

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Children's Services	SERVICE GROUP: Intelligence & Sufficiency
POST TITLE: Early Education Access & Take Up Officer	REPORTS TO: Lois Partington – Early Education Access & Take Up Lead
GRADE: Band 7 SCP 11-17	SAP POSITION NUMBER : 50188226

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. **Please see the separate guidance information on how to complete the form located on Bradnet.**

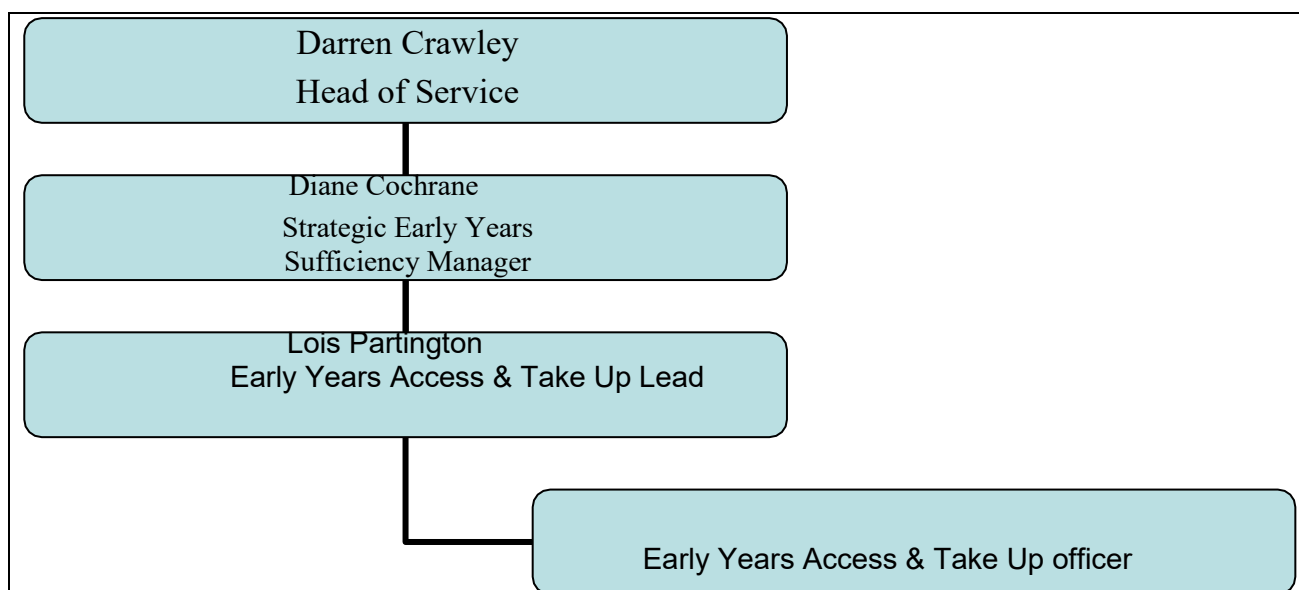
Key Purpose of Post: Max 3 sentences

1. To make a positive contribution to "The Best Start in Life Agenda" and support the "Prevention & Early Help Offer", through universal and targeted activities to increase take up of early education.
2. To support and quality assure the on-going development of information, advice and guidance to respond to the needs of all families in line with Early Education and childcare guidance.
3. To target support and advice to families in circumstances where children/groups are more vulnerable to lower take up of early education/universal services and increase take up of appropriate funded childcare places.
4. Recognising the priorities of the service, the post holder will be required to communicate competently within other diverse backgrounds & communities.

Main Responsibilities of Post: Max 15 Bullet points

1. Provide information, marketing and brokerage support to inform the public, schools, childcare settings and other professionals including 'hard to reach groups', to enable equality of access to information presented in an appropriate manner regarding:
 - The choices of early years education and childcare available
 - The early education entitlement for children from 9months to 11years
 - Other services for children and young people up to their 20th birthday, including children's activities and family support services
 - Any other enquiries from parents, carers, employers and other service professionals
2. To make information available through a wide range of outlets, particularly focused on parents who might otherwise find it difficult to access information and services.
3. To perform outreach duties in line with information provided by the Department for Education to inform parents of their eligibility for early education funding
4. Promote and develop liaison with partner organisations and key communities to ensure that the key messages regarding the importance of early education places are widely communicated.
5. To organise and attend a range of activities for families to increase early education take-up.
6. Signpost parents to access appropriate support services and programmes.
7. To undertake all duties demonstrate to the nature and level of the post at initial place of work or at any other venue.
8. To engage with professional supervision, appraisal, team and practice development in line with Bradford Behavior's.
9. Participate in training, study and research projects aimed at professional and service development.
10. To comply with all policies and procedures, guidelines & codes of practice as laid down by the Council, Children's Services and contributing to review as required.

Structure:



Special Knowledge Requirement. Will be used for shortlisting. Max 10	
	Essential
Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.	x
Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet either the Lower threshold level – where the person is able to demonstrate that they can during the interview: a) Use a wide range of simple words and a standard English sentence structure to express much of what they want to. b) Maintain a conversational flow even though they pause to think of the correct words or sentence structure in order to express themselves. or the Advanced threshold level (which will be implemented where the post requires a greater level of sensitive interaction with the public e.g. in children's centres) – where the person is able to demonstrate that they can during the interview: a) Can express themselves fluently and spontaneously, almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language If this applies to the post, you are recruiting select the level i.e. either Threshold or Advanced level most appropriate to the post and remove the other level from the Job Profile.	x
Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work.	x
Uses a range of complex IT packages relating to area of work.	
Ability to adopt a process of continual improvement and suggest ways of working more efficiently and effectively to improve service delivery.	x
Knows and understands how to use, interpret, handle and communicate Information.	x
Effective communication and engagement with children, young people and their families, recognising the importance of pupil voice	x

Competency Based Job Profile

• building trust and establishing relationships • listening, building empathy and using clear language appropriate to age, ability, culture and personality • summarising, explaining options, consulting and involving children and young people and carers and colleagues in decisions and courses of action.	
Understand the working requirements necessary to provide a service that directly or indirectly supports colleges, schools and nursery providers to raise the achievement of children and young people in Bradford	x
Safeguarding and promoting the welfare of the child and young person. This requires understanding what harm or abuse is, recognising it and responding to it proportionately • assessing risks and emotional resilience • synthesising and analysing information • reflecting and making informed judgements • acting within local procedures, arrangements and resources • aware of own limits and boundaries and others roles	x
Able to work on own initiative and manage the competing demands by effective self-management, motivation and prioritisation.	x
Supporting Transitions between common stages of development, services or particular life changes such as loss and separation, asylum, pregnancy, mental health, disability or consequences of crime • identifying transitions and their potential impact • supporting, explaining and developing confidence.	x
Relevant experience requirement: Will be used for shortlisting	
The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet either the Lower threshold or Advanced threshold level outlined under Special Knowledge above.	
Evidence of training in and responding to safeguarding issues.	
At least 3 years experience of directly delivering information, brokerage and/or support services to support children, young people and their families.	
Experience of working with disaffected and/or disadvantaged children and young people and their families.	
Relevant professional qualifications requirement: Will be used for shortlisting	
Qualification equivalent to NVQ3 in a relevant field or at least 3 years relevant experience.	
Core Employee competencies to be used at the interview stage.	
Carries Out Performance Management	
Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.	
Communicates Effectively	
Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and	

sensitive information.		
Carries Out Effective Decision Making		
Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.		
Undertakes Structured Problem Solving Activity		
Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships.		
Operates with Dignity and Respect		
Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.		
Working Conditions:		
Must be able to work evenings, weekends and bank holidays as required by the needs of the service.		
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
Special Conditions:		
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required.		
The post holder is required to always have a useable car available or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable.		
No direct supervisory responsibilities but may offer guidance and support to colleagues, students, trainees and apprentices.		
Compiled by: LP Date: Sept 26	Grade Assessment Date:	Post Grade: