

<b>Role Title</b>	<b>Best Start In Life (BSIL) Home Learning Environment (HLE) Advisory Teacher</b>	
<b>Job Family</b>	<b>Learning and Inclusion, Education</b>	
<b>Competency Level</b>	<b>Principal Officer/Manager</b>	
<b>Pay Scale</b>	<b>Soulbury 9 – 12</b>	
<b>Purpose</b>		
<p>Lead a high-quality, inclusive HLE offer: Drive and coordinate a consistent, evidence-based home learning environment (HLE) offer for children aged 0–5, improving early development and school readiness outcomes across the local authority.</p> <p>Embed partnership and system-wide delivery: Work collaboratively across family hubs, early years settings, health services and VCF partners to ensure accessible, joined-up support for families, particularly those most in need.</p> <p>Champion evidence-based practice and impact: Ensure the implementation of evidence-based, outcome-focused approaches that strengthen early language, learning, and development, with a clear focus on measurable improvement.</p> <p>Ensure quality, consistency and value for money: Maintain robust oversight of delivery to ensure high-quality provision, continuous improvement, and effective use of resources that demonstrate value for money.</p>		
<b>Generic Accountabilities</b>	<b>End Results/Outcomes</b>	
Plan and ensure service delivery within a diverse environment. Control activities within the service area and ensure professional standards are delivered.	<p>The service is delivered to the quality, Council, professional and legislative standards required.</p> <p>Integrated service development and delivery is informed by client, partner and stakeholder views, latest thinking, good practice and legislative requirements.</p> <p>Corporate strategies are effectively implemented within area of responsibility.</p> <p>Service delivers excellent customer service.</p>	
Advise Senior Managers, Members and others on issues relevant to the service area. Provide professional challenge and advice to colleagues, managers and partner organisations.	<p>Expert professional advice, interpretation, information, support and challenge are provided to Waltham Forest and external parties on the full range of operational, legislative and strategic issues within the field of expertise.</p> <p>Responses to major corporate or partner</p>	

	<p>initiatives / complex operational issues are managed effectively.</p> <p>Major issues are managed through to a satisfactory conclusion with final decisions being made by Head of Service/Senior Management.</p> <p>Feedback and complaints procedures are developed and managed. Complaints are effectively resolved.</p>
<p>Ensure the development and delivery of continuous improvements in all aspects of the service.</p>	<p>Improvements are developed and delivered effectively.</p> <p>Stakeholder requirements are met.</p>
<p>Lead, motivate and develop staff to create and maintain a highly competent and participative workforce.</p>	<p>Instrumental in ensuring a workforce development strategy is designed and delivered, including induction of new staff.</p> <p>The team is highly competent, effective, motivated and outcomes focussed.</p> <p>Recruitment, induction, development, performance reviews, employee relations and all HR processes and planning is completed to the required standards and timescales.</p> <p>Effective team meetings take place to required timescales.</p> <p>Regular supervision is undertaken and clear objectives set and monitored through the Council's Appraisal process.</p>
<p>Identify, secure, deploy and manage the resources necessary for the professional service area to meet/exceed its objectives.</p>	<p>Resources including, equipment, people, and systems are utilised optimally and efficiently.</p> <p>Budgets are planned, developed and delivered. Value for money is maximised.</p> <p>Financial expenditure and financial integrity are controlled to assure regulatory and Council policy compliance.</p>
<p>Prepare and present a full range of reports (both standard and non-standard) covering area of responsibility.</p>	<p>Reports are prepared, distributed / presented to the appropriate committee/ to the required standards and timescales.</p> <p>Evidence based recommendations are made.</p>

<p>Ensure the successful implementation of health and safety legislation, policies and practices.</p>	<p>Risks to staff and others are assessed and managed.</p> <p>Suitable health and safety instruction and training are provided.</p> <p>There is a safe working environment.</p>
<p>Act in accordance with all policies and procedures which apply to the job and understand the reasons for this.</p>	<p>All policies and procedures are complied with.</p>
<p><b>Job-specific Accountabilities</b></p>	<p><b>End Results/Outcomes</b></p>
<p>Carry out all duties with an awareness and understanding of the Safeguarding requirements within the area of responsibility.</p>	<p>Work complies with all safeguarding policies and procedures that apply to the role.</p> <p>Behaviours and actions support the safeguarding of children and young people as appropriate.</p>
<p>Develop and coordinate a joined-up HLE offer across the local authority          Ensure delivery through a mix of face-to-face and digital provision          Provide guidance to families on supporting children’s development through:          Play, communication, and early language          Shared reading and routines          Behaviour, screen time, and independence</p>	<p>A consistent, high-quality Home Learning Environment (HLE) offer is embedded across the local authority, with families able to easily access both face-to-face and digital support. Parents are equipped with the knowledge, skills, and confidence to support their child’s development through everyday activities—leading to improved early language, behaviour, independence, and school readiness outcomes.</p>
<p>Lead on the implementation of DfE-approved evidence-based interventions (EBIs)          Target support to improve outcomes for children aged 0-5, focusing on school readiness (GLD)          Ensure practice is evidence-informed and outcome-focused</p>	<p>DfE-approved evidence-based interventions are effectively implemented and targeted, resulting in improved outcomes for children aged 0-5. Practice across the system is consistently evidence-informed and focused on measurable impact, leading to increased school readiness (GLD) and stronger early development outcomes.</p>

<p>Lead on the development, planning and delivery of an appropriate, high quality continuing professional development programme in partnership with other stakeholders such as:</p> <ul style="list-style-type: none"> <li>• Family Hubs</li> <li>• Early years providers</li> <li>• Health services</li> <li>• Voluntary and community sector (VCF)</li> </ul> <p>Ensure practitioners develop confidence and competence in all aspects of Early Years practice.</p> <p>Promote use of speech, language and communication tools Build workforce confidence in delivering high-quality HLE support</p>	<p>A well-trained, confident, and skilled early years workforce is established across the local authority, with strong multi-agency collaboration. Practitioners consistently apply high-quality, evidence-informed practice, including the effective use of speech, language and communication tools, resulting in improved support for children and families and enhanced home learning environments.</p>
<p>Monitor and evaluate the quality and impact of HLE delivery Ensure consistency across the local offer Support continuous improvement and alignment with Best Start Family Hubs expectations</p>	<p>A robust quality assurance framework is in place, ensuring HLE provision is consistently high-quality, evidence-informed, and aligned with Best Start Family Hubs expectations. Continuous monitoring and evaluation drive improvement, resulting in a cohesive local offer and measurable enhancements in outcomes for children and families.</p>
<p>Undertake regular analysis of HLE data and other relevant information to inform ongoing work plans and training provided.</p> <p>Increase engagement and reach, particularly for vulnerable and underrepresented families</p>	<p>Data-driven planning and delivery of the HLE offer ensures targeted, responsive support that meets the needs of local families. Increased engagement and participation from vulnerable and underrepresented groups leads to more equitable access to services and improved developmental outcomes for children.</p>
<p>Keep abreast of current developments in Early Year's education and BSIL Family Hubs Delivery, through attendance at relevant courses and thorough independent research to enhance professional skills and expertise. To disseminate information accordingly across the Early Years sector</p>	<p>The early years workforce is well-informed and up to date with current policy, research, and Best Start Family Hubs developments. Knowledge is effectively shared across the sector, leading to strengthened professional practice, improved consistency in delivery, and enhanced outcomes for children and families.</p>

<p>Publish, record and retain information in line with General Data protection Regulations (GDPR), equality and disability requirements</p>	<p>Information is published, recorded and retained in line with General Data protection Regulations (GDPR), equality and disability requirements</p>
<p><b>Nature of Contacts</b></p>	
<p>Frequent contact with Heads of Service, and senior representatives from external organisations in both the public and private sector, providing expert advice, guidance and support on complex issues.</p> <p>Manage relationships with key stakeholders and delivery partners including negotiation of complex political issues / contractual agreements / amendments.</p> <p>High levels of tact, sensitivity and diplomacy is required.</p>	
<p><b>Procedural Context</b></p>	
<p>Work within a policy framework and regulatory guidelines, applying knowledge of systems, procedures and best practice. Work to broad managerial direction, within a policy framework and regulatory guidelines, to ensure performance standards are met within a framework of policy and legislation.</p> <p>Control the deployment and allocation of service resources within overall corporate and legislative framework. Accountable for the performance of the service area against agreed objectives. Develop service plan for area of responsibility and contribute to term wider service planning. Professionally accountable for interventions within area of responsibility.</p> <p>Manage complex issues within a framework of policy and procedures. Creative and innovative problem solving of complex issues, often in situations where there is ambiguity and a significant degree of judgement is required in relation to risks outside the remit of existing policy. Think and act strategically in decision making in a complex professional and political environment.</p> <p>Development of policies and procedures and strategy for own area. Lead in partnership development, working with a range of agencies and extended services to meet strategic, legislative and Government policy requirements.</p> <p>Occasionally the post will be expected to work from other locations.</p> <p>Post holder will oversee operational decisions.</p>	
<p><b>Key Facts and Figures</b></p>	
<p>Reports to Early Learning and Inclusion Strategic Team lead</p> <p>Will be required to work all year round</p> <p>May need to attend evening and weekend meetings and events as required.</p> <p>Enhanced DBS Clearance</p>	

The above profile is intended to describe the general nature and level of work performed by employees in this role. It is not intended to be a detailed list of all duties and responsibilities that may be required. This role profile will be supplemented and further defined by annual objectives, which will be developed in conjunction with the post holder. It will be subject to regular review and the Council reserves the right to amend or add to the accountabilities listed.

<b>Resourcing</b>
<b>Budget Responsibilities:</b> Responsible for controlling expenditure under the overall control of the Early Learning and Inclusion Strategic Team Lead
<b>Knowledge, Skills and Experience</b>
<ul style="list-style-type: none"> <li>• Experience working directly with children under 5</li> <li>• Experience leading delivery of the Early Years Foundation Stage (EYFS)</li> <li>• Proven ability to provide professional advice and support on EYFS</li> <li>• Strong track record of building effective stakeholder relationships</li> <li>• Experience working at a senior level and across organisational boundaries</li> <li>• Ability to influence senior leaders, partners, and the public</li> <li>• Experience working with family hubs or early help systems</li> <li>• Knowledge of Best Start and Home Learning Environment (HLE) guidance</li> <li>• Experience supporting vulnerable families and SEND</li> <li>• Excellent written and verbal communication skills</li> <li>• Strong organisational skills with ability to manage competing priorities independently</li> <li>• Experience delivering training on EYFS and childcare regulatory requirements</li> </ul>
<b>Indicative qualifications</b>
Educated to degree level or equivalent standard
Qualified Teacher Status