| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | HC07 |
| Location: | Hereford |
| Responsible to: | Early Years Lead Improvement Advisor |

# Job Description

**Early Years Funding Auditing Support Officer**

## Main purpose of the role

**Job Purpose:**  
To ensure all early years providers within the local authority comply with national statutory guidance regarding the delivery of free early education entitlements (15 and 30 hours). The role will ensure the provision remains genuinely free at the point of access, with transparent and voluntary charges for any additional services, consumables, or private hours, and that all parents can make informed decisions.

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * Help the Lead Early Years Improvement Advisor deliver specific strands from the following strategies: * Education Strategy * SEND strategy * Sufficiency Strategy * Best Start In Life Strategy   Facilitating delivery projects to support with this and ensuring that KPI’s are monitored and met. In co-collaborative approaches with stakeholders and providers. | * ongoing |
| * **Lead the development and implementation of robust systems and processes to ensure the Local Authority (LA) and Early Years (EY) team meet statutory duties under the Childcare Act, with a specific focus on compliance with a specific focus on Sections A1.32–A1.44 of the Early Education and Childcare statutory guidance, ensuring transparency in funding, invoicing, and the delivery of free entitlement hours across all provider types.** * Ensure that support and advise to all providers in issuing clear, itemised invoices that separate:   + Free entitlement hours   + Private paid hours   + Food charges   + Non-food consumables   + Activities and optional extras * Ensure no mandatory or hidden charges are applied in connection with free entitlement hours. | * daily |
| * Lead on the setting up of inclusion support panels, distributing completed applications to the panel, recording decisions, distribution of funding * **Maintain accurate and up-to-date contact lists and Ofsted ratings spreadsheets, sharing relevant data with key stakeholders as required** | * monthly |
| * Monitor progress of providers that also include ongoing monitoring, advice, support to ensure high quality inclusive practice is maintained, improvements are monitored | * Termly |
| * Have a strong understanding of the current challenges in the EY sector. Providing business advice and guidance to new and existing early years childcare providers and schools to develop, support and sustain childcare provision for children. * **Utilise recognised business planning tools—such as SWOT analysis and financial forecasting—drawing on resources like Childcare Works to support strategic decision-making and long-term viability** | * on going |
| * Support on developing a recruitment and retention plan for EY and Wraparound (WA) staffing. Devising processes; communications, making links with businesses, Local Authority (LA) teams- Youth Employment Hub (YEH), Job center, Colleges, sixth form schools and DfE campaign- Do Something Big. | * Weekly |
| * To foster positive working relationships between providers that will allow the development of partnerships to enable effective WA, early education and childcare delivery. Understand different provider models- for example Childminders, school nursery settings and private settings. | * Weekly |
| * Signpost and offer advice and support to providers for example; Ofsted registration, workforce considerations; qualifications, training, ratios, environment, quality of provision, payment mechanisms and contracts, space and facilities. | * As required |
| * Monitor the early education market, taking account of new housing developments and birth data to ensure that the LA meets its duty to have available sufficient childcare provision to the families of Herefordshire | * Monthly |
| * **Play a key role in ensuring Early Years professionals engage in statutory professional development by supporting the design and delivery of a comprehensive training offer.** * **Collaborate with the Early Years team to develop and implement a strong communication strategy that promotes training opportunities effectively- through Eventbrite.** * **Develop and manage systems that enable the Early Years team to record and monitor the training offer efficiently.** * **Ensure a smooth and accessible customer journey for Early Years providers, supporting their ability to register and participate in training.** * **Utilise Eventbrite to advertise training packages, ensuring listings are clear, timely, and aligned with the team's branding.** * **Monitor training uptake and provide regular reports to the Early Years team to inform planning and delivery.** * **Lead on marketing and promotion of training to maximise engagement, using strong branding and social media channels to reach all Early Years educators.** * **Provide responsive support to resolve issues related to training access, registration, or delivery, using a solution-focused approach.** * **Coordinate logistical aspects of training delivery, including room bookings, catering orders, registers, and cancellations.** * **Liaise with external stakeholders to coordinate and promote training packages offered in partnership with the Early Years team.** | * daily |
| * coordinate cross working with the sufficiency team to, create a survey, which will provide the raw data required for the annual childcare sufficiency assessment. Which will enable long term planning for early education places and discharge the council’s statutory duty | * Annually- each spring term |
| * contribute, organise and support with supporting with the statutory duty of providing Family Information Service for early years | * weekly |
| * **Support the monitoring and evaluation of sufficiency report impact by co-developing scorecards in collaboration with the sufficiency team, and disseminating key findings to stakeholders—including Early Years providers and Senior Leadership Teams—through targeted communications such as EY briefings and strategic updates.** | * weekly |
| * **Utilise sufficiency data to design and implement dynamic mapping tools using Power BI, enabling clear visual identification of areas with limited early years provision through intuitive features such as colour-coded heatmaps and interactive dashboards to support strategic planning and targeted interventions.** | * Monthly |
| * Develop effective systems to ensure efficient allocation of Early Education Funding, grants, revenue and capital | * ongoing |
| * Follow the Lead EY Improvements Advisors quality assurance framework to ensure high quality WA and EY provision is sustained and meet the needs for all children, particularly those of SEND. | * daily |
| * Ensure appropriate and necessary governance in place for all early education capital projects | * As required |
| * Contribute to the allocation of inclusion and DAF funding using agreed criteria, following a transparent process for dispersing funding to childcare providers and ensuring robust funding agreements are in place | * monthly |
| * Receive and respond to incoming Government and stakeholder data requests, for example: DfE, Ofsted, SLT, Coram, FOI’s etc | * As required |
| * Update data collection systems to enable effective response to local childcare needs | * Monthly |
| * Improve outcomes for service users and deliver the Council’s plans, priorities and strategies to achieve value for money, consistent with good practice | * Monthly |
| * Ensure that changes in provision are aligned to forecasted demand – in terms of geography and child need | * weekly |
| * Ensure that early education projects are delivered within agreed budgets, timescales and quality and achieve the outcomes set out in the business case | * Monthly |
| * Use data and mapping information to support with the allocations of funding | * Monthly |
| * To undertake specific projects/ tasks that may be delegated by the Directorate Support Teams Managers & Heads of Service, Wraparound lead etc. | * Monthly |
| * Provide accurate data for regular returns to the DfE and reports to senior managers on childcare provision and capacity | * As required |
| * To undertake other duties as may be assigned, commensurate with the nature of the job and its level of responsibility | * Daily |
| * Safeguard the welfare of children in EY and WA settings, supporting providers to ensure that children are appropriately safeguarded | * As required |
| * To report any causes for concern relating to the welfare and safety of children in any wraparound providers to the designated person, and the senior practitioner, or if unavailable a member of the senior leadership team. | * As Required |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application**  **I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | | |
| * NVQ Level 3 | Desirable | A |
| * Evidence of continual professional development | Essential | A, I |
| * Experience or knowledge of working in or with early years settings | Essential | A, I |
| **Experience & Knowledge** | | | |
| * Experience of planning, analysis and implementation | Essential | A, I |
| * Knowledge and experience of the early years sector, including SEND | Essential | A, I |
| * Experience of partnership and multi-agency working and working across organisational boundaries | Essential | A, I |
| * Experience of providing high quality expert information, advice and guidance to a range of stakeholders and providers | Essential | A, I |
| * Experience of using power Bi | Essential | A, I |
| **Skills and Abilities** | | | |
| * In depth understanding of relevant legislation and current local developments and strategic priorities, including in the area of EYFS, Early Years initiatives and business activity | Essential | A, I |
| * Strong analytical skills and ability to plan long-term | Essential | A, I |
| * Understanding of local need to assess conflicting priorities, perspectives, benefits and risk on a course of action | Essential | A, I |
| * Ability to form effective multi-agency relationships and contribute to creative approaches to make the best use of public funds | Essential | A, I |
| * Excellent negotiating and influencing skills | Essential | A, I |
| * A commitment to an inclusive/enabling response to meeting the needs of children with additional needs | Essential | A, I |
| * Excellent communication skills, both written and verbal at all levels. Handle sensitive and confidential information with discretion, ensuring compliance with data protection policies and professional standards. | Essential | A, I |
| **Skills and Abilities** | | | |
| * Have the ability to travel throughout the county to undertake the duties of the role | Essential | A, I |
| * This post is subject to enhanced DBS clearance and you will be asked to apply for a Disclosure certificate if you are offered the position | Essential | A, I |
| * Able to communicate effectively with a range of stakeholders | Essential | A, I |
| * Able to respond to a changing pattern of demand at work which can be unpredictable and unplanned requiring constant shifts in priority | Essential | A, I |
| * Able to use initiative and be proactive | Essential | A, I |
| * Excellent interpersonal skills, able to work independently and as part of a team | Essential | A, I |
| * Able to lead by example with a positive attitude to problem solving; innovative and flexible approach to challenges | Essential | A, I |
| * Committed to achieving the best outcomes for children and young people – taking responsibility, being professionally curious and holding self and others to account | Essential | A, I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.