



National EYFS and Early Reading Advisor JOB DESCRIPTION

SALARY: Leadership Scale L15 – L22

LOCATION: National / home based (includes travel to E-ACT academies and offices)

REPORTING TO: National Director of Primary Education

CONTRACT: Permanent; 32.5 hours per week

Role Purpose:

The purpose of this role is to work with the National Director of Primary, Regional Education Directors and head teachers to deliver a high-quality early years throughout primary academies.

Key Accountabilities:

Reporting to National Director of Primary Education, this post holder will be accountable for

- Designing, communicating, and supporting the implementation of the Trusts early years foundation stage (EYFS) and early reading strategies in partnership with the National Director for Primary, Educational Directors and other E-ACT colleagues.
- Providing advice, guidance and challenge for practitioners and other colleagues in order to improve practice and raise standards in primary academies.
- Advising, providing support and challenge practitioners in the effective implementation and use of assessment in primary academies. To build systems which quality assure assessment for accuracy.
- Identifying and source additional networks of support for schools both from Trust as well as external sources.
- To be an expert coach and model good practice, in order to support the raising of standards and improve expectations of children and pupil's achievements and their learning.
- Leading and contributing towards E-ACT primary academy progress, learning and curriculum assurance boards. To build, enhance and deliver practitioner led network groups and CPD opportunities to share, inform and develop world class practice.
- Providing support for schools throughout the school inspection process.
- Reporting and providing accurate assurance on the quality of education, including EYFS and early reading.



PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

| | |
|--------------|---|
| Thinking Big | <ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further |
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| | <ul style="list-style-type: none">• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence |
| Doing the Right Thing | <ul style="list-style-type: none">• Have integrity and honesty in all that you do• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work• Take responsibility and ownership for your area of work• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils• Be transparent and open• Be resilient and trustworthy• Stand firm and stay true to our mission |
| Showing Team Spirit | <ul style="list-style-type: none">• Understand how you can have a greater impact as a team than you can as an individual• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level• Recognise and celebrate the success and achievements, no matter how small, of your colleagues• Be generous with sharing your knowledge to help to develop others• Understand and be willing to receive suggestions and input on your area of work from others• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work• Be aware of other peoples' needs and show an ability to offer genuine support• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams |



KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

| | | E | D | A | I | P |
|---------------------------|---|----------|----------|----------|----------|----------|
| Organisational Fit | Thinking Big | X | | X | X | X |
| | Doing the Right Thing | X | | X | X | X |
| | Showing Team Spirit | X | | X | X | X |
| Knowledge | Qualified teacher status or recognised equivalent | X | | X | X | |
| | Degree in subject specialism or related subject | X | | X | X | |
| | Additional relevant training in Safeguarding | X | | X | X | X |
| | Evidence of continuous professional development – Senior Leadership Qualification | X | | X | X | X |
| | Knowledge of National Curriculum requirements | X | | X | X | X |
| | Knowledge of a creative range of pedagogic approaches to delivering your subject | X | | X | X | X |
| | Knowledge of and/or ability to use technology to support student learning. | X | | X | X | X |
| | Knowledge of current education legislation, Ofsted framework and best practice | X | | X | X | X |
| Experience | Proven successful mentoring/coaching of colleagues | X | | X | X | X |
| | Significant EYFS experience | X | | X | X | X |
| | Teaching experience with the age range | X | | X | X | X |
| | Proven success in improving student outcomes | X | | X | X | X |
| Skills | Ability to support staff and students in maintaining high standards | X | | X | X | X |
| | Ability to plan, prepare and deliver a curriculum relevant to the age and ability of the groups | X | | X | X | X |
| | Ability to assess and record the progress of students' learning | X | | X | X | X |