

## Teachers Supporting Children's Centres

Schools Forum asked "What is the effectiveness of the teachers given that they are part-time?"

### Team Profile

Cluster	FTE	Hours
Dudley North	0.5	16.5
Dudley Central	0.5	16.25
Brierley Hill	0.5	19.5
Halesowen	0.5	16.25
Stourbridge	0.5	16.25

### Remit of the team

There are five x 0.5 teachers allocated to each cluster area, each teacher is managed by the Cluster manager, and Caroline Moylan has a lead responsibility for teachers across of the clusters to reduce inconsistencies.

Early Years Foundation Advice Service provides professional leadership and challenge, undertakes appraisals and supports professional development.

The role of the teacher in the Children's Centre is to:

- Contribute to good progress and positive outcomes for Early Years Foundation Stage children within the Children's Centre cluster and the reach area across all areas of learning though the promotion and monitoring of high quality teaching and learning opportunities that meet the needs of the individual – leading some universal groups to model good practice and establish planning & evaluation.
- Provide educational advice and training including modelling good practice, skills audit and coaching for Children's Centres staff to ensure their on-going professional development and raised standards. .
- Provide advice, guidance and information to parents/carers related to their child's learning and development, environmental audits for learning groups using Infant and Toddler Environmental Scales (ITERS) and how the Children's Centres provide for and support their early education and development in order to ensure they reach their potential and to further close the achievement gap.
- Development and delivery of workshops for all staff to embed base lining and tracking of targeted children's development.
- Take the lead across the cluster in analysing the early years data within the cluster to identify gaps and priorities for early years work ensuring that the planning of educational interventions and services meet the needs of targeted groups and other service users.
- Track children using the Individual pupil data

- Contribute to and ensure smooth transition programmes for children moving from the Children Centres within the cluster to other provision.
- Collect and audit robust assessment information in order to track progress of children where there is one to one family support involvement, identify gaps in order to inform early intervention and targeted support.
- Moderate assessments to ensure that accurate judgements about where children are in relation to age related expectations are made at appropriate intervals and the progress of learning of the children who attend Children's Centre groups is tracked.
- Embed planning and evaluation in groups using EYFS Stay and Plays and ensure in partnership with Local Authority Early Years Foundation Stage advisers that funded 2 year olds placed within and outside the Children's Centres are accessing quality provision appropriate for their needs.
- Contribute where appropriate to the work of the Local Authority Early Years Advisory team, in schools and settings within the Children's Centre cluster through supporting the sharing of best practice in a coordinated way under the direction of the Senior Early Years Adviser or Local Authority line-manager
- Develop resources to support children in specific areas.

### **Context**

The remodelling and implementation of Children's Centre into five clusters has led to a significant period of change and challenge for staff. Cluster managers and staff are embedding the model, driving up standards and working to achieve greater consistency, developing roles, structures and services.

Teachers are tracking and moderating targeted children and data will now be in place for children, however they have been unable to progress analysing data or looking at gaps. A file audit revealed that there were inconsistencies relating to how tracking had been undertaken historically and also how tracking information was recorded on children's files. Training and development workshops have been delivered for all Children's Centre staff in order to embed planning and evaluation in groups using the EYFS (Stay and Plays) base lining and tracking of children's development. In addition, ongoing training is being delivered to ensure that case work is more child development focused, and resources to support early learning and development has been developed to support children in specific areas. Reliable tracking data is now in place for all targeted children.

Annette Callear

Divisional Lead Family Support services

20<sup>th</sup> March 2015

## Schools Forum - 24/3/15

### Carbon Management – Schools included in programme to date:-

Alder Coppice, Belle Vue, Blowers Green, Brier, Brierley Hill, Brockmoor, Bromley Hills, Bromley Pensnett, Brook, Caslon, Castle High, Cherry Tree Learning Centre, Colley Lane, Coseley, Cotwall End, Crestwood, Dingle, Dormston, Dudley Wood, Earls High, Ellowes Hall, Foxyards, Gig Mill, Glynne, Halesbury School, Ham Dingle, Hawbush, Hillcrest, Hob Green, Holly Hall, Hurst Green, Hurst Hill, Jessons, Kates Hill, Lapal, Leasowes, Lutley, Maidensbridge, Milking Bank, Mount Pleasant, Netherbrook, Netherton CE, Netherton Park, Newfield Park, Northfield Road, Old Park, Oldswinford CE, Oldswinford Hospital School, Olive Hill, Pedmore Technology College, Peters Hill, Priory, Quarry Bank, Queen Victoria, Red Hall, Ridge, Roberts, Sledmere, St James, St Margaret's at Hasbury, Straits, Summerhill, Sutton School, Tenterfields, Thorns Community College, Wallbrook, Withymoor, Wollescote, Woodside, Wordsley, Wrens Nest

### Carbon Management – Schools omitted from programme to date (not responded to at least three emails):-

Bishop Milner, Bramford, Christchurch, Huntingtree

### Carbon Management – Schools programmed to be included from April 2015:-

Ashwood, Church of the Ascension, Fairhaven, Greenfields, High Arcal, Russells Hall, Sycamore

### Carbon Management – Schools scheduled to be included from September 2015:-

Amblecote, Blanford Mere, Cradley CE, Crestwood Park, Dawley Brook, Halesowen CE, Howley Grange, KingswinfordManor Way, Our Lady and St Kenelm, Pedmore CE, Pens Meadow, Redhill, Ridgewood, Rosewood, Rufford, St Chads, St Edmund and St John, St Josephs RC Dudley, St Josephs RC Stourbridge, St Marks, St Marys CE, St Marys RC, Thorns Primary, Windsor High, Woodsetton