forums

Early years settings would include maintained nursery, infant and primary schools catering for the early years foundation stage in either reception or nursery classes, local authority day nurseries, private voluntary and independent providers.

Safeguarding: Lincolnshire County Council is committed to safeguarding and promoting the welfare of children and adults at risk, and all applicants must be willing to undergo screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. In addition, staff are expected to undertake any relevant training related to the role to ensure they meet this level of commitment. This role is subject to an DBS.

PERSON SPECIFICATION

Early Years Specialist Teacher

	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree or equivalent • Evidence of own continuing Professional Development 	
Experience	<ul style="list-style-type: none"> • Experience of working with children 3-5 years old • Experience of involving parents in their child's development • Experience of supporting the practice of colleagues • Experience of transition between key stages • Experience of working with professionals to support children with additional needs / supporting the practitioner through the completion of EHC plans • Experience of advising and delivering programs of support to settings • Experience in supporting providers to meet their statutory duties in line with the SEND Code of Practice. 	<ul style="list-style-type: none"> • Experience of working with vulnerable 2y olds • SENCo experience • Experience of delivering training to teachers and other EY professionals • Experience of working in a multi-disciplinary environment.
Job related Knowledge, understanding and skills	<ul style="list-style-type: none"> • Sound understanding of early years child development • Sound understanding of EYFS and other documentation relevant to the curriculum • Sound knowledge of current national and local initiatives • Sound knowledge of current philosophy and practice for early years provision • Sound understanding of inclusion issues, including needs of bilingual learners, barriers to learning, gender issues, disability • Able to prioritise and manage own workload effectively to secure successful outcomes within agreed scheduling • Can demonstrate accomplished communication skills, oral and written, appropriate to audience • Able to model effective and sensitive practice for colleagues to extend learning • Sound understanding of the role and needs of the parents in their child's development • Ability to monitor, evaluate and improve provision and outcomes for children • Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT 	<ul style="list-style-type: none"> • An understanding of effective coaching systems and how this can be used as a form of CPD • An understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.

Personal Qualities	<ul style="list-style-type: none">• The ability to work independently and contribute as a team member• The ability to determine priorities, be self-motivated and manage time effectively, demonstrating calmness under pressure• The ability to communicate clearly and effectively, verbally and in written form, with a wide range of people including children, staff, parents and Governors• Resilience, flexibility and ability to retain a sense of perspective
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