



HILLINGDON

LONDON

Job Profile

JOB TITLE:	Home Learning and Language Coordinator
GRADE:	SO1 (fixed term contract April 2026-March 2029)
POST NO:	30648 and 30646
JOB TIER:	
DBS CHECK:	Enhanced
DIRECTORATE:	Social Care - Stronger Families and Protection
DEPARTMENT:	Child and Family Services

REPORTING STRUCTURE

Reports to:	Family Hubs & Children's Centres Service Manager
Direct Reports:	0
Indirect Reports:	post specific

ROLE PURPOSE:

Hillingdon recognises and champions parents as the primary and most influential educators in their children's lives, whose everyday interactions, encouragement, and support are pivotal in unlocking each child's full potential and fostering lifelong development.

The post works directly with families and caregivers, delivering Home Learning Environment (HLE) evidence-based interventions providing practical guidance, resources, and ideas to help create positive learning at home and develop speech, language and communication (SLC). It also supports programmes and activities and collaborates with speech and language therapists, early years staff, health visitors, and other professionals to ensure consistent support.

The post will contribute to raising early learning outcomes across the borough by helping ensure at least 75.5% of children in Hillingdon reach a Good Level of Development (GLD) by age five.

The post holder will deputise for the Parenting and HLE Team Leader in their absence.

A. Job Description

1. Resident and Community Contribution

- Consult with parents/carers and partners to ensure HLE initiatives reflect community needs, cultural diversity, and best practice.
- Demonstrate a strong understanding of the Council's Customer Care standards, ensuring these are met to deliver the vision of 'putting our residents first'.

2. People Management

- No direct supervisory responsibility however there may be requirement to assist in induction and training of peers and new employees.
- Productively develop internal and external relationships with professionals, partners and service users.
- Support trained professionals with the delivery of HLE programmes and foster a culture of reflective practice, continuous improvement and workforce development.

3. Operational Service Delivery

- Develop, plan, and coordinate a boroughwide programme of HLE and early language support in partnership with parents/carers and key partners, such as family hubs, children's centres, faith and community groups, schools, childcare settings, ensuring consistent, high-quality practice across the borough.
- Direct delivery of evidence-based programmes and targeted interventions that promote language rich home learning environments (e.g. Early Words Together, stay and play groups, storytelling sessions, parent workshops).
- Promote programmes using outreach, social media, and local networks to ensure families, service providers, and partner agencies are well informed about parenting and HLE services to encourage strong participation.
- Actively engage families who are less likely to participate, using diverse outreach methods to reach those with SEND, EAL, and varied cultural backgrounds.
- Develop and maintain a clear, integrated Home Learning & Language Pathway for families with children aged 0–5+, including appropriate adaptations for SEND.
- Coordinate the borough-wide deployment of the WellComm Toolkit, with an emphasis on disadvantaged areas and settings with low GLD scores, encompassing practitioner training, progress monitoring and early intervention to enhance outcomes.
- Inspire, influence, and motivate parents, partners, partners, and early years practitioners to understand and actively contribute to the home learning and language pathway.
- Guide, coach, and train practitioners in Local Authority, Health, Education, and

community settings on HLE programmes and the WellComm screening tool to build confidence and skills in language-rich practices. Identify and share best practice models.

- Support the monitoring of service quality by developing effective systems for collecting and analysing feedback from families and delivery partners and sharing outcomes to inform continuous improvement.
- Collaborate with internal local authority teams and key external agencies, including early years providers, schools, health professionals, voluntary sector partners, and community organisations, to foster joined-up partnership working that addresses the needs of children and families.
- Serve as the main point of contact for Home Learning Environment (HLE) programmes across schools and childcare settings, ensuring alignment with borough priorities and facilitating shared referral pathways through effective multiagency relationships.
- Work in collaboration with colleagues and partners to ensure the programme offer is effectively promoted and delivered across the borough.
- Contribute to cooperative working across services in line with the Council's vision and values, engaging in cross service and Council wide initiatives as required.

4. Financial & Resource Management

- Demonstrate cost-consciousness and identify any cost-effective changes to own way of working.

5. Continuous Improvement

- Identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for families.
- Keep up to date on research, policy and practice developments through research and attendance at seminars or training.
- Monitor attendance, outcomes and use validated tools to evaluate programme impact.

6. Contacts

- Primary contact will be with parents and children, childcare settings including childcare providers and schools, family hubs and children's centres and other officers within the Council.
- The post-holder will also be in contact with health and community partners.

7. Additional Responsibilities

- Complete other reasonable tasks in order to fulfil role purpose or as required by management.

8. KEY PERFORMANCE INDICATORS

- Support the achievement of team performance objectives within set timeframes by collaborating effectively with the team and partners, driving improvements in educational and life outcomes for young children, and ensuring high-quality

provision through strong provider engagement.

- Support an increased reach across education, faith and community settings; inclusive access for SEND families; and strong uptake, both face to face and online.
- Ensure parents/carers report an 80% increase in confidence in parenting post parenting and HLE interventions.
- Parenting and HLE support demonstrably contributes to improved Good Level of Development (GLD) outcomes for the 3–4 cohort by 2028 and reduces repeat involvement with Early Help or Children’s Social Services

B. Person Specification

This person specification will be used for recruitment to this post. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS	ESSENTIAL ✓	DESIRABLE ✓
A relevant qualification/experiences working with children and/or Young People at Level 3 minimum	✓	
GCSE Grade A-C in Maths and English or equivalent	✓	
Evidence of further professional development – including training in HLE and/or parenting programmes	✓	
PGCE, PETTLS, Teaching Cert – OR Willingness to undertake accredited training (evidence-based parenting programmes, train the trainer)		✓
2. EXPERIENCE	ESSENTIAL ✓	DESIRABLE ✓
Minimum of 3 years' experience of working with young children and families in the early help field of work.		
Experience delivering or coordinating early years or parenting programmes, focused on language, communication or home learning	✓	
Experience working with children with SEND and their families, as well as children and families for whom English is a second language.	✓	
Experience of collaborative work with a range of practitioners and agencies.	✓	
Experience of developing and delivering training to a range of multi-agency professional at all levels.		✓
Experience of evaluating, monitoring and improving service quality.		✓
3. KNOWLEDGE	ESSENTIAL ✓	DESIRABLE ✓
Good working knowledge of child development milestones and the statutory & non-statutory frameworks of the EYFS.	✓	
Working knowledge of relevant government legislation, guidance and local procedures relating to children and families, including early help and safeguarding.	✓	
Strong understanding of child development, using the EYFS, especially early communication and the home learning environment.	✓	
Knowledge of government initiatives relating to HLE		✓
4. SKILLS	ESSENTIAL ✓	DESIRABLE ✓
Good inter-personal and communication skills	✓	
Ability to work collaboratively with a range of practitioners and services.	✓	

Ability to engage and influence the wider children and families workforce, promoting consistent HLE and language development messaging to ensure alignment and best practice across services	✓	
Ability to understand the pressure that some parents may experience when bringing up children	✓	
Skills to develop innovative ways of supporting parents and children to express their needs and views about services in agreement with co-production principles	✓	
Ability to use data to develop and monitor provision and produce reports		✓
Commitment to Equal Opportunities issues and ability to apply anti- discrimination to own practice in order to produce accessible and inclusive services.	✓	
Ability to recognise and respond to safeguarding issues in line with relevant policies.	✓	
Strong organisational skills and ability to coordinate multiple programmes simultaneously.	✓	
Excellent ICT skills and the ability to learn new systems as required	✓	
Ability to work on own initiative and as part of a support team.	✓	
Ability to work flexibly to meet the needs of the service - post holder will be required to travel around the borough and work remotely/evening/ weekends as required	✓	
5. COMPETENCIES	ESSENTIAL	DESIRABLE
Respect -Demonstrates a strong commitment to putting residents first by delivering excellent customer service, fostering inclusion and diversity, representing the council positively, supporting team wellbeing, and guiding others through change.	✓	
Collaborative -Encourages the use of resident feedback to enhance team performance and customer satisfaction. Builds strong relationships and promotes collaborative working across teams. Supports the growth and development of others by providing opportunities for learning.	✓	
Efficient - This section highlights key competencies for effective service delivery, including the use of resident feedback to enhance customer satisfaction, setting and monitoring team objectives, managing budgets efficiently, identifying and implementing service improvements, and maintaining a solution-focused approach that encourages learning from mistakes.	✓	
Integrity - Demonstrates an understanding of local government, including democratic and political decision-making, and applies decisions appropriately. Proactively enhances management and leadership skills, while exhibiting emotional intelligence and embodying the Council's values.	✓	
Open and honest -Demonstrates accountability and clear communication, fosters a culture of openness and learning from mistakes, and effectively supports others through change and service improvements.	✓	

