

Extended Schools The Role of the Childcare Coordinator

Churchill Associates

**Research Report
No 457**

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Churchill Associates

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EXTENDED SCHOOLS

THE ROLE OF THE CHILDCARE CO-ORDINATOR

1. Background

1.1 The Department for Education and Skills set up and supported three Extended Schools Demonstration Projects within the local education authority areas of Brighton and Hove, Cambridgeshire, and Durham. The projects were a direct result of the Government's Education White Paper (Schools Achieving Success), which proposed new powers for school governors, enabling them to turn their school into the focal point of their local community by providing a wide range of integrated services for children and families.

1.2 Within each Extended School Project area, there have been – and continue to be – opportunities to provide a variety of one-site childcare services, ranging from nursery provision through out-of-school services to holiday playschemes, building on existing services as and where appropriate. As a result, the DfES provided funding for a childcare co-ordinator post in each of the three demonstration areas to help develop, co-ordinate and support the 'extended' services available in schools within each local community.

Note: following Sections 27 and 28 of the Education Act, which has now received Royal Assent, schools now have more ways of providing childcare on the school site. The Act enables governing bodies to offer childcare services directly, among other family and community services, thus delivering considerable potential benefits for parents, children, the school, and the local community in general.

2. The brief: terms of reference

2.1 Churchill Associates was commissioned by the DfES to assess the initial impact of the funded childcare co-ordinator posts. Our brief was to monitor, review and evaluate the success of the co-ordinators' activities and to highlight aspects of good / best practice within the context of this new role.

2.2 The terms of reference of the brief from the DfES also required us (Churchill Associates) to produce:

- a) A detailed job description for the childcare co-ordinator post.
- b) A comprehensive person specification.
- c) A report suggesting alternative ways of fulfilling the childcare co-ordinator's role without the need to recruit someone specifically for the post.

3. Constraints

3.1 Originally scheduled to be completed by June 2002, this report has been significantly delayed by the difficulty the demonstration project areas experienced in recruiting suitable people for the childcare co-ordinator's role. In summary:

a) Brighton & Hove

The DfES approved the use of the additional funds (for a childcare co-ordinator) to appoint a senior manager (secondment or temporary appointment) to develop extended services in schools, and to build on school and community links already established across the city. Included within the job description is the need to work with the EYDCP to develop childcare in schools (see Appendices 1 and 2). The *Schools in the Community Strategy Manager* started in post on 29 July 2002.

b) Cambridgeshire

Having originally advertised the childcare co-ordinator post, Cambridgeshire then invited and subsequently appointed two project / development workers (as a job share) on secondment in June 2002.

c) Durham

Despite advertising the post, Durham has had no success in appointing someone to undertake the childcare co-ordinator's role. They are currently "trying for a short secondment from the Social Services Early Years team".

4. Methodology

4.1 Given the constraints outlined above, it has not been possible to use all of the various methods outlined in the original brief. Instead, we have focused on:

- a) Meetings / interviews with the EYDCPs and other key players in each demonstration project area.
- b) Meeting / interview with the *Schools in the Community Strategy Manager* – Brighton & Hove.
- c) Meetings / interviews with the seconded project workers in Cambridgeshire.
- d) Regular liaison (telephone and email) with each project area.
- e) Desk research, e.g. reports etc produced by each of the project areas.
- f) Liaison with other EYDCPs and selected schools (e.g. when producing case studies for the Extended Schools Guidance).

4.2 Nevertheless, we still embraced many of the key principles of job analysis / job evaluation etc while undertaking our research – as above.

5. The need for a childcare co-ordinator

5.1 Given the factors highlighted in paragraph 3.1, it has not been possible to conduct a thorough and meaningful review and evaluation of the *impact and success* of the role of childcare co-ordinator. That said, a number of key factors emerged from the research that provide ample justification for the need for just such a post – or at the very least, for all Local Authorities (LA) to fulfil this co-ordinating function. To set things in context...

5.2 Schools have been acknowledged as a core component in the Government's policy on social inclusion for children, young people, families and communities; facilitated by extending services offered by schools to their pupils, and greater involvement of the community in the school and the school

in the community. A key element of the development of such services in a strategic and co-ordinated way – the ‘extended schools’ approach - will be the setting up or extension of childcare facilities provided on school sites.

5.3 Within each demonstration project area there is growing evidence to support the proposition that the extended schools concept can and will bring wide-ranging and lasting benefits. In Brighton and Hove, for example, participation by schools in a range of activities within their *Schools Plus* approach has had a “positive effect on children and young people, parents, the school, and relations between the school and community; widening experience and ownership in education”.²

5.4 Furthermore, improvements in attendance, motivation, behaviour and achievement have been anecdotally reported, including pupil benefits of reduced alienation, development of positive relationships with others, and the development of interpersonal skills.

5.5 These are early indications of the substantial benefits which could result from the extended schools approach. And similar benefits are being enjoyed – or are beginning to be enjoyed - by those schools where the prime focus has been the setting up or expansion of childcare facilities on site. However, almost without exception, schools planning to provide childcare services faced a variety of issues that may have deterred them *had they not had strong, active and ongoing support and encouragement from their LA*.

5.6 What kind of issues? Reports from each of the demonstration project areas highlighted the following aspects that might have provided – or may be seen to provide, following the Education Act 2002 – significant barriers to the setting up of childcare provision in schools:

- a) The additional calls on management and administrative time and resources, together with the co-ordination of diverse functions if schools wish to offer more than childcare on site.

² ‘Local Evaluation of Brighton & Hove City Council / DfES ‘Schools Plus’ Demonstration Project’, University of Brighton Education Policy and Evaluation Unit.

- b) Concerns about security, including alterations to existing school buildings and police checks for those providing childcare.
- c) Finding a way through the funding maze, identifying funding streams and understanding bidding processes.
- d) The various regulations governing the provision of childcare.
- e) Recruiting, training and retaining suitably qualified childcare professionals.
- f) Marketing the childcare facility / facilities to the wider community, where relevant.
- g) Sustaining the provision over the longer term.
- h) Dealing with tensions that may arise between potentially differing philosophies – e.g. teaching staff and childcare specialists. To be successful, it is considered essential to have good working relationships between all professionals.

5.7 All of the above concerns can be addressed and, in each of the demonstration project areas has, in many cases, already been addressed, through working in close partnership with the local authority and its EYDCP. A childcare co-ordinator, therefore, dedicated to providing advice, guidance and support to schools, while acting as a facilitator, networker, encourager and sharer of good / best practice has much to commend it.

6. Other key issues identified

6.1 Before moving on to consider the differing approaches of each of the demonstration project areas, it is worth while highlighting some of the other key issues to emerge during the research.

6.2 The following are characteristics identified by the pilot projects as actually or potentially key to success:

- a) Strong vision / leadership from head teachers and ownership by school governors.
- b) The provision of relevant training for teachers (in the extended schools approach).
- c) The development of a 'one-stop shop' within the school – bringing together education, social care, and health services in a spirit of true partnership.
- d) The appointment of an 'extended schools co-ordinator' by each school involved in this approach (or one who might serve several schools).
- e) Where appropriate, 'clusters' of schools work together collaboratively for the benefit of their communities – sharing resources, best practice etc.
- f) Strong support, commitment and encouragement from the LEA.
- g) The development of effective 'mechanisms' for sharing knowledge, skills, experience, information and resources throughout LEA areas.
- h) A real understanding by all other parties of the needs of, and issues facing, schools – together with the demands placed on them. This includes a clear recognition of the potential additional workload involved for schools adopting the extended schools approach.

6.3 In addition to the above, one of the key issues identified by many schools in the demonstration project areas is the lack of childcare facilities in the school's catchment area, which is seen, along with transport, as a one of *the* main barriers to increasing parental involvement in the school and in the child's educational and social progress. This, in itself, places EYDCPs at the heart of the extended schools approach and, along with most of the aspects highlighted in paragraph 5.6, offers strong justification for delivering an effective, practical and hands-on co-ordinating role.

7 The co-ordinating role in the demonstration project areas

Brighton & Hove

- 7.1 As previously mentioned, Brighton & Hove decided, with approval from the DfES, to use the additional funding (for a childcare co-ordinator) to appoint a senior manager “to develop extended services in schools, and to build on school and community links already established across the city” and to drive their Schools Plus agenda forward.
- 7.2 As a result, a Schools in the Community Strategy Manager³ was appointed on 29 July 2002 with the following key aims:
- Develop extended services in pilot schools (such as health and social care, family support, family and adult learning, study support, and enrichment activities, and including childcare which, in many cases, facilitates the other services)
 - Roll out the model to other schools in the city
 - Work with the EYDCP team to develop childcare in schools
 - Provide line management support for family learning and study support.
 - Ensure that these developments contribute to school improvement and social inclusion.
- 7.3 Brighton & Hove saw this new post – a one-year temporary appointment - as integral to their recent decision to merge children and family social services with education to form an integrated Children, Families and Schools Department, within which the EYDCP is set.
- 7.4 Brighton & Hove agreed the focus of the Schools in the Community Manager’s work during the first few months in post, which included supporting the EYDCP development team in getting childcare set up in designated schools within areas where there is a shortage of childcare services.
- 7.5 To date, Brighton & Hove have successfully delivered the childcare co-ordinator role within the EYDCP’s existing resources, where the development

³ See Appendices 1 and 2 for Job Description and Person Specification

team leader and development workers have absorbed the responsibility. Brighton & Hove do not see the need for a co-ordinator as the new Schools in the Community Manager is working closely with the EYDCP development team, and across teams to ensure targets are met.

NB. Among their services designed to support local schools, the EYDCP produced an excellent 'Governors' Guide' prior to the new legislation.

"We have found that the greatest block to setting up extended services, including childcare, is the internal co-ordination and support within schools, and their understanding of what is required of them without putting additional burdens on them, particularly in relation to partnership working. (The Schools in the Community Strategy Manager) will therefore be focusing on developing these services on some key designated schools and will assist the EYDCP development team in setting up childcare in their own priority areas."

Rosalind Turner, Assistant Director, Community and Families.

7.6 The Children's Department, via the new manager, works in close partnership with the Health Authority on joint initiatives to facilitate the extended schools agenda and to ensure a wider range of support services for children and families. Additionally, the 'expanded' role (Schools in the Community Manager rather than childcare co-ordinator), with responsibility for all extended schools initiatives, including childcare, has meant that the person appointed has more seniority and more and wider experience. As a result, he is finding it easier to work with school heads and governors and gain access to and liaise with the appropriate council departments at high level, e.g. regeneration, planning and policy making.

7.7 Although in its infancy, there are clear signs that this new, senior position will play a major role in developing the role of schools within the community and of the community within the school, as well as helping to place the development of Schools Plus within an overall strategy for neighbourhood renewal and social inclusion.

The Schools Plus steering group, which comprises the heads of the five schools in the demonstration project, meets regularly to review progress, exchange ideas and agree ways forward. Among other things, these meetings help to maintain enthusiasm and provide a forum for mutual help and support. Apart from regular liaison with the steering group, the Schools in the Community Manager plans to work with the pilot schools to prepare local guidance. He also aims to use examples of good practice to encourage more local involvement, identify a community learning champion from the five schools, organise a conference, with speakers drawn from the pilot group, and initiate governing training / briefings to ensure that they are up to speed.

7.8 One final point: evidence suggests that one of the consequences of forming a Children, Families and Schools Department and appointing a 'Schools in the Community Strategy Manager' has been to help raise the profile and standing of the EYDCP yet further within the council.

CAMBRIDGESHIRE

7.9 Cambridgeshire is large, diverse, wealthy and sparsely populated. The schools were originally built and set up as community bases, so the issue is not necessarily one of building or altering premises but rather of finding something new and different.

Over four years a programme to expand on-site family learning delivered in twilight hours and supported by breakfast and after-school clubs has been steadily progressing at Burwell Village College (Primary School). The initiative has been led by a local community group.

But, to take this forward, they needed a greater focus and funding. With EYDCP support, the project has expanded to ensure full use of school facilities and to include the appointment of a family link worker, who will work with hard-to-reach parents to help them become more confident and develop a positive attitude to education.

A key role of the EYDCP has been to drive the childcare element of the

extended schools package and to put together a convincing bid for lottery funding. This is an area outside the school's experience because of current restrictions.

Thus, someone acting as a childcare co-ordinator (or similar) is in an excellent position to provide much-needed leadership, practical experience and know-how to drive local projects forward.

7.10 Cambridgeshire has no longstanding early years or childcare function (i.e. maintained nurseries and out-of-school clubs), as inner city boroughs or metropolitan councils have. They have had to make up for this lack in the four years since the EYDCP was set up.

7.11 As reported in paragraph 3.1 b), Cambridgeshire originally advertised a childcare co-ordinator post before inviting and then subsequently appointing two project / development workers (as a job share) on secondment in June 2002. This post is now filled by one full time person. The childcare co-ordinator's role within Cambridgeshire, now amended in the light of experience, was originally seen as bringing together elements of work fulfilled by a:

- Development worker
- Planning officer
- Childcare adviser (formerly the under-eights officer)

7.12 According to the EYDCP, the premises / planning element has proved to be the most difficult and time-consuming aspect, requiring specialised knowledge of leases etc and of the law, including education / childcare-related legislation. In recognition of this, Cambridgeshire has developed a comprehensive – and impressive – premises strategy, and is creating a new post, Care and Education Project Manager⁴, where the jobholder will focus on more complex initiatives, such as Neighbourhood Nurseries and Early Excellence Centres, as well as advising on planning / legal elements.

⁴ See Appendices 5 and 6 for Job Description and Person Specification.

7.13 Although too early to make any realistic assessment of the impact of the seconded development workers, even though they have been quickly assimilated within, and enhanced the work of, the EYDCP team, a number of conclusions about the type of person required to fulfil a childcare co-ordinator role successfully can be drawn from their experiences to date. These include the ability to:

- “Inspire confidence and trust and be seen to be credible” (e.g. in their dealings with governors, head teachers, senior council officials etc)
- Deal with difficult, sometimes sensitive interpersonal situations. Need to demonstrate ‘emotional intelligence’ / empathy / assertiveness
- Make decisions on own initiative, problem-solve and troubleshoot
- Employ innovative approaches to policy development and service delivery
- Be positive and enthusiastic, with a strong ‘can-do’ attitude. An enabler and a facilitator. One of the job-share project workers at Cambridgeshire said that many schools “see childcare settings as a potential burden” rather than a benefit.

7.14 All this on top of the basic knowledge, skills and experience required to be really effective in a childcare co-ordinating role. However, key among these qualities, according to Cambridgeshire, is achieving credibility in the eyes of local heads, the council and parish councils, which suggests a more senior post to give the job status – as evidenced by the Schools in the Community Strategy Manager in Brighton and Hove (an ex-school governor and chair of an LEA).

DURHAM

7.15 Durham LEA is actively promoting the concept of ‘full-service schooling’, with the aim of drawing together partnerships of nursery, primary, secondary and special schools in particular areas as a community resource, committed to

providing a range of co-ordinated services to children, young people, their families, and the communities they serve.

7.16 Durham is acutely aware that “learning is a significant key to community regeneration” in a county with high levels of deprivation, under-achievement, and poverty of aspiration. Their aims are to raise expectations, encourage engagement in learning by all members of the community, and to tackle disadvantage by the early and effective intervention of support services.

7.17 A prime focus to date has been on the provision of quality childcare, and on ensuring that children are in a safe environment and able to access services in school in reasonable surroundings. School improvements have been made both internally and externally.

7.18 Although Durham has not, as yet, been able to appoint a childcare co-ordinator, the EYDCP is actively involved in helping the LEA to achieve its longer-term aims, and has provided – and continues to provide – practical advice, guidance and encouragement to local schools seeking to set up, maintain or expand childcare facilities on site.

7.19 Thus, like Brighton and Hove, the co-ordinating function has been provided from within existing, albeit stretched, resources. However, and undeterred by their inability to attract a suitable recruit, Durham is currently trying for a short secondment from the Social Services Early Years team to be funded from moneys awarded by the DfES for the current (delayed) project. “If we can manage to find a secondee, then we would need to concentrate on establishing the level of need for childcare and how it would look in that particular context.”

7.20 In addition to the secondee, Durham is still seeking to put a Full-Service Schooling Co-ordinator in place for a year to help drive their programme forward. Any activities undertaken by the secondee would then inform the work of the co-ordinator, who will ensure effective links with the Sure Start developments in the area. In essence, then, the secondee and / or the full-service co-ordinator will be expected to talk to parents and carers, identify

needs, identify likely venues, consult with such as Sure Start and the Children's Fund, and then write and implement a development plan.

7.21 A process that is well advanced in both Brighton & Hove and Cambridgeshire, and an important lesson for all other areas adopting the extended schools approach, Durham stress the "need to think very carefully about how a co-ordinator's post links with and complements other roles".

8 The childcare co-ordinator: job description and person specification

8.1 In order to avoid too much duplication in this report, we have sought to embrace those aspects of good (or best) practice identified or highlighted during the research within the context of a proposed job description and person specification. Thus, these various aspects have been brought together and summarised as key tasks, responsibilities, knowledge, skills, experience and behaviours deemed important to succeed in a co-ordinating role.

8.2 Job Description (purpose & key responsibilities / tasks only)

Job Title: **CHILDCARE CO-ORDINATOR**

Purpose of Job

To *increase* the number and range of quality, sustainable childcare places provided on school sites by providing practical advice, guidance, support and encouragement to local schools

Key Responsibilities / Tasks (in no particular priority order)

1. Co-ordinating the development of childcare services in local schools in order to maximise the use of school sites for community purposes.
2. Working closely with governors, head teachers, and other members of school staff as appropriate; providing advice, guidance and ongoing support and encouragement to help schools set up or expand childcare services provided on site, market and sustain them.
3. Providing practical advice and guidance to schools on the most appropriate type / range of childcare services to meet local needs and to help schools decide whether to deliver these services direct or through a third-party provider. In addition, helping them to identify and access potential funding streams.

4. In cases where schools decide not to provide childcare services direct, 'brokering' suitable arrangements between the school and an appropriate third-party provider.
5. Working with colleagues in the EYDCP, the local authority and other stakeholders, identifying geographical areas of need for (additional) childcare services, and focusing on planning / premises, health and safety, child protection requirements and the support available.
6. Establishing or contributing to local support networks for schools adopting the extended schools approach, and supporting them in setting up local events, eg workshops, conferences.
7. Monitoring, reviewing and evaluating progress of the development of childcare services in local schools. Ensuring that review and evaluation processes focus on continuous improvement, building on strengths and on identifying and developing opportunities.
8. Ensuring that progress / achievements are within the context of the local EYDCP's childcare targets and in line with the national Childcare Strategy.
9. Identifying and disseminating examples of good / best practice to local schools and other interested parties.

8.3 Person Specification (knowledge & skills requirements only)

Job Title: **CHILDCARE CO-ORDINATOR**

Knowledge / Experience (in no particular priority order)

1. Sound knowledge, understanding and experience of producing successful bids for funding.
2. Experience of working within a multi-agency environment, ideally with partners from the statutory, voluntary and private sectors-
3. Practical experience of the development and / or delivery of childcare provision, early years' education and children's development, working with schools (on a voluntary or paid capacity) and / or other community services.
4. Knowledge and understanding of, and commitment to, equality of opportunity, anti-discriminatory practices, and inclusion.

Skills

1. Proven ability to work successfully on one's own and also to work co-operatively and collaboratively at a strategic level as part of a close-knit team.

2. Highly developed verbal, non-verbal and written communication skills, with proven experience as a negotiator and facilitator. Ability to adapt communication tone and style to meet the needs of differing target audiences.
3. High level of emotional intelligence, especially with regard to empathy (allied to active listening skills), assertiveness, optimism (can-do attitude), flexibility, and the management of stress.
4. Proven ability to build and maintain effective (interpersonal) relationships with senior personnel, to operate with tact and diplomacy, and to work with others (e.g. agencies, professionals) in the spirit of partnership.
5. Proven ability to plan, to organise and co-ordinate resources, and to monitor, review and evaluate performance against plan. Able to demonstrate a commitment to the philosophy of continuous improvement.
6. Effective time management and other personal organisational and project-management skills. Ability to identify priorities and manage own workload to meet agreed targets and deadlines.
7. Proven ability to make decisions / act decisively and problem solve.
8. Ability to learn and assume responsibility for own continuous professional development.

9. Fulfilling the co-ordinating role: the options

- 9.1 There are clearly a variety of ways, as evidenced by the experience within the demonstration project areas, in which the childcare co-ordinating function can be delivered effectively at local level. The main options are summarised below.
- 9.2 An appointment at senior level within the local authority / LEA: the approach adopted by Brighton & Hove, has much to commend it. Having someone to give leadership and think strategically should greatly enhance the prospects of achieving the ambitious goal of turning schools into real community resources (the extended school philosophy).

A senior position will increase the jobholder's status, influence and credibility, enabling him or her more easily to gain access to school governors and head teachers and to liaise more effectively across local authority departments (both of which have been issues for a number of EYDCPs).

Although the post-holder's responsibilities would range across all aspects of the extended schools approach, it is crucial that the development of childcare be incorporated as a key strategic goal. This would mean developing a close and effective working relationship with the local EYDCP, helping to raise their profile yet further, opening doors for them, acting as an advocate for the EYDCP and the expansion of childcare, and so on.

- 9.3 Appointing a childcare co-ordinator. It is recommended that, whether or not the above approach (9.2 – 9.4) is adopted, someone dedicated to fulfilling the co-ordinating role, as per the draft job description (8.2), is appointed.

To achieve the DfES' goals for extending the provision of childcare in schools may well place too heavy demands on EYDCP existing resources. Besides, to enjoy real success, a high level of knowledge, skill and expertise will be required in dealing with schools, which is much less likely to be developed by, say, an existing development worker assuming the role as an additional responsibility.

That said, having a full-time specialist, dedicated childcare co-ordinator would leave any EYDCP vulnerable should the designated person leave. Thus, a key responsibility of the jobholder would be to share knowledge and expertise as acquired throughout the unit. This would mean, too, that longer-term, once the extended schools concept is established, the co-ordinating function could then be fulfilled effectively by one or more of the EYDCP development team.

- 9.4 Providing the co-ordinating function within existing EYDCP resources, while possible, is the least attractive option – for the reasons outlined above. While, for instance, Durham and, until the appointment of the job-share project workers, Cambridgeshire, delivered the co-ordinating function without additional resources, their ability to roll out the programme beyond the demonstration project would be severely limited.

If, for reasons of budget and/or availability of suitable applicants for the post, this becomes the 'preferred' option, then, dedicated time should be built into the lead officer's and (one or more) development worker's role. Otherwise, the competing demands on their time could mean this becomes an add-on function, undertaken only when freed from other tasks.

BRIGHTON AND HOVE CITY COUNCIL

JOB DESCRIPTION

Directorate:	Children, Families and Schools
Division:	Community & Family Services
Post:	Schools in the Community Strategy Manager (One-year secondment or temporary appointment)
Grade:	Soulbury 14-16 (or equivalent): range £38,025-39,918
Responsible to:	Assistant Director, Community & Family Services
Responsible for:	Family Learning Co-ordinator Study Support Co-ordinator Administrative Assistant (0.5fte)

Main purpose of the job

1. To develop the role of schools as community-based service providers and contributors to the wider community agenda, in line with the national Schools Plus initiative and Brighton & Hove strategies.
2. To ensure that this contributes centrally to raising school achievement and social inclusion: contributing to youth and adult learning and assisting the wider well-being of children and communities.
3. To manage and support the Family Learning Co-ordinator, Study Support Co-ordinator and an Administrative Assistant.
4. *To co-ordinate the strategic development of childcare places in schools in Brighton & Hove in order to increase the number of childcare places provided via schools sites, working closely with the EYDCP manager and development team.*

Main tasks

1. To develop and support Schools Plus strategy in Brighton & Hove.
2. To co-ordinate the school & other agency working group on Schools Plus.
3. To provide advice and development assistance to schools and governors across the city in developing a wider role, including the provision of community-based services, and to broker arrangements with social care, health and other services in the public, voluntary and independent sectors.
4. To be aware of national developments, attend national and regional working groups, as required, and to influence policy at all levels.
5. To seek additional funding for Schools Plus activities, linking with DfES, New Opportunities Fund, the Learning and Skills Council, European Social Fund, and regeneration programmes such as New Deal for Communities.

6. To ensure clear focus, objectives and outcomes for Schools Plus programmes, along with a monitoring and evaluation strategy.
7. To advise senior management and councillors within the Children, Families & Schools Department, and the Council as a whole, producing reports as required.
8. To support and develop cross-divisional working on schools and community issues, and to link across departments and agencies in taking forward the Schools Plus initiatives.
9. To manage, support and develop the Family Learning Programme through support for the co-ordinator.
10. To manage, support and develop the Study Support programme, in particular the Children's University, through support for the co-ordinator.
11. To facilitate information and advice to schools about delivering their own childcare services in line with recent changes to the Education Act, which will give extended powers to school governors. To co-ordinate the delivery of these objectives within the context of the EYDCP's childcare targets in Brighton & Hove City, as part of the government's national Childcare Strategy.
12. To work closely with the EYDCP managers and development team on childcare development in schools in order to maximise use of school sites for childcare services, within the context of childcare development overall in the City.
13. Ensuring links with Children & Young People's Strategic Partnership, and setting the Schools Plus initiative within the Children & Young People's Strategic Plan.
14. To ensure that Schools Plus is developed coherently with the range of education and lifelong learning, social care and regeneration strategies and programmes, including Education Action Zone (Excellence in Cities), On Track, New Deal for Communities, Neighbourhood Renewal, and the Children's Fund.
15. To be aware and responsible for health and safety issues (including child protection) in all the above activities.
16. To ensure an equalities focus throughout the Schools Plus programme.

BRIGHTON AND HOVE CITY COUNCIL

PERSON SPECIFICATION

Directorate:	Children, Families and Schools
Division:	Community & Family Services
Post:	Schools in the Community Strategy Manager (One-year secondment or temporary appointment)
Grade:	Soulbury 14-16 (or equivalent): range £38,025-39,918
Responsible to:	Assistant Director, Community & Family Services
Responsible for:	Family Learning Co-ordinator Study Support Co-ordinator Administrative Assistant (0.5fte)

Essential Criteria

Experience

1. Recent experience at senior level within a school setting or equivalent.
2. Experience of developing services in a school setting for children and families, with partners from the voluntary, statutory and private sector.
3. Successful experience of funding applications with more than one partner organisation.
4. Experience of working within a busy team environment, sharing information and working under pressure towards targets.
5. Experience of co-ordinating meetings, developing strategy, policies and services.
6. Good track record in management and development of staff.
7. Project management.
8. Management of budgets.

Knowledge

1. Sound knowledge of the national agenda for schools in the community.
2. Knowledge and understanding of local issues in relation to extended school services.
3. Awareness of development issues for new childcare services in pre-school and out-of-school settings.
4. A clear understanding of the key issues for schools in hosting / delivering other services on school sites, within the context of the Education Act 2002..

5. Clear understanding and commitment to equalities issues in relation to childcare services.
6. The ability to become familiar with family learning (including adult learning) and study-support issues.

Skills

1. Excellent communication skills, with proven negotiating expertise.
2. The ability to communicate effectively both orally and in writing, coupled with good listening skills.
3. Good personal organisation, e.g. time management and IT skills.
4. Ability to work under own initiative, and to identify work priorities and manage own workload to meet deadlines.
5. Ability to work with tact and diplomacy.
6. Ability to work flexible hours in a variety of locations, including some anti-social hours.
7. Ability to work in partnership.
8. Ability to monitor inputs, outputs and outcomes, evaluate projects and report results.
9. Achievement of targets.

Qualifications

1. A degree-level qualification or comparable learning experience, and / or relevant professional qualification.

Desirable Criteria

1. Experience in developing childcare, family learning or study support in a school setting.

BRIGHTON AND HOVE CITY COUNCIL

JOB DESCRIPTION

Directorate:	Children, Families and Schools
Division:	Community & Family Services
Unit:	Early Years Development & Childcare Partnership
Post:	EYDCP Childcare Development Manager for Schools
Grade:	M11 £22,659
Responsible to:	EYDCP Manager

Main purpose of the job

To co-ordinate the strategic development of childcare places in schools in Brighton & Hove in order to increase the number of childcare places provided via school sites. To facilitate information and advice to schools about delivering their own childcare services in line with changes to the Education Act, which give extended powers to school governors. To co-ordinate the delivery of these objectives within the context of the EYDCP's childcare targets in Brighton & Hove City, as part of the government's national Childcare Strategy.

Main tasks

1. Co-ordination of childcare development, principally in schools in Brighton & Hove City, in order to maximise use of school sites for childcare services.
2. Working with school heads and governors to provide advice and information about developing childcare on school sites; a key aspect of which will be supporting schools that decide to directly deliver childcare under school management.
3. Supervision of the three out-of-school development officers within the EYDCP childcare development team, in order to plan and co-ordinate childcare development across the City.
4. Monitoring and reporting back to the EYDCP membership, schools and to the DfES on progress towards childcare targets, and liaison with other EYDCPs and their childcare programmes for schools.
5. Co-ordinating applications for funding for childcare services on school sites, which may involve clusters of schools in joint bidding processes. This must be undertaken within the context of childcare development overall in the City.
6. Close liaison with the study support development manager, leading to integrated study support and childcare funding applications to the New Opportunities Fund.
7. Close liaison with a variety of partners and initiatives, such as: the Schools Plus Group, Education Action Zone, On Track, New Deal for Communities, Neighbourhood Renewal Fund initiatives, and the Children's Fund initiative.

8. Close liaison with school support services to identify the needs of schools wanting to develop childcare on site, linking to cleaning and supervision of school buildings, school governor support and support for school staff.

BRIGHTON AND HOVE CITY COUNCIL

PERSON SPECIFICATION

Directorate:	Children, Families and Schools
Division:	Community & Family Services
Unit:	Early Years Development & Childcare Partnership
Post:	EYDCP Childcare Development Manager for Schools
Grade:	M11 £22,659
Responsible to:	EYDCP Manager

Essential Criteria

Experience

1. Experience of working in schools or with schools.
2. Proven experience of developing funding applications with more than one partner organisations.
3. Experience of working within a busy team environment, sharing information and working under pressure towards targets.
4. Experience of working in a multi-agency environment with partners from the voluntary, statutory and private sectors, preferably within the context of childcare.

Knowledge

1. Sound knowledge of development issues for new childcare services in pre-school and out-of-school settings.
2. A clear understanding of the key issues for schools in hosting / delivering childcare on school sites, within the context of the changes in the Education Act.
3. Clear understanding and commitment to equalities issues in relation to childcare services.

Skills

1. Excellent communication skills, with proven negotiating experience.
2. The ability to communicate effectively both orally and in writing, coupled with good listening skills.
3. Good personal organisation, e.g. time management and IT skills.
4. Ability to work under own initiative and to identify work priorities and manage own workload to meet deadlines.

5. Ability to work with tact and diplomacy.
6. Ability to work flexible hours in a variety of locations, including some anti-social hours.

Qualifications

1. A degree-level qualification or comparable learning experience, and / or relevant professional qualification.

Desirable Criteria

1. Experience of working with children in childcare settings.
2. Understanding of the Government's Childcare Strategy.
3. Knowledge of the Government's Daycare Standards for both pre-school and out-of-school settings.

CAMBRIDGESHIRE COUNTY COUNCIL

JOB DESCRIPTION

Job Title:	Care and Education Project Manager
Section:	Care and Education
Directorate:	Education, Libraries and Heritage
Reports to:	Care and Education Head of Service
Grade:	MB2/3

Job Purpose

To manage the development, committee and public consultation processes, and implementation of special Partnership Childcare capital projects including Neighbourhood Nursery Initiative, Sure Start, Early Excellence and contribute to County reviews associated with early years and childcare.

Principal Accountabilities

Care and Education Project Management and Development

1. Plan and deliver major capital schemes for the Care and Education Partnership associated with time-limited government programmes (for example, Neighbourhood Nurseries, Early Excellence, Full-Service Schools, and Sure Start) taking full account of joint working and communication accountabilities below. [30%]
2. Lead the implementation of the Care and Education Partnership's Premises Strategy. [10%]
3. Plan, organise, direct, monitor & review the work of the Care & Education Premises Group to ensure high quality, integrated, cohesive & locally appropriate solutions are planned for new or refurbished accommodation for early years education / care and out-of-school hours care / education to children 0-14+. [5%]
4. Ensure that the Premises Group of Resources Committee of the Partnership:
 - Complies with statutory duties
 - Meets government targets / requirements
 - Develops policies which take account of those of partner organisations
 - Gives clear guidance and support to providers and partners. [5%]

Joint Working with the County Council and External Agencies

5. Contribute to and promote effective joint working with other sections of the County Council and external agencies to:
 - Initiate and promote effective joint working between agencies with a planning responsibility (Parish / Town / District Councils] within and beyond Cambridgeshire
 - Deliver projects to time

- Network efficiently at regional and national level to ensure Cambridgeshire Care and Education providers are well supported and informed about requirements for national capital programmes. [10%]

Budget Management

6. Work with Care and Education Finance staff and Education Property colleagues to produce an annual budget for the Care and Education Premises Strategy from a variety of sources and take responsibility for its allocation, monitoring and control to ensure all projects operate efficiently and effectively within agreed cash limits. [5%]

Quality Assurance and evaluation

7. Ensure monitoring and evaluation of the work of:
 - Premises Group of Resources Committee
 - Contracted architects and designers, to
 - Ensure a collaborative and coherent approach to strategic planning of childcare (0-14+) and early years education accommodation within communities
 - Ensure effective project delivery by government directed / local deadlines
 - Ensure all design enables inclusion. [5%]

Communication and Consultation

8. Ensure effective ways of liaising / consulting with individual settings, head teachers and governors / managers / principals of schools / settings / FE colleges, Parish / Town / District / County Councillors and partner organisations to ensure:
 - The provision of high quality specialist information, support and guidance
 - The full involvement of organisations developing special projects and, where appropriate, their contribution to capital / premises policy development to promote continuous improvement
 - A fully integrated approach to Care and Education capital planning within the County Council
 - That capital provision meets the needs of practitioners working with babies, children and young people. [10%]

Staff Management

9. Co-manage, motivate and appraise Childcare Co-ordinator [MB2] with Childcare Development and Marketing Manager and ensure his / her professional development within a newly evolving area of work [school governing bodies developing childcare on school sites]; direct relevant tasks of the Partnership Co-ordinator in the delivery of the Premises Strategy. [5%]

Care and Education Premises Strategy Development

10. Identify opportunities for developing and improving services; assess their feasibility and implement proposals securing cost-effective delivery. [5%]

Strategy, Policy, Plans and Procedures

11. Contribute, taking the lead when required, to the development and implementation of the Resource's Committee's strategy, policy, plans and procedures with respect to capital programmes and the Partnership with respect to reviews of service. [10%]

CAMBRIDGESHIRE COUNTY COUNCIL

PERSON SPECIFICATION

Job Title: Care and Education Project Manager

Section: Care and Education

Directorate: Education, Libraries and Heritage

Reports to: Care and Education Head of Service

Grade: MB2/3

The following criteria are appropriate for this post. You must meet the essential criteria in order to be short-listed for the post and it would be advantageous if you meet the desirable criteria.*

Education, Qualifications & Training

Essential

- Bachelor's Degree or equivalent; NVQ Level 5.

Desirable

- Master's degree. Bachelor's degree plus qualification, or equivalent, including all chartered professions and post-graduate qualification.

Knowledge & Experience

Essential

- Significant management experience at a senior level of delivering capital projects to time
- Evidence of working with teams of professionals and lay personnel to ensure positive outcomes
- Evidence of strategic contributions to community development work
- Evidence of review experience
- Experience of performance management

Desirable

- Knowledge and understanding of key childcare and education legislation

Skills

- Contribute to strategic planning
- Excellent inter-personal skills and communication skills
- Ability to manage and motivate
- Ability to make decisions
- Track record of management techniques in a variety of contexts
- Use of performance management and effective supervision

- Ability to be self-motivating and work independently
- The ability to provide professional guidance
- A driver with a current clean driving licence

Aptitudes

- Leadership
- Management of at least two years leading staff, ideally with some understanding of the early years / childcare 0-14+ field
- Ability to work with a range of professional groups and consultees using a range of styles and strategies
- Positive attitude to change and continuous improvement
- Promoting and ensuring equal opportunities and anti-discriminatory practice

* Please note that for linked grades, appointments or progression to (state grade) is dependent upon (state qualification) and / or (state number of years) experience in (define area of experience required).

CAMBRIDGESHIRE COUNTY COUNCIL

JOB DESCRIPTION

Job Title: Care and Education Childcare Co-ordinator

Section: Care and Education

Directorate: Education, Libraries and Heritage

Reports to: Head of Service – Care and Education Partnership

Grade: MB2

Job Purpose

To identify the childcare needs associated with the Full-Service Schools developments in Cambridgeshire and work with Local Authority and Partnership Officers to work through barriers to progress and secure childcare required through public and private means.

Principal Accountabilities

- 1.0 Development of new childcare provision 35%**
- 1.1 To enable the development of additional day nursery provision [0-5 years] on full-service school sites to extend the curricular and childcare needs of the school and local communities.
- 1.2 To liaise closely with relevant local authority personnel (especially Property Teams), local providers and the Partnership (especially Childcare Advisers) in developing such childcare.
- 1.3 To liaise with relevant Partnership and Local Authority personnel to plan for recruitment and training support relevant to the opening of full-service models of childcare and the wider promotion to other Local Authority schools.
- 1.4 To identify funding opportunities for new childcare and assist in the development of bids for such funding.
- 1.5 To promote inter-agency working at Parish / District / County level in order to stimulate new and complement existing community programmes.
- 2.0 Working with existing childcare provision 35%**
- 2.1 To support established childcare in developing extended services to support the full-service school and local communities as required.
- 2.2 To support and assist crèche and out-of-school childcare personnel in:
- Reviewing their practice
 - Identifying areas requiring development
 - Development strategies for raising standards
 - Achieving high quality provision

- 3.0 Policy Development 15%**
- 3.1 To keep full documentary evidence of steps to develop new styles of childcare provision in order to inform policy development within the Local Authority.
- 3.2 Contribute to the Premises Strategy of the Care and Education Partnership as appropriate.
- 4.0 Partnership Working 10%**
- 4.1 Close collaboration with relevant Partnership Development Workers to establish appropriate support and development channels for continuation of the project.
- 4.2 Close collaboration with Partnership Childcare Advisers to establish appropriate challenge and quality assurance channels for continuation of the project.
- 4.3 Identification of clear routes within existing Partnership staffing for the development of future full-service school provision.
- 5.0 Professional Development 5%**
- 5.1 Contribute to local and national dissemination of the Full-Service School arrangements.
- 5.2 Contribute to Partnership staff and team professional development activities.

CAMBRIDGESHIRE COUNTY COUNCIL

PERSON SPECIFICATION

Job Title: Care and Education Childcare Co-ordinator
Section: Care and Education
Directorate: Education, Libraries and Heritage
Reports to: Head of Service – Care and Education Partnership
Grade: MB2

Education, Qualifications & Training

Essential

- Bachelor's degree or equivalent professional qualification; NVQ Level 5

Desirable

- Management qualification or evidence of competences

Knowledge & Experience

Essential

- High standards of written and oral communication skills in a variety of styles for a variety of audiences (from formal committee reports to community newsletters)
- Managing a diverse workload
- Interpretation and analytical skills
- Problem-solving skills
- Ability to organise and prioritise work with minimum supervision
- Ability to enable and motivate others to work in a collaborative way across teams

Knowledge of:

- Children's development and early years education
- Variety of childcare options 0-14+
- Local authority structures and procedures
- The Children Act 1989, Care Standards Act 2000, and other relevant national guidance
- Early Years Development & Childcare Partnerships
- Equal opportunities and anti-discriminatory practice issues

Skills & Attributes

Essential

- Understanding of constraints and flexibilities brought to full-service aspirations by all partners
- Excellent communication skills essential
- High level listening, problem-solving and negotiation skills are essential
- Some previous knowledge of business planning procedures and a willingness to work with financial information in their implementation is essential
- Sound grasp of inclusion issues is essential
- Flexible attitude to allocation of working, and willingness to travel is essential
- Holder of current driving licence, with access to own car is essential (mileage allowance will be paid).

DURHAM COUNTY COUNCIL

Job Description

Post: Early Years and Childcare Co-ordinator for Full-Service Schooling

Grade: SO1

Reporting To

This post reports to the Strategy and Special Projects Officer in the Education Department.

Job Context

Durham LEA is a Pathfinder authority for the Local Government Association and also a demonstration project for the DfES in promoting the concept of Full-Service Schooling, which has drawn together a partnership of schools in Chester-le-Street, the Hermitage School, Bullion Lane Primary and Newker Primary, committed to act as the focal point for a range of family and community services for their pupils, families and the wider community.

Purpose of the Post

To offer a range of flexible support and development services to providers of services for children and families, in order to maintain, develop and improve the quality and range of day care, play, family support and registered nursery education provision.

To contribute to the achievement of planned targets identified by the Early Years Development and Childcare Partnership, the Chester-le-Street Sure Start programme and the Full-Service Schooling Partnership in Chester West.

Main duties and responsibilities

To ensure the development of the Full-Service Schooling approach by contributing to the delivery of support and development services to providers of day care, play, family support and registered nursery education in Chester West Ward:

- By assisting with the development of new or extended / enhanced services for children and families in the Chester West Ward in line with the targets contained within the Early Years Development and Childcare Plan.
- By providing advice, guidance and support to the Full-Service Schooling Partnership.
- By delivering, where appropriate, on-site targeted support, development and / or training to providers identified as being in need of this level of intervention.
- By contributing to the identification of the need for training and the delivery of a range of appropriate flexible and accessible training opportunities.
- By ensuring the availability of a range of formal and informal support networks for providers.

- By developing and providing a range of appropriate resources and guidance materials in the interests of promoting good practice.

To work in close co-operation with Chester-le-Street Sure Start and SSD Early Years and Childcare Advisers towards the delivery of the EYDCP plan:

- By working collaboratively with colleagues within the teams in order to achieve stated aims and objectives.
- By working as partners with providers to achieve improvements in the way services are delivered to children and families.
- By contributing to the maintenance and development of effective working relationships within the local authority and with appropriate external agencies and organisations.

To assist in ensuring that all services offered are of the highest quality:

- By implementing County Council policies, procedures and good practice guidelines in all areas of work.
- By contributing to the improvement and development of good practice.
- By attending training and professional development, as identified by the supervision and appraisal process.

The postholder will be responsible to the Strategy and Special Projects Officer in the Education Department and will receive advice and guidance from the Senior Early Years and Childcare Adviser.

DURHAM COUNTY COUNCIL

Person Specification

Post: Early Years and Childcare Co-ordinator for Full-Service Schooling

Grade: SO1

Qualifications

Essential

- Qualified Teacher – Early Years
- NNEB (BTEC Nursery Nursing Diploma/NVQ3 Early Years Childcare and Education) **and** a higher-level; qualification (ADCE/DPQS/Early Years degree/HNC/HND **or** Adult Teaching qualifications).

Experience

Essential

- Work with children and families across a range of settings e.g. education, social services, private sector, and voluntary sector.
- Experience of working with a range of professional / voluntary agencies.

Desirable

- Experience of training and / or development work.

Personal Skills

Essential

- High level interpersonal and written skills.
- Organisational skills.
- Ability to work flexibly and creatively.
- Collaborative, partnership and team-working skills.
- Negotiating skills.
- Ability to plan own work and assist others in doing so.

Knowledge

Essential

- Range of services for children and families and contexts within which they operate.
- Children Act 1989 as it relates to day care, play and family support services.
- Recent developments in early years and childcare.
- Knowledge of what constitutes quality in services for children and families.
- Frameworks for the regulation of day care and the provision of nursery education.
- Principles and good practice in relation to equality of opportunity and the provision of an anti-bias environment and curriculum.

Desirable

- Principles and practice in relation to standard setting and quality assurance systems and processes.

Qualities and aptitudes

Essential

- Vision and creativity.
- High personal and professional standards.
- Enthusiasm and drive.
- Commitment to equality of opportunity and anti-discriminatory practice.
- Commitment to continuous personal and professional development.

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