

CROYDON COUNCIL

ROLE PROFILE AND PERSON SPECIFICATION

DIRECTORATE: Children Young People and Education

DIVISION: Education

JOB TITLE: **EYFS Engagement Officer**

ROLE PROFILE

Job Title:	EYFS Engagement Officer
Directorate:	Children Young People and Education
Division:	Education
Grade:	Grade 11
Hours (per week):	28
Reports to:	Jeni Murphy
Responsible for:	Core Purpose:

The post holder will play a leading role to ensuring that integrated provision for children under five is grounded in high-quality early learning experiences. They will lead in supporting Early Years providers across the borough to deliver inclusive, developmentally appropriate, and aspirational early learning opportunities.

To achieve this, the role requires strong partnership working with a range of professionals and services. The post holder will collaborate effectively with Family Hubs, the Early Years SEND Team, and other relevant agencies working with Early Years providers in the London Borough of Croydon. Through this joined-up approach, the role will help promote holistic support for children and families, with the aim of improving outcomes for our youngest children.

A key aspect of the role is to lead the sharing of best practice and contribute to the development of high-quality local provision. The post holder will champion continuous improvement by modelling effective practice, supporting professional development, and helping settings reflect on and enhance their offer.

The overarching aim of the role is to play a leading role to the development of a **self-improving, sustainable, sector-led Early Years system**, empowering providers to take ownership of quality improvement and fostering a collaborative Early Years community.

This will be achieved by:

- Leading on providing pedagogical leadership and

support across the Early Years community, including private, voluntary and independent (PVI) providers, childminders, and school-based Early Years settings.

- Developing strong, collaborative connections between settings, enabling those with excellent practice to share their expertise and work in partnership with others. This will ensure that all early years practitioners in Croydon can continue to develop their knowledge and skills within a supportive, reflective, and appropriately challenging network that responds to both local needs and national priorities.
- Working towards consistently high-quality provision across all early years settings in Croydon, offering targeted support and appropriate challenge to help providers achieve and sustain excellent standards.
- Leading on strategies to strengthen engagement from the Early Years sector, building participation, ownership, and shared responsibility for quality improvement.
- Being the lead professional in the borough for the Healthy Early Years London programme, and promoting additional initiatives, including (but not limited to) Making it REAL, Eco-Schools, and local practice development forums.

Role Purpose and Role Dimensions:

This is a **leading** and **operational** role, responsible for the delivery of early learning support, professional development opportunities, and sector-wide engagement activities. The overarching aim is to ensure that all young children receive high-quality, developmentally appropriate, and inclusive pedagogical experiences. A key focus of the role is supporting practitioners to strengthen their pedagogy, promote reflective practice, and ensure settings are fully inclusive, particularly for children with additional needs, who must receive appropriate support to access learning effectively.

Key Responsibilities

This role has responsibility for leading and providing targeted support to Early Years settings identified by Ofsted as requiring improvement, helping to strengthen provision and promote positive outcomes for children. These outcomes are achieved through:

- Delivering the Early Learning Team's programme of support, ensuring high-quality input and consistent standards.

- Responding to feedback from professionals and Ofsted regarding the quality of practice and provision and taking appropriate follow-up action.
- Leading supporting early years settings issued with Welfare Requirement Notices or Notices to Improve, providing guidance and challenge to drive improvement.
- Reporting feedback and quality concerns from professionals and Ofsted to the Early Years Strategic Lead.
- Identifying and reporting safeguarding concerns to the Early Years Strategic Lead and, where appropriate, to the setting's Designated Safeguarding Lead (DSL).
- Leading the Healthy Early Years London (HEYL) programme at a local level to promote health-focused practice across the sector.
- Developing and delivering engagement strategies that encourage settings to participate actively in development forums, training, and wider professional networks.

Knowledge and Skills Required

The role requires excellent knowledge of all aspects of early learning, including:

- An expert understanding of child development and how this informs high-quality pedagogy.
- Expertise in the Early Years Foundation Stage (EYFS) and its application in practice.
- Full understanding and knowledge of the Giving Every Child the Best Start in Life Strategy, and how this aligns with local priorities.
- A very high level of understanding of Special Educational Needs and Disabilities (SEND) and inclusive practice.
- Familiarity with Family Hub services and the wider Early Years support system.
- Full knowledge of all relevant legislation, statutory regulations, and national guidance relating to Early Years provision, safeguarding, and quality improvement.

Commitment to Diversity:

The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, undertake any appropriate training to help them to challenge prejudice or discrimination.

Key External Contacts:

- Private and voluntary early years providers.
- Childminders.
- Maintained Nursery Schools.
- Nursery and Reception classes in Primary Schools.
- SALT.
- Government partners and organisations commissioned on behalf of the government e.g. National Children's Bureau.

Key Internal Contacts:

- Family Hubs
- EY SEND
- Libraries
- CALAT
- Early Help
- MASH

Financial Dimensions:

None

Key Areas for Decision Making:**Responsible for the decision making necessary to:**

- Leading delivery of support on behalf of the Early Learning Team, ensuring high-quality and consistent implementation of the team's programmes.
- Coordinate support programmes for Early Years providers who require targeted intervention, as well as those engaging in ongoing professional development activities.
- Lead, design, and deliver training and sector forums for the Early Years workforce, ensuring content is relevant, evidence-based, and aligned with local and national priorities.
- Lead engagement in key quality-improvement initiatives, including Healthy Early Years London (HEYL), Eco-Schools, and related programmes that promote high-quality practice across the sector.

- Ensure compliance with statutory requirements relating to the protection and well-being of children, taking appropriate action to safeguard children and maintain high standards of practice within settings.
- Inspire, influence, and motivate head teachers, governors, managers, lead partners, senior education leaders and early years/childcare practitioners.
- Provide ongoing monitoring, advice, support and challenge providers to ensure high quality inclusive practice is maintained, improvements are monitored and poor practice is reported through appropriate channels.
- Identify and share models of best practice.
- Contribute to the development of cross-sector provider networks and support their effectiveness.

Other Considerations:

Ability to work flexibly, including occasional evenings and weekends
 Enhanced DBS and children's barred list checks are required.
 Know when and how to escalate concerns

Is a satisfactory disclosure and barring check required?
[\(click here for guidance on DBS\)](#)

Enhanced DBS and childrens barred list

What level of check is required?

Is the post politically restricted
[\(Click here for guidance on political restriction\)](#)

No

Is the post exempt from the Rehabilitation of Offenders Act (ROA) 1974

[\(Click here for guidance on ROA \)](#)

No

Key Accountabilities and Result Areas:

Developing Practice

Key Elements:

This will involve:

Supporting the continued development of high-quality early years provision.

This will include the development of:

- Specified service targets within agreed timescales.
- Improving educational and life outcomes for all young children.
- Effective engagement with providers to secure high quality of provision.
- Effective record keeping and report writing.
- Safeguard the welfare of children.
- Work flexibly according to the needs of the service.
- Alert Early Years Strategic Lead to any issues that could affect performance.
- To report any causes for concern relating to the welfare and safety of children to the designated person, and the senior practitioner, or if unavailable a member of the senior leadership team.
- Effective relationship-based work with childcare providers to increase their capacity to deliver high quality early years provision and to enable them to

identify emerging problems of young children in relation to their learning and development.

- Support for the professional development of early years settings and lead on providing opportunities for this
- Communication of evidence-based practice, research and information

It also includes:

- Brokering relationships between settings to forge partnerships which lead to improved practice and better outcomes for children
- The delivery of measurable outcomes

Evidence Based Working

This will involve:

- Providing effective contributions to the Early Learning Team
- Providing effective contributions to Early Years Strategic Lead and Head of Service
- Keep up to date of research findings, legislation, statutory guidance and policy developments relevant the EYFS and early years.
- Focussing early learning on the basis of research evidence and changes in law / policy

Outcomes framework and culture

This will involve:

- The delivery of measurable outcomes

- The delivery of measurable improvements in the well-being of young children
- Ensuring managers and front-line staff have access to information on early learning that enhances their professional development.

Confidentiality

- Treating all information acquired through employment, both formally and informally, in confidence. There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Data Protection

- Being aware of the council's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with directorate procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.
- There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Contribute as an effective and collaborative team member

This will involve:

- Participating in training to demonstrate competence.
- Undertaking training as required for the role.
- Participating in the development, implementation and monitoring of service plans.
- Championing the professional integrity of the service.

Equalities and Diversity

- The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, undertake any appropriate training to help them to challenge prejudice or discrimination.

Health and Safety

- Being responsible for own Health & Safety, as well as that of colleagues, service users and the public.
- Employees should co-operate with management, follow established systems of work, use protective equipment and report defects and hazards to management.
- Managers should carry out, monitor and review risk assessments, providing robust induction and training packages for new and transferring staff, to ensure they receive relevant H&S training, including refresher training, report all accidents in a timely manner on council accident forms, ensure H&S is a standing item in team meetings, liaise with trade union safety representatives about local safety matters and induct and monitor any visiting contractors etc, as appropriate.

Person Specification

Job Title: EYFS Engagement Officer

Qualification: Qualified to degree level in child development or early years

- Essential knowledge:**
- Excellent knowledge and understanding of curriculum and pedagogical approaches for children aged 0–7, including a thorough understanding of child development and the central importance of play in early learning.
 - Excellent knowledge of recognised principles of best practice in Early Years teaching and learning, including the effective organisation of high-quality learning environments.
 - excellent knowledge of key legislation and statutory frameworks, including the SEND Code of Practice, the Equality Act, and the Children and Families Act.
 - High level working knowledge of Ofsted requirements and Early Years quality frameworks, and how these inform practice and improvement in settings.
 - Excellent understanding of safeguarding practice, including recognition, reporting, and escalation processes, to ensure children’s safety and well-being.
 - Ability to use, analyse, and record data effectively to identify priorities, inform improvement strategies, and monitor the impact of support.

Understanding of:

- National policy, strategy and developments related to the Early Years Foundation Stage (EYFS), early learning, child development, assessment, and early help, and how these influence local practice.
- Relevant legislation, statutory guidance, standards and procedures, including those governing Early Years provision, safeguarding, and inclusive practice.
- Outcome-focused approaches, quality assurance methodologies, and change or project management techniques that support continuous improvement across the sector.
- Partner organisations and multi-agency services involved in

supporting children's early language, literacy, and home learning environments, and an understanding of how these services work collaboratively with families.

- Effective promotion and communication strategies, including approaches for engaging families who may be less likely to access services or who face additional barriers to participation.

Essential skills and abilities:

- Ability to use initiative when providing support to Early Years providers, making informed decisions to enhance practice.
- High level of personal drive and commitment to excellent customer care, demonstrating professionalism and setting a strong example for colleagues.
- Strong interpersonal and influencing skills, enabling effective engagement with colleagues, senior managers, and providers.
- Ability to use and interpret data to identify needs and develop appropriate support for providers.
- Strong organisational skills, with the ability to take responsibility for planning, prioritising and managing workload to meet deadlines.
- Ability to achieve agreed objectives and delivery targets through the effective use of available resources.
- Excellent communication skills, with the ability to convey information clearly and effectively using a range of methods.
- Ability to maintain accurate and up-to-date records, ensuring compliance and accountability.
- Ability to work collaboratively with a wide range of practitioners, partners, and services to support integrated working.
- Ability to recognise and respond appropriately to safeguarding concerns, in line with relevant policies and procedures.
- Competent use of ICT, including, word, power point, excel systems and software relevant to the role.

- Ability to lead, and work both independently and as part of a team, demonstrating flexibility and professionalism.
- Willingness to travel across the borough, and to work in different geographical areas as required by service needs.
- Commitment to promoting inclusion and equal opportunities in all areas of practice.

Essential experience:

- Substantial experience of leading and managing high quality early years settings to develop and improve pedagogical practice.
Experience of project management .
- Experience of working in highly motivated, high-achieving and stable environments, demonstrating a positive, “can-do” and customer-centred approach.
- Experience of working with parents/carers
- Experience of working collaboratively with parents and carers, building strong relationships that support children’s learning and development.
- Experience of safeguarding children, including recognising concerns, following procedures, and working with relevant agencies.
- Experience of evaluating, monitoring and improving service quality.
- Experience of evaluating, monitoring and improving service quality, using evidence-based approaches to drive positive

Special conditions:

- Able to work occasional unsociable hours, including evenings and weekends
- Able to travel between sites in Croydon, time-effectively