



Job Profile and Working for Stockport

Our Council

Join us at Stockport Council – MJ Local Authority of the Year 2025

Our employees are our **greatest asset**. We're proud of the way we provide vital frontline services every day and work together, as **one team**.

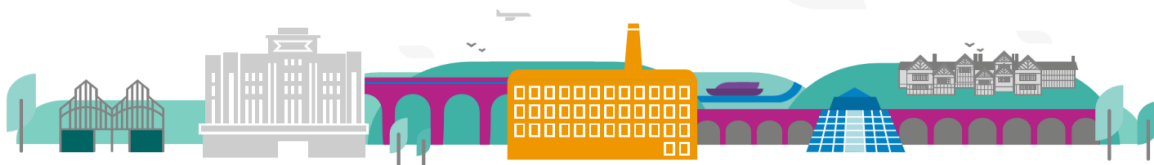
Our 4 **core values** as shown above, run through everything that we do, and we aim to stay **true** to them regardless of the challenges that we may face.

To **support** our values, we have policies, guidance and procedures around health, safety and welfare, customer care, emergency planning and security that all our **colleagues** are adhering and working to.

We also **pride** ourselves on our commitment to wellbeing and inclusivity of our colleagues and residents.

You can find out more about working for Stockport Council and some of the benefits that we offer our employees at <https://greater.jobs/locations/stockport/>





Ambitious Stockport, creating opportunities *for everyone*

About the Job

Role:	EYFS Consultant
Service Area:	Early Years Improvement Team
Directorate:	Services to People - Childrens
Salary Grade:	Soulbury 8-10 plus 3 SPA

Main Purpose of the Job

To deliver the strategic outcomes of the Early Years Improvement Team within our School Effectiveness Service Area by raising the quality of Early Years provision in Stockport to improve the outcomes for all children and their families, including those with SEND.

The EYFS Consultant has responsibility to:

- To work with identified early years' settings and schools across the LA to ensure the effective delivery of the Early Years Foundation Stage statutory requirements and the SEND Code of Practice.
- To improve the leadership of the early years in settings and schools in order to build resilience and the capacity to become self-sustaining.
- To promote and develop effective inclusive practice in all Early years settings and schools.
- To work with the Stockport Safeguarding Children Partnership to support settings and schools to promote the safeguarding and welfare of children 0-5 years.

Key Responsibilities

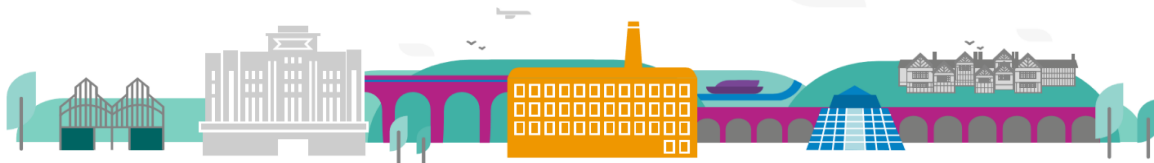
- To develop and maintain strong, supportive working relationships with local early years' settings and schools.
- To evaluate the quality of provision within EYFS settings and schools, both at the level of whole setting delivery and in relation to individual children as required
- To provide high quality advice, support and guidance to early years' settings and schools in accordance with legislation, policy and national/local practice guidance to support their universal offer
- To champion, support and promote strong outcomes for all children including our most vulnerable
- To engage, support and challenge practitioners and teachers in continually improving their practice, to promote high quality delivery of the Early Years Foundation Stage, the requirements of Ofsted, the SEND Code of Practice and other relevant national and GM documents/initiatives.
- To respond appropriately to individual requests for support both for the whole setting and for individual children as needed
- To work with key stakeholders and LA service partners in respect of the Early Years and in line with Council priorities.

- To identify, plan and provide high quality training to Early years' settings and schools in line with identified priorities for improvement linked to changes in Government policy and the analysis of national and local early years data.
 - To take responsibility for the delivery of a key area of the service plan.
 - To promote collaborative work and the sharing of good practice.
 - To complete written records, documentation and reports required by the service within due timescales
 - To collate relevant data to evaluate outcomes, the impact of the service and population needs within the Early Years as required by the Head of Service and LA management/operational groups.
 - To work with the Strategic Lead for Partnerships and Education to support the delivery of current of safeguarding policies and procedures
 - To keep up-to-date with new initiatives and changes in legislation, including those related to SEND and inclusion, through continuous professional development.
 - To attend relevant team, local and national training as agreed with the Head of Service.
 - Contribute to the QA work of Education Services in respect of the SEND processes
 - Follow all service/council policies and protocols
 - Complete all record keeping in accordance with the service requirements
 - Write high quality material for a variety of audiences: settings, schools and the Local Authority, as required
 - Undertake any duties commensurate with the duties of the post
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- To work positively and inclusively with colleagues and customers so that the Council provides a workplace to deliver a service that does not discriminate against people on the grounds of their age, disability, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief, sex, or sexual orientation.
 - To fulfil personal requirements, where appropriate, with regards to Council policies and procedures, standards of attendance, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council's priorities.

Additional Information

The responsibilities set out in this document, in the advert and any additional information are intended to provide a flavour of the work you will carry out. It is not possible to include everything you will be asked to undertake, and we expect all colleagues to work flexibly according to business needs and to enhance your own development. Your skills, abilities and training needs will be taken into account and discussed with you when any significant changes to your role are needed. In line with our flexible approach you may be required to work from home for a proportion of your time or from any of the Council's sites across the borough.

The Council is an inclusive employer and holds the Disability Confident and Armed Forces Covenant accreditations. If you have a disability, we will support you by implementing reasonable adjustments to enable you to perform your role.



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About You

Please use your application to tell us how well you meet the criteria listed below as these are the key skills, experience, technical expertise and qualifications needed to be successful in the role. We will then use all the information you provide in your application to help us decide whether you are shortlisted for interview. Any interview questions or additional assessments such as tests or presentations may also be broadly based on these criteria:

- Working to the Council's values and behaviours by:
 - Keeping the people of **Stockport** at the heart of what we do
 - Succeeding as a **team**, collaborating with colleagues and partners
 - Driving things forward with **ambition**, creativity and confidence
 - Showing value and **respect** to our colleagues, partners and customers.
- Qualified Teacher Status
- Experience of being a highly skilled inclusive practitioner within the Early Years, preferably in both schools and settings
- Support and promote strong outcomes for all children including our most vulnerable
- Demonstrate experience of building and maintaining strong relationships with professionals
- Demonstrate an awareness of the complexities of the relationship between settings, schools and the Local Authority
- Ability to work well with professional groups and with individual colleagues, and lead professional discussion within these contexts
- Ability to remain focussed upon the strategic objective of your work, irrespective of the task that is being completed
- Capacity to lead others well and provide professional advice to a high standard to support practice change
- The technical knowledge to complete the key tasks listed above (eg; the Early Years Foundation Stage, the relevant Ofsted frameworks, the SEND Code of Practice, OAIP, what constitutes excellent inclusive practice etc)
- Commitment to continued personal development, remain professionally curious and be willing to learn any technical knowledge required to manage areas of responsibility well
- To work both as member of the wider Early Years Improvement Team and work well independently
- Manage your time efficiently, prioritising appropriately when necessary
- Compile reports for a variety of audiences efficiently and to a high standard
- Analyse and interpret educational data well, both qualitative and quantitative.
- Be able to use the data to support and challenge settings/school in relation to their self-evaluation as well as using the information to support service planning, developing individual support packages and contributing to the accountability processes of the service
- Contribute to the ongoing professional development of the service
- Be prepared to lead an area of work within the service
- Be prepared to undertake any reasonable tasks required by the service
- To work flexibly to support the needs of the service

