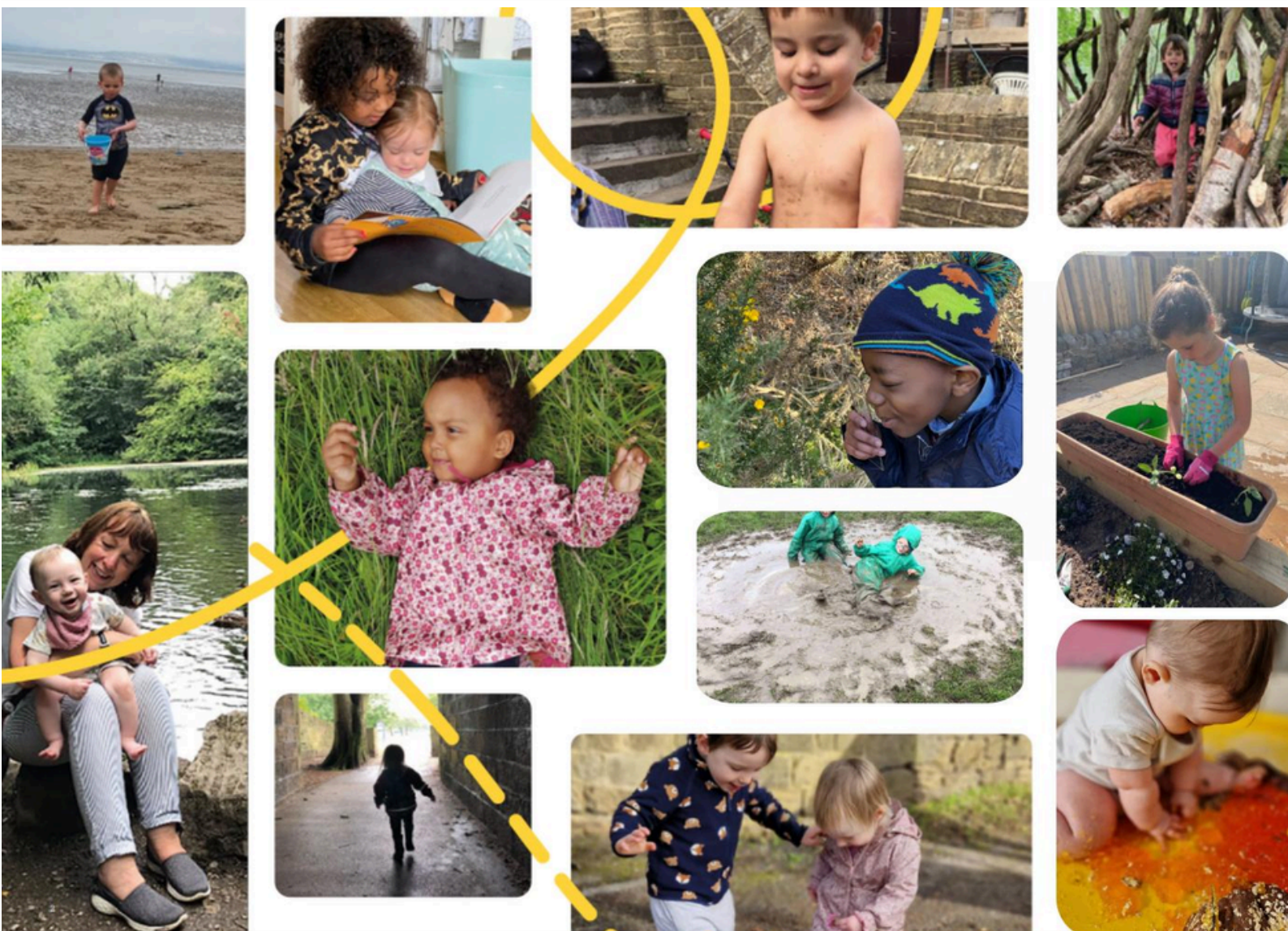




Early Years Stronger Practice Advisor: Group Settings



BIRTH TO 19

St Edmund's Early Years Stronger Practice Hub

St Edmund's Early Years Stronger Practice Hub is one of a number of Early Years Stronger Practice Hubs (EYSPH) designated by the Department for Education (DfE) across England. Based at St Edmund's Nursery School and Children's Centre in Girdlington, Bradford, our hub currently works across the following local authorities: **Bradford, Calderdale, Kirklees and Leeds**.

EYSPH help early years settings to adopt evidence-informed practice and build trusted networks for sharing effective practice. There are 36 Early Years Stronger Practice Hubs in England.

The hubs are strong providers of early years education with sound expertise and knowledge of the evidence base on what works to support child outcomes – trusted local experts that other early years providers can look to for advice and support. We currently achieve this by:

- **Establishing local networks** of settings to share knowledge and effective practice.
- **Proactively sharing information and advice** on evidence-based approaches, for example, through newsletters, blogs, events and social media.
- **Acting as a point of contact** for bespoke advice, and signposting to other funded support.
- **Working with Ambition Institute** to select evidence-based programmes to fund and make available to settings

Every child deserves the best start in life. The earliest years shape future learning, wellbeing, and success. Through the Best Start in Life Strategy, the Department for Education (DfE) is driving higher standards and quality in early education so that every child can thrive.

The Early Years Stronger Practice Advisor (EYSPA) Programme is a new iteration of the previous Experts and Mentors programme, which focused on developing the skills of early years professionals to reduce the effects of the Covid-19 pandemic on children's development. An independent evaluation found:

- A positive, statistically significant impact on practitioners' confidence in supporting children's personal, social, and emotional development.
- Strong evidence that the programme had a positive impact on practitioners' confidence in supporting children's communication and language development.

The EYSPA programme will build on these foundations by delivering targeted support to eligible settings to boost children's development, improve outcomes and narrow the disadvantage gap, delivered via the [Early Years Stronger Practice Hubs](#) (EYSPH).

When a setting is identified by Ofsted as needing to improve, an EY Stronger Practice Advisor will be able to offer coaching and guidance using their expertise and experience, to address issues quickly and effectively. Settings with high numbers of children on roll eligible for Early Years Pupil Premium (EYPP), the Early Learning for 2 year olds offer and with SEND will also qualify for support.

Advisor – Responsibilities

As an advisor, you may be responsible for:

- Attending initial face-to-face training ahead of delivering support to settings.
- Attending any additional training offered by the training partner during the programme, based on need or department policy changes.
- Based on the settings diagnostic report, plan and deliver specific support to your assigned settings. This will include making initial contact, building trusting relationships quickly with setting leaders and leading reflective conversations to identify strengths and areas for development.
- Provide bespoke, targeted, face-to-face support to leaders and educators to improve practice, build professional confidence, and support continuous improvement across the settings through coaching, modelling best practice and providing opportunities for reflection.
- Support settings in how to select, adapt, and embed evidence-informed approaches and interventions.
- Signpost settings and educators to further support, such as other EY Stronger Practice Hub offers or the Early years Child Development training.
- Provide advice for supporting children with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL).
- Provide all your supported settings with a clear action plan that allows the setting to continue making sustainable and effective improvements once support has concluded.
- Maintain records of time spent with settings, activities undertaken for grant management purposes and identifiable impacts of the support provided at the end of the term, such as changes in leadership confidence, ability to embed evidence-based practice or evidence of improved quality of provision.
- Work alongside the EYSPA Lead within your local EYSPH, highlighting any concerns regarding a setting or their involvement in the programme.
- Support identification of training offers that would further support yourself or others in their Advisor role.
- Take part in feedback surveys to support continuous improvement of the EYSPA programme.

Advisor – person specification

Essential Experience and Qualifications

- Have at least three years' experience and be **currently** working in an early years setting that is Ofsted rated 'good' or 'outstanding' (or expected standard and above in all areas under the new Ofsted reporting framework) and include working with children across the age range of 0–4. This includes those working in schools, nursery schools, a **Private, Voluntary, or Independent** (PVI) nursery or other early years settings. This should include some leadership experience.
- We will also accept applications from staff **currently** working in early years roles within Local Authorities (LAs).

- Experience of providing external support beyond their home early years setting, for example to other nurseries or schools within their chain or trust, through EY Stronger Practice Hubs or Family Hubs. This may include offering professional guidance to early years educators, delivering training or workshops, supporting staff during inspections, modelling best practice in child development and safeguarding.
- Applicants should have experience in mentoring or coaching others, such as guiding early years practitioners, apprentices, or volunteers in professional development, and modelling best practice in childcare settings.
- A thorough and up-to-date understanding of the Early Years Foundation Stage and child development, to include:
 - The prime and specific areas of learning, safeguarding requirements, and assessment expectations.
 - Knowledge of child development milestones to inform planning, observation, and assessment, ensuring that provision is inclusive.
 - Understanding of the impact of early experiences on long-term outcomes.
- Applicants for **group-based setting** support must have a **Level 6 or above early years qualification** and have agreement from their home setting manager/owner/head teacher to take part in the programme.

Desirable Experience

- Experience of leading on strategies to address gaps in learning and development, which could include:
 - Supporting children with delays in areas such as speech and language or physical development, through collaboration with specialist teams such as speech and language therapists.
 - Implementing strategies to improve school readiness.
 - Using data from observations and assessments to identify trends and gaps and developing action plans to address these.
 - Collaboration with others to embed inclusive practices, ensuring children with SEND or those from disadvantaged backgrounds receive tailored support.
 - Delivery of coaching to improve educators' confidence and consistency in closing gaps.
 - Use of evidence-informed practice to support settings to guide change.
- Have experience of specific areas of interest or expertise that can be applied in their support offer such as:
 - Working with children with SEND
 - Working with children with EAL
 - Inclusion
 - Safeguarding
 - Leadership and Quality improvement
- Other relevant early years, child development, or coaching qualifications.

Given the focus of this programme is on providing peer-to-peer and setting-to-setting support, we intend to focus first on applications from people currently working within early years settings and will then consider applications from LAs.

Time required for the role

- You will be required to complete up to three days of face-to-face training to prepare you for the EYSPA role. In addition, you will be required to complete ad-hoc training throughout the programme when required. This training will likely be virtual.
- For the role of group-based Advisor, you must be available for the equivalent of a total of 14 days per term. This includes 4 days per setting, with 3 dedicated to face-to-face support and a fourth per setting for planning or additional face to face support, however the Advisor feels this is best spent. Each Advisor will also get 2 additional days per term, for planning or working with the hub. Advisors will support 3 settings per term (you will be allocated new settings each term).
- Please note that group-based Advisors will be expected to travel within their local hub area to support eligible settings face-to-face.

Other details

- The department is providing funding of **£500** per day for a group-based Advisor, and this includes any travel and subsistence costs incurred. Payment will be made to the school or setting you work in, in the form of a Section 14 grant. This funding is to release applicants from their setting to take part in the role. Some settings may wish to use part of the funding for additional payments to the applicants such as a 'responsibility payment at the grant holder's discretion. Successful applicants who are invited to our training event will also be reimbursed for this.
- Successful applicants must be available to **attend training between September and December 2026** and start supporting settings from **January 2027**.
- As part of due diligence checks successful applicants will be appointed following visits to their own setting to be held in September at a mutually convenient time.

Application Instructions:

Please download an expression of interest form then send us:

- Completed expression of interest form
- Copy of your CV
- Covering letter (optional)

Please ensure you demonstrate how your experience, knowledge and skills align to the role and the organisation. Please title each document with your name and application submission date and send your completed application to: sph@stedmundsbradford.org.uk

If you have any further questions we recommend you contact your local Early Years Stronger Practice Hub. If you need to speak to the Department for Education, please email EYSPA.programme@education.gov.uk

Closing Date: midday, 9th September

Interview Dates: w/c 21st September

Safeguarding:

We are committed to safeguarding and promoting the welfare of children. Any appointment made will be subject to references and a full and enhanced safeguarding and DBS check.

Please be aware that Keeping Children Safe In Education (2025) requires schools to undertake online searches as part of their shortlisting and due diligence process. If shortlisted for a role an appropriate online search will be undertaken on your name(s). All information will be treated as confidential and will only be used in relation to the post for which you have applied.

Eligibility:

You must be eligible to work in the UK for the duration of your employment. Information is available at <http://www.ukba.homeoffice.gov.uk/>

Equal Opportunities:

We are committed to ensuring all candidates have equal access to our recruitment and selection procedures. If you have a disability, impairment or long-term health condition that may affect your ability to submit an application, or if you need any adjustments to attend an interview, participate in the selection process, or carry out the job, please email abigail.traynor@stedmundsbradford.org.uk

This will enable us to make reasonable adjustments to support you. Any information provided will be treated confidentially and will not inform any part of the recruitment and selection process.