

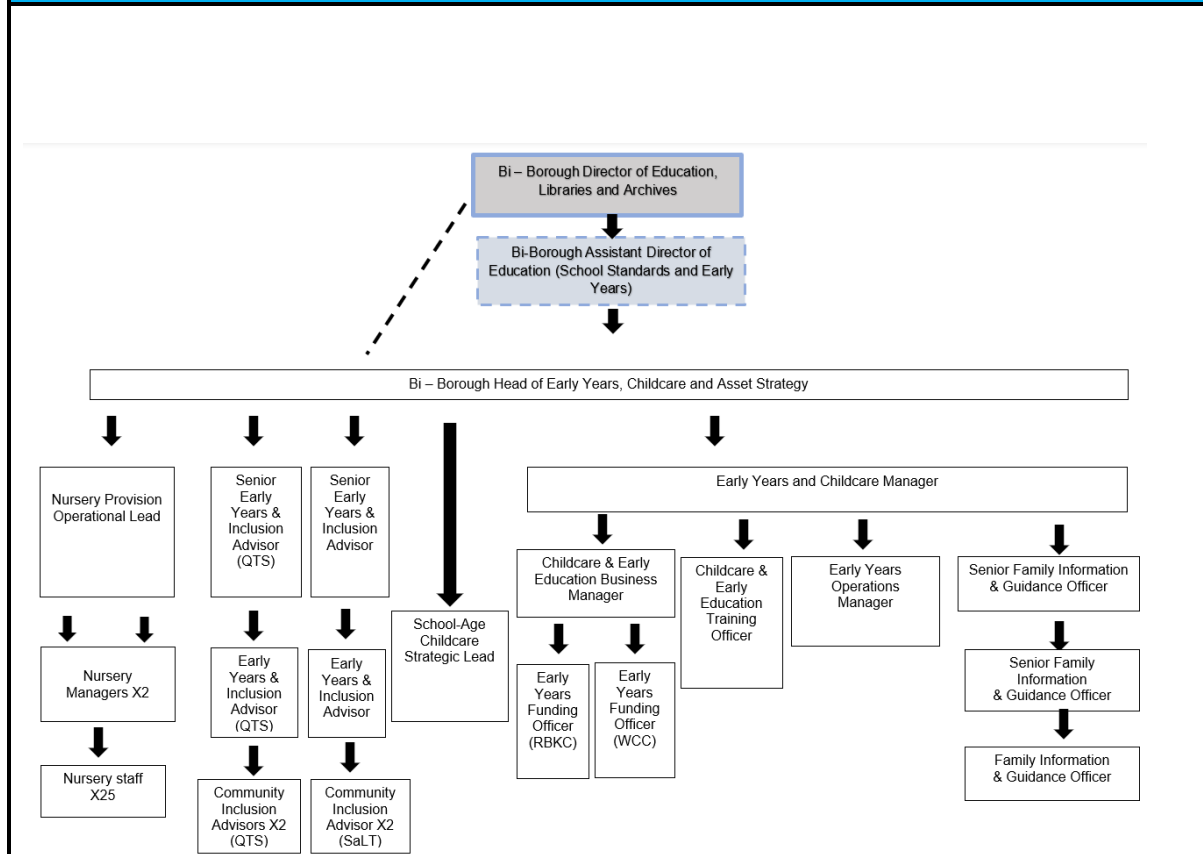
JOB DESCRIPTION

Job title	Community Inclusion Advisor (Early Years & Best Start Family Hubs)
Directorate	Children's Services
Service	Education
Team	Bi-Borough Early Education and Childcare Service
Grade	G

DBS Check Required	Enhanced with Children's and Adults Barred List
Justification for DBS	Regulated Activity with Children and Adults
Politically Restricted	No

Responsible to:	Senior Early Years and Inclusion Advisor
Employees directly supervised (if applicable):	N/A

Organisational structure chart *(job titles only, no employee names)*



1. JOB PURPOSE:

- The Community Inclusion Advisor will play a key role in delivering the **Best Start in Life (BSIL)** strategy, strengthening joint working across Early Years providers, Best Start Family Hubs, and schools.
- The post holder will lead and coordinate collaborative work to improve outcomes for children, particularly in relation to early learning across Best Start Family Hubs and Early Years Provision (in the PVI sector and schools), the Home Learning Environment, parenting engagement, and raising achievement across the Early Years Foundation Stage (EYFS), with a focus on improving Good Level of Development (GLD).
- The role will also include designing and delivering high-quality, evidence-based interventions and workshops for parents to enhance the home learning environment and support children's school readiness (starting reception).

2. DESCRIPTION OF DUTIES:

1. Strategic Delivery of the Best Start in Life Strategy

- Lead on the implementation of the BSIL priorities relating to Early Years and Best Start Family Hubs with a particular focus on the Home Learning Environment and the curriculum underpinning the stay and play sessions in Best Start Family Hubs. As a result, Good Level of Development will increase year on year for children across the Bi-Borough.
- Foster strong collaborative relationships across schools, early years providers, Best Start Family Hubs, health teams, social care, VCS providers, schools and wider partners, so the early years system will be more seamless for families and professionals alike.
- Ensure a coordinated approach to early intervention, inclusion, integrated working, and consistent messaging for families, so early identification of needs will be more effective and children and families will access services, support and advice as early as possible.

2. Partnership Coordination & Collaboration

- Coordinate and facilitate regular multi-agency meetings between Early Years providers, Best Start Family Hubs, schools and wider partners to improve family participation, information sharing, service accessibility and improve early years outcomes.
- Take the lead on the development of seamless pathways for families accessing early years and Best Start Family Hub services to ensure that they access services across the system and that numbers of families accessing services increase.
- Share best practice and local data to support joint planning and decision-making to improve the quality of services across the system.

3. Improving Parental Engagement & Supporting Schools and Early Years Providers

- Lead work with schools and early years providers to strengthen parental engagement strategies linked to children's learning and development, so children's Good Level of Development will increase at the end of year reception.
- Be responsible for the strategic lead in the way schools analyse EYFS outcomes and implement approaches to improve GLD, particularly for disadvantaged groups to ensure all cohorts achieve better outcomes consistently.
- Provide guidance, modelling, and coaching for school and early years staff in relation to working effectively with parents, so they will be fully equipped to advise and support families confidently.

4. Delivering Evidence-Based Interventions for Parents

- Plan, coordinate, and deliver high-quality, evidence-based parenting programmes and learning workshops to ensure that the workforce will be upskilled and confident in using and promoting the programmes.
- Implement interventions that support children's early communication, language development, social skills, and school readiness, so GLD outcomes will improve for all cohorts.
- Deliver "Getting Ready for School" workshops and other targeted sessions for families with a particular focus on children with SEND to ensure that children and families will be supported consistently before they move to their next setting.
- Monitor engagement, retention, and impact of interventions to ensure that they work effectively and are impactful.
- Take on the responsibility for upskilling the early years workforce across Best Start Family Hubs, early years settings and schools in relation to the Home Learning Environment, so they are confident to support families at the right time and by offering the right interventions, advice, support and guidance.

5. Quality Improvement & Professional Support

- Lead on practice within settings and schools to implement effective practice in early learning and family engagement to ensure that quality of provision will be consistent across the system.
- Use EYFS outcome data and local needs assessments to inform planning and prioritisation to ensure that all cohorts receive the appropriate level of support, so GLD outcomes improve for all cohorts.
- Champion inclusive approaches that meet the needs of all families, including those experiencing disadvantage or SEND to ensure that their outcomes improve consistently by the end of year reception.

6. Monitoring, Reporting & Evaluation

- Provide reports to senior leaders on impact, emerging needs, and progress against BSIL priorities to show impact evidently.
- Contribute to evaluation frameworks and participate in continuous improvement processes to ensure that the service continues to grow and develop in order to meet communities' needs effectively.
- Lead on reporting for local authority or the DfE, as required to ensure that we can demonstrate the impact the allocated funding is having on children's attainment.

The duties and responsibilities outlined in this job profile are indicative of the role, however they are not exhaustive and may be subject to change. In addition, you will be required to undertake other reasonable duties as directed by your manager.

SELECTION CRITERIA/PERSON SPECIFICATION

Conditions to Note:

The person specification outlines the essential requirements the post holder or applicant must meet to fulfil the role and the duties outlined.

Candidates:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Resilience:

We encourage staff to assist the council during a significant emergency response which will focus on meeting the needs of residents. This may necessitate staff involvement, and in exceptional circumstances, could involve redeployment to support the emergency response.

Informed by our learning from the Grenfell tragedy, senior managers (Head of Service and higher) are expected to play an active coordination and leadership role in the Council's broader emergency response efforts during major or serious incidents. This includes arranging urgent resources from their own services and rallying staff teams to help residents during their time in need.

Values & Behaviours

The Royal Borough of Kensington and Chelsea have identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	Equal Opportunities Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	Qualifications/Training/Certificates • Qualified Teacher Status (QTS) or a Qualified Speech and Language Therapist
C	Skills, knowledge and experience • Significant Early Years experience, including strong understanding of EYFS and GLD improvement strategies. • Skills in leading, and experience in a leadership mentoring role. • Ability to understand, implement and advice on best practice, targets and standards

	set within the education sector ensuring up to date knowledge. • Awareness of families and communities and the challenges faced and ability to be mindful and conscious – such as cost-of-living challenges. • Experience working with families, community services, or multi-agency teams. • Experience delivering workshops or parenting programmes. • Experience working with children with SEND and a proven record of inclusive practice. • Strong understanding of early years practice, child development, and school readiness. • Knowledge of the Best Start in Life principles, Best Start Family Hub frameworks, and early intervention approaches. • Ability to engage and motivate parents from diverse backgrounds, including those less likely to access services. • Excellent presentation, facilitation, and group-work skills. • Strong communication, relationship-building, and partnership-working skills. • Competent in analysing data to inform improvement and tracking impact. • Ability to work independently, manage time effectively, and prioritise workload. • Commitment to improving outcomes for young children and reducing inequalities. • Warm, approachable, and skilled in engaging families. • Flexible, proactive, and solutions focused. • Confident working across educational and community settings. • Able to work occasional evenings or weekends when required. • Willingness to travel between settings and Best Start Family Hubs across the area. • Commitment to continuous professional development.
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OUR VALUES AND BEHAVIOURS

Our values and behaviours underpin everything we do.

They guide our interactions with residents, businesses, visitors, partners and each other.

They are also a measure of how well we've done.

Our Values & Behaviours	
D	PUTTING COMMUNITIES FIRST • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that: • I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input

E	RESPECT • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair and involving approach regardless of any way in which an individual is different to us. The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken. • I feel I am being treated fairly.
F	INTEGRITY • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take. • I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that: • I am told when something is not possible, and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued

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WORKING TOGETHER

We work together and in partnership with everyone that has an impact on the lives of our residents.

- We want to understand, learn from each other and continually adapt.

The following examples are indicators of effective behaviour:

- I work with others to provide an effective service for residents, local communities and other departments within the Council.
- I seek ways to work with other departments to deliver a seamless service and find opportunities to improve.
- I seek out opportunities to learn from my colleagues and build on good practice.

Our residents will feel that:

- I can get my issue resolved without being passed around departments.
- I find it easy to access the services that I need.
- I feel the Council is open to new ideas.