



Early Years Language Lead Application Pack

Advance Your Career and Shape Early Years Education

Early Years Learning Lead Opportunities

Are you an experienced Early Years Leader or Setting Manager seeking your next professional challenge and an opportunity to influence practice beyond your own setting?

We are delighted to offer three exciting Early Years Learning Lead roles, each specialising in a key area of the Early Years Foundation Stage: Mathematics, Communication and Language, and Personal, Social and Emotional Development (PSED).

As an Early Years Learning Lead, you will play a pivotal system leadership role—facilitating high-quality, DfE-approved professional development, providing specialist support to Early Years settings, and contributing to both regional and national professional networks. Your expertise and passion will be instrumental in driving high-quality practice, consistency, and innovation across the sector.

Available Roles

- **Maths Lead (0.6 FTE / 3 days per week)**
Lead on mathematical development, supporting practitioners to embed early numeracy, problem-solving, and spatial reasoning within everyday provision.
- **Communication and Language Lead (0.8 FTE / 4 days per week)**
Champion language-rich environments, strengthening practitioner knowledge and promoting high-quality interactions that support communication and language development for all children.
- **PSED Lead (0.4 FTE / 2 days per week)**
Lead on approaches that promote children's emotional wellbeing, resilience, and social development, supporting practitioners to embed effective PSED practice across settings.

About the Role

Successful candidates will:

- Facilitate and deliver DfE-approved CPD programmes
- Provide specialist subject support and guidance to Early Years practitioners and leaders
- Model and promote evidence-informed practice
- Engage in regional and national networks, contributing to sector-wide improvement
- Support settings to implement and sustain high-quality provision

Contract and Remuneration

- These roles are commissioned through the Stronger Practice Hub (SPH)
- Day rate: £500 per day
- Term-time only (38 weeks per year)
- Contracts are funded through to March 2028 in the first instance, with the potential for extension subject to funding

Delivery Model

Roles can be undertaken in one of two ways:

- As a self-employed contractor/consultant, paid directly
- Through agreed release from your current setting, with funding provided to support backfill

How to Apply

If you are committed to continuous professional development and are passionate about making a wider impact across the Early Years sector, we would be delighted to hear from you.

Please refer to the attached Application form and e-mail to the e-mail below:

Closing date: Monday 29th June, 12pm noon

Shortlisting and notification of invite to interview: Shortlisting Thursday 2nd July by 5pm

Interviews will be held on: 10th, 13th July

To apply or if you would like to discuss these roles further, please contact us at:

KBEYSPH@northfleet-nur.kent.sch.uk



Department
for Education

Expression of interest: Early Language Lead (ELL)

**Deadline for applications:
Midday Monday 29th June 2026**

Context

Every child deserves the best start in life. The earliest years shape future learning, wellbeing, and success. Through the Best Start in Life strategy, the Department for Education (DfE) is driving higher standards and strengthening the improvement system so that every child can thrive.

To support delivery of commitments made in the Best Start in Life strategy, DfE will be introducing Early Years Learning Leads (EYLL) for personal, social and emotional development (PSED), early language and early maths in each of the Early Years Stronger Practice Hubs (EYSPH) to provide support and training to early years educators.

EYLL's will be based in EYSPH and will be responsible for:

- Improving outcomes for children by:
 - Strengthening PSED, early maths and early language provision across early years settings by delivering high-quality Stronger Practice continuous professional development (CPD).
 - Providing targeted subject specific support to early years settings to strengthen practice in PSED, early maths and early language.
- Actively engaging with subject-specific professional development and networks to deepen expertise, share good practice, and support high-quality delivery across the EYSPH area.

This document relates to EYLL's for early language ONLY.

EYSPH help early years settings to adopt evidence-informed practice and build trusted networks for sharing effective practice. There are 18 Stronger Practice Hubs in England - 2 per region. The Best Start in Life strategy committed to doubling the number of hubs to 36.

The hubs are strong providers of early years education with sound expertise and knowledge of the evidence base on what works to support child outcomes – trusted local experts that other early years providers can look to for advice and support.

For more information about EYSPH please visit [Sharing evidence-informed best practice to support early years education and childcare | Stronger Practice Hubs](#)

Opportunities Now Open

- Experienced early years professionals are invited to apply for the role of Early Language Lead (ELL). Applicants can apply as an individual or be released by their current employer.
- A comprehensive package of support including induction, training and follow up support will be provided to all ELLs.
- Induction and training for successful applicants will take place in **September 2026**, ahead of delivering support to educators and settings from **October 2026**.

Early Language Lead (ELL) – Responsibilities

Overseen by the EYSPH lead and working closely with PSED and Early Maths Leads, ELL's will be responsible for:

- Attending training delivered by a DfE appointed subject matter expert and engaging with follow up support provided.
- Developing and delivering a locally specific early language delivery plan outlining plans for sustained support to educators and settings, based on local needs analysis and mapping of existing provision.
- Delivering DfE owned early language professional development
 - *Stronger Practice CPD – language for educators working with children aged 2-4* module (based on the EYPDP3 languages module)
 - *Stronger Practice CPD – language for educators working with children under 2* module (new module)

ELL's will deliver each module to a minimum of two cohorts (between 12-18 educators) per term. Each module will be delivered over 6-12 weeks and will include a welcome webinar, facilitation of 3 webinars of 90 mins – 2hrs in length each and support to educators during the course.

- Providing bespoke support on early language to a minimum of four settings per term underpinned by coaching approaches, modelling of practice and opportunities for reflection. This will include supporting settings to develop bespoke action plans to address identified needs and strengthen practice.
- Supporting early years settings/educators to select, adapt and embed evidence-informed approaches and interventions.
- Being an active member of a national and regional ELL network, to share best practice and promote a joined-up approach across the 0–5 agenda, fostering greater coherence, consistency, and impact in service delivery involving English Hubs where appropriate.
- Working with local authorities [[Kent, East and West Sussex, Isle of Wight, Medway, Brighton and Hove] and other relevant stakeholders e.g. Best Start Family Hubs, English Hubs etc. to understand local needs, identify gaps, prevent duplication of services, and reduce the risk of fragmentation, thereby strengthening coherence across the local system.
- Working in partnership with Best Start Family Hubs, English Hubs, local speech and language therapists and health services (including the ELSEC programme where it runs locally).
- Encouraging settings to identify and use, in conjunction with high quality communication friendly practice, an effective screening tool annually with all children, to identify language delays and SEND.
- Maintaining accurate records of progress against Key Performance Indicators, impact and feedback from settings and other local stakeholders to inform practice and share with hubs and DfE.
- Working collaboratively as part of the DNEYSPH team, as required. For example (but not limited to): working closely with the EYLL Lead and other EYLLs; attending team meetings; contributing to the planning and strategic direction of the hub as required.

Early Language Lead (ELL) – Person Specification

Essential experience:

- Has experience of working with children aged between 0 to 4 years old in an early childhood education context.
- Has experience working in, or with, a range of different childcare provider types (i.e. PVI's, childminders, school-based settings).
- Has experience of leading professional development in early language.
- Has experience of mentoring others or using a coaching model of support, demonstrating the ability to build and nurture professional relationships.
- Has experience of developing and implementing a delivery plan which addresses the specific needs of early years settings and staff with input from key stakeholders including local authorities across multiple areas.
- Has experience of working collaboratively with multi-agency teams and/or local authority services.

Essential Early Language Knowledge and Attitudes:

- Level 6 qualification.
- Understands the importance of evidence-informed practice and able to identify evidence-informed approaches, training and resources.
- Extensive knowledge of the key areas of early language learning and able to communicate these clearly and confidently to educators and settings, while modelling a positive attitude to early language.
- Enthusiastic to learn more about early language practice and to engage in further reading and research.
- Demonstrates a commitment to inclusive practice and reducing inequalities in early outcomes.
- Understands the safeguarding requirements within the Early Years Foundation Stage (EYFS) statutory framework.
- Has completed some professional development in early childhood language, such as:
 - The Early Years Professional Development Programme (EYPDP) early language module.
 - The Early Years Child Development Training (EYCDT) early language module.

Essential leadership skills

- Excellent communication and interpersonal skills, with the ability to build trust and credibility beyond their setting.
- Able to deliver the key programme content with rigour whilst being responsive and sensitive to educators' needs and prior experiences.
- Aspirational to support the improvement/facilitate the development of the quality of early language practice.
- Open to reflecting on their practice as an Early Years Learning Lead.
- Ability to provide bespoke support to early years settings, tailoring approach to meet the unique needs of each context.
- A self-starter, able to work independently, make strategic decisions, proactively generate work, and collaborate effectively as part of a team.

Time Required For The Role

ELL's will be funded to work four days per week during term time only. However, each EYSPH will have flexibility regarding how this support is delivered to settings, with the option to spread support across the year. This allows hubs to adapt their approach to meet the needs of providers operating year-round.

EYSPH may also choose to appoint more than one lead to share the role. However, DfE will only fund one of the appointed leads to attend each element of training, and only that individual may deliver the corresponding support. The same applies to attendance at national network meetings: funding is available for one lead only.

For Kent and Beyond EY Stronger Practice Hub, we may appoint more than one ELL. In that scenario, the distribution of responsibilities will be agreed as part of the recruitment process.

Please note that if you wish to share the role: DfE can only fund one of the appointed leads to attend each element of training, and only that individual may deliver the corresponding training/support.

Please indicate in your application if you would be applying to cover the role for the full four days, a lower number of days or whether your availability is flexible.

All ELL's will be required to complete relevant training for the role. Please see details below.

Training For The Role

The DfE has appointed a Subject Matter Expert (SME) who will be responsible for providing training to all ELL's before they start delivering support from October 2026. Full details will be provided by the SME but is likely to include:

- **September 2026:**
 - Half day online induction session including evidence-informed approaches to practice.
 - Half day online session on coaching and mentoring approaches and effective improvement planning.
 - In person training on how to deliver the *Stronger Practice CPD – language for educators working with children aged 2-4* module (based on the EYPDP3 language module).

- **February 2027**
 - In person training to deliver the new *Stronger Practice CPD – language for educators working with children under 2* module

Note: Three EYSPH will take part in the pilot of the *Stronger Practice CPD – language for educators working with children under 2* module. For ELL based in the pilot hubs, training will take place in October 2026.

Dates and times of the training will be shared with successful applicants.

The Education Endowment Foundation (EEF) will provide input and support to the SME on evidence-informed practice, professional development and implementation.

The SME will also:

- Provide follow-up support and quality assure training delivery through 1-2-1 supervision sessions, observation of workshops/webinars delivered by leads, group webinars/drop-in sessions and peer to peer reviews.
- Facilitate networking and collaboration to share best practice including one face to face and two online events during the year.

Other Details

These roles will be contracted by the SPH with an allocated day rate of £500/day to include routine travel and expenses. All roles are for 38 weeks of the year (term-time) and can be undertaken in one of two ways:

- Being paid directly as a self-employed contractor / consultant / limited company.
- By agreed release from your existing role, with payment be made to your setting for your release.

The SPH will expect the 4 days/week to be worked flexibly across the 38 weeks in order to meet the remit of the role. By negotiation, this may include working occasional evenings and/or weekends and not necessarily be working on the same set days every week.

Successful applicants will be reimbursed for travel costs to attend training and national and regional networking events.

ELL's will be expected to provide support to educators and settings across the whole of the geographic area covered by the EYPSH [[Kent, East and West Sussex, Isle of Wight, Medway, Brighton and Hove].

The appointed ELL will be expected to start by Monday 31st August 2026 and attend training in September 2026. Funding for the appointed ELL is available until the end of March 2028, with the possibility of extension to the end of March 2029.

How To Submit Your Application

We invite you to submit an expression of interest, using the form below, outlining your relevant skills and experience for this role.

Please submit your expression of interest form to Kent and Beyond Early Years Hub via KBEYSPH@northfleet-nur.kent.sch.uk by 12pm on Monday 29th June 2026.

Please note we cannot accept CV's.

If you have any further queries, please email the above mailbox.

We look forward to receiving your application.