



<b>Job Title:</b>	Stronger Practice Hub (SPH) Leader
<b>Grade:</b>	Leadership scale 3-7
<b>Reports to:</b>	Headteacher
<b>Working Pattern:</b>	Minimum 3 days a week with some evening and weekend work. Term time only, fixed until 31 March 2028.

<b>Purpose:</b>	Together with the Senior Leadership Team of GNSFC, provide strategic leadership for an effective and impactful Early Years Stronger Practice Hub, ensuring delivery against Department for Education (DfE) KPIs and contributing to sector improvement across the region.
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#### **Principle accountabilities:**

- Hold overall strategic responsibility for the delivery and impact of the Stronger Practice Hub across our region.
- Work strategically with the Senior Leadership Team and the Project Manager to ensure the Hub's work aligns with GNSFC's vision and priorities.
- Work in strategic partnership with Local Authorities and Best Start Family Hubs to support improvements in child development outcomes and contribute to the delivery of local Best Start in Life plans.
- Work in partnership with other Stronger Practice Hubs to coordinate engagement across local authorities, share sector intelligence, and plan complementary activity.
- Provide visible leadership for the Hub across the region, acting as an advocate for evidence-informed early years practice and high-quality early education.

#### **Main tasks:**

##### **Research-Informed Practice**

- Articulate and champion for the use of research evidence to improve early education, particularly for disadvantaged children.
- Build and sustain strong networks of early years settings, schools and childminders engaged in evidence-informed practice.
- Maintain up-to-date knowledge of research and evidence relating to early childhood education and care.
- Apply evidence relating to high-quality early education and effective professional development to shape the Hub's work.

##### **Planning and Reporting**

- Lead the strategic development and ongoing review of the EYSPH Delivery Plan, ensuring the Hub's work responds to regional need, national priorities and emerging research evidence.
- Work with Hub partners and strategic partners (including Local Authorities and Family Hubs) to ensure the Delivery Plan is aligned, impactful and deliverable.

- Plan a professional development offer that promotes the understanding and implementation of evidence-informed practice across the Hub's region.
- Report progress against KPIs to the Department for Education, advisory board and governing body as required.
- Use engagement, participation and impact data to evaluate the effectiveness of the Hub's work and inform future strategic priorities.

### **Leading the Hub Team**

- Lead and develop a high-performing Hub team, setting clear strategic direction, building leadership capacity and ensuring the effective delivery of the Hub's strategic priorities.
- As the programme expands, provide leadership for Early Years Learning Leads and Early Years Stronger Practice Advisers.
- Support the professional development of the Hub team, ensuring staff can fulfil the expectations of their roles.

### **Training and Professional Development**

- Lead the design and delivery of the Hub's professional development programmes and events, ensuring they reflect the best available evidence and respond to regional need
- Represent the Hub within regional and national networks, contributing to the collective learning and development of the Stronger Practice Hub programme.
- Share the work of the Hub through conferences, publications, social media and contributions to DfE resources.
- Work with Hub partners to develop and oversee a high-quality professional development offer including webinars, programmes, showcase events and engagement packages that:
  - raise quality in early education
  - strengthen practitioner expertise and professional development
  - improve outcomes for disadvantaged children
  - respond to the needs of the Hub's reach area
- Support the development of evidence-informed practice across the sector, including coaching and mentoring where appropriate.
- Work closely with the Project Manager to coordinate training logistics, communications and participant engagement.

### **Promotion of Values**

- To be aware of our high profile and uphold our vision, ethos and standards at all times.
- To ensure the promotion of respect for all who work in and use our facilities.
- Demonstrate consistently high standards of personal and professional behaviour in the workplace and ensure that behaviour outside the workplace does not compromise our reputation in any way.
- To put children at the centre of all that is done at and for GNSFC.

### **Accountability**

- To ensure that policies are followed effectively.
- To be consistently kind, honest and reflective.
- To be fully compliant with GNSFC staff responsibilities.
- To be fully aware of the Safeguarding Children Policy and be alert to signs that a child may be at risk.
- To work according to relevant Equal Opportunities Policies.
- To comply with health, safety and welfare standards at work.
- To manage own workload and plan time effectively, with support when necessary.
- To constantly strive to improve.

**Person specification:**

<b>Attributes</b>		<b>How Identified</b>
<b>Qualifications &amp; Experience</b>	<p>Qualified teacher status Practice that is usually strong Experience of teaching in at least two schools or settings Evidence of partnership working with professionals in relevant agencies Significant senior leadership experience in early childhood education and care. Proven track record of improving the quality of teaching, learning and pedagogy in early years settings Evidence of further training and continuous updating of own skills and knowledge</p>	<p>Application Form References Tasks during interview day</p>
<b>Special Knowledge</b>	<p>Strong understanding of high-quality early childhood education and care, including effective pedagogy and child development. Secure knowledge of research evidence relating to early years practice and improving outcomes for disadvantaged children. Understanding of the early years sector, including schools, private and voluntary providers, childminders, Local Authorities and Family Hubs. Knowledge of effective professional development and adult learning. Understanding of the barriers faced by disadvantaged children and families and approaches to addressing inequality in early education.</p>	<p>Application Form References Interview Tasks during interview day</p>
<b>Disposition, Adjustment &amp; Attitude</b>	<p>Model outstanding practice and engage in self-reflection The ability to review, analyse and evaluate your own and other's practice Demonstrate self-awareness and resilience</p> <p>Be inspiring and influential The ability to lead and support colleagues in order to effect change and improve outcomes for children The ability to be persuasive and assertive</p> <p>Be organised, self-disciplined, reliable, conscientious and honest The ability to plan and prioritise a range of regular and irregular tasks within specific deadlines</p> <p>The ability to work effectively as part of a team Able to work skilfully and effectively with others The ability to demonstrate 'emotional intelligence' Be able to be sensitive to colleagues' readiness for change</p> <p>Be open with children, parents and staff and to have sympathy for what concerns them</p>	<p>Application Form Psychometric assessments References Interview Tasks during interview day</p>
<b>Practical &amp; Intellectual Skills</b>	<p>Excellent communication, interpersonal, and organisational skills Patience, confidence to manage situations calmly Competent IT skills</p>	<p>Application Form References Interview Tasks during interview day</p>
<b>Circumstances &amp; Training</b>	<p>A willingness to work weekends and evenings as required. Clean driving licence and use of a car.</p>	<p>Interview, application form, references</p>