



Person Specification

JOB TITLE:	Early Years Stronger Practice Adviser for Group-Based Provision
DATE:	August 2026
STATUS:	Final

Criteria	Essential/ Desirable	Application	Tasks	Interview	Vetting Checks
Knowledge and qualifications					
1. Level 6 or above early years qualification (including EYTS or EYPS).	E	✓		✓	✓
2. Thorough, up-to-date knowledge of the EYFS (prime and specific learning areas, safeguarding requirements, and assessment expectations)	E	✓		✓	
3. Knowledge of child development milestones to inform inclusive planning, observation, and assessment.	E	✓		✓	✓
4. Clear understanding of the impact of early experiences on long-term outcomes	E	✓		✓	✓
5. Additional qualifications above Level 6 (e.g., MA, MSc) or dedicated leadership/coaching qualifications.	D	✓		✓	✓
Experience					
6. At least 3 years' experience working with children aged 0–4 in an early years setting (schools, nursery schools, PVI nurseries, or LA roles) currently rated Ofsted 'Good' or 'Outstanding' (or expected standard under new framework).	E	✓		✓	
7. Leadership experience within the early years sector.	E	✓		✓	
8. Experience providing external support beyond home setting (e.g., within nursery chains/trusts, EY Stronger Practice Hubs, or Family Hubs), including professional guidance, training, or inspection support.	E	✓		✓	

9. Experience mentoring or coaching others (e.g., practitioners, apprentices, or volunteers) and modelling best practice.	E	✓		✓	
10. Experience leading strategies to address gaps in learning and development (e.g., speech and language or physical development) and collaborating with specialist teams.	D	✓			
11. Experience implementing strategies to improve school readiness, using observation/assessment data to identify trends, and writing action plans.	D	✓			
12. Experience embedding inclusive practices for children with SEND or from disadvantaged backgrounds.	D	✓			
13. Experience using evidence-informed practice to guide organisational change.	D	✓			
14. Experience/expertise in specific areas such as SEND, EAL, Inclusion, Safeguarding, or Leadership & Quality Improvement.	D	✓			
Skills and competencies					
15. Ability to build trusting relationships quickly with setting leaders and lead reflective conversations to identify strengths and areas for development.	E	✓		✓	
16. Ability to deliver bespoke, targeted, face-to-face support through coaching and modelling best practice.	E	✓		✓	
17. Ability to support settings in selecting, adapting, and embedding evidence-informed approaches and interventions.	E	✓		✓	
18. Strong signposting capability to connect settings with wider sector training and hub offers.	E	✓		✓	
19. Capability to provide advice for supporting children with SEND or EAL.	E	✓		✓	
20. Ability to produce clear, individualised action plans for sustainable setting improvement.	E	✓		✓	
21. Strong organizational and record-keeping skills to maintain accurate time and activity logs for grant management and impact reporting	E	✓		✓	
22. Able to demonstrate best practice	E	✓		✓	
23. Able to manage own workload effectively	E	✓		✓	
Other					

24. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role.	E	✓			✓
25. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role.	E				✓
26. Embraces and displays the NEAT values: aspirational, collaborative, inclusive, innovative, has integrity, responsible.	E	✓	✓	✓	
27. Willingness and ability to travel across specified Local Authority areas to visit settings on-site and complete required time commitments (14 days per term plus mandatory training).	E	✓			✓