

Head of Early Years

Department: Children, Young People, Education and Skills

Division: Education

Reports to: Group Director - Education

JE Reference: CYP507

Grade: CS14

JE Date: 20/04/2020

Job purpose

Direct all Island-wide Early Years provision across the Government of Jersey and the regulation of all private, voluntary and independent provision, to ensure that children enter the Island's education system with the appropriate levels of social, emotional and cognitive development and that all children are given the positive start to learning and play that they need.

Job specific outcomes

1. Lead, develop and deliver an integrated strategy for Early Years in Jersey, focused on parents to be, children's development and well-being, childcare, parenting and early years education, in both the Government of Jersey and the private, voluntary and independent sectors, in order to improve outcomes for all young children and their families.
2. Lead and manage the Early Years provision across the Island, identifying, developing and implementing changes as needed, in order to drive through performance improvements under the relevant legislation. This will include commissioning services, for example, through the Jersey Childcare Trust (JCCT).
3. Manage the relationship with, and advise and support the Best Start Partnership (BSP), taking responsibility for the development of childcare and play provision for children (up to 12 years old), to ensure the partnership's work enables children to grow up safely, live healthy lives, learn, achieve and be seen and heard.
4. Direct, commission and undertake research, lead change and develop an integrated approach to making policy and provision to support families and young children and improve children's engagement in learning, their progress and attainment.
5. Develop all curriculum and assessment practices for Early Years, challenging foundation stage providers to raise the attainment and progress of children, and providing advice to managers, head teachers and staff, to ensure there is seamless progression and continuity through to and beyond Key Stage 1.

6. Drive, and promote across the department, integrated, inter-agency approaches to innovation and development based on quality standards, safeguarding, information sharing, and the development of clear communication and intervention between providers and services, to develop overarching strategies for children and their families and to secure the best possible outcomes for children and families.
7. Manage standards and quality assurance in the implementation of appropriate and effective assessment processes in nursery and reception classes in all primary schools and nurseries, establishing systems for data collection and analysis to ensure clear progression in development and children's achievements.
8. Implement and maintain partnership and service level agreements with externally managed Education funded organisations and establish close relationships with voluntary, independent and private sector providers, in order to provide effective regulation of these sectors on behalf of GOJ and to ensure that high standards in all aspects of Early Years provisions are delivered and maintained.

Statutory responsibilities

- The postholder will have to comply with all relevant States Laws, such as the Health and Safety at Work (Jersey) Law 1989 and any other associated legislation, Standing Orders, Financial Directions, and other relevant Codes of Practice, in respect of managing the key project deliverables of programmes and costs through the active management of procurement, approval, financial and administrative procedures.
- To be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work (Jersey) Law, 1989
- To work in accordance with the Data Protection (Jersey) Law;
- This role is politically restricted. The job holder is not permitted to undertake political activity involving standing for election to the Government or as a Parish Constable, or publicly supporting someone who is standing for election or playing a public part in any political manner.

Services

Regulation and Review

Early Years Quality and Assurance Lead

Early Years Inclusion

Organisational structure



Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>A recognised teaching qualification, for example, the Post Graduate Certificate of Education (PGCE) - with specific expertise in Early Years</p> <p>Be a qualified and accredited school inspector, through a nationally recognised inspection body, for example, Ofsted, Estyn, SIAMS.</p>	
<p>Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Knowledge of UK/International education services, curriculums and education laws.</p> <p>Extensive knowledge of Early Years education.</p> <p>Sound knowledge and understanding of best practice in the UK with regards to teaching, learning, assessment and quality improvement</p> <p>Deep understanding of school improvement and development strategies and of using self-evaluation to identify priorities for action</p>	<p>Knowledge of Education Services, curriculums and Education Law in Jersey.</p> <p>Up to date knowledge of Education strategy, policy and learning In Jersey.</p> <p>Sound knowledge and understanding of best practice in Jersey with regards to teaching, learning, assessment and quality improvement.</p>
<p>Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>Knowledge of evidence-based practice and early intervention, with excellent skills in analysis and interpretation of data to</p>	<p>Safeguarding certificated</p>

	<p>identify and assure quality and value for money</p> <p>Ability to obtain Enhanced DBS clearance.</p>	
<p>General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>Ability to develop and implement change</p> <p>High level analysis and problem-solving skills</p> <p>Adept at dealing with a wide range of people.</p> <p>Able to formulate, negotiate and gain acceptance of decisions, judgement and advice.</p> <p>Excellent communication and presentation skills including the ability to present clear and concise briefings, materials, reports, in-service training and presentations.</p> <p>Possesses political and strategic awareness and applies to a breadth of knowledge of schools and the local context.</p> <p>Extensive leadership, organisational and administrative skills</p> <p>Extensive knowledge of budgeting and budget control techniques.</p>	
<p>Experience <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body</i></p>	<p>Successful track record of school leadership in Primary and/or Early Years</p> <p>Management experience at a senior level in an Education environment.</p>	

<p><i>(for example a period of post-qualification experience).</i></p>	<p>Successful track record of school improvement through working at a senior level in local or national government, local authority or a multi-academy trust.</p> <p>Experienced in analysing a school's strengths and areas for improvement, including with the use of data, and making recommendations for improvement.</p> <p>Experience of initiating, leading and contributing to departmental and organisational wide policy development and implementation</p> <p>Successful record of developing and sustaining partnerships and networks with external organisations and other bodies locally, regionally and nationally</p>	
--	---	--

Core Accountabilities, Attributes and Behaviour Indicators

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 1 to 3 core accountabilities, attributes and behaviour indicators.

The standards relevant to this tier, identified in the States of Jersey core accountabilities attributes and behaviour indicators, are to be attached in a separate document.