



# Early Years Learning Lead:

Personal, Social and Emotional  
Development



**BIRTH TO 19** 

## St Edmund's Early Years Stronger Practice Hub

St Edmund's Early Years Stronger Practice Hub is one of a number of Early Years Stronger Practice Hubs (EYSPH) designated by the Department for Education (DfE) across England. Based at St Edmund's Nursery School and Children's Centre in Girdlington, Bradford, our hub currently works across the following local authorities: **Barnsley, Bradford, Calderdale, Doncaster, Kirklees, Leeds, Rotherham, Sheffield, and Wakefield.**

EYSPH help early years settings to adopt evidence-informed practice and build trusted networks for sharing effective practice. There are 18 Early Years 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. We currently achieve this by:

- **Establishing local networks** of settings to share knowledge and effective practice.
- **Proactively sharing information and advice** on evidence-based approaches, for example, through newsletters, blogs, events and social media.
- **Acting as a point of contact** for bespoke advice, and signposting to other funded support.
- **Working with Ambition Institute** to select evidence-based programmes to fund and make available to settings

The Early Years Stronger Practice Hubs are a key part of the Best Start in Life strategy. 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 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 will be based in EYSPH and will be responsible for improving outcomes for children by:

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

## Job Description

**Job title:** Early Years Learning Lead: Personal, Social and Emotional Development

**Contract type:** Fixed term until March 2028, with possibility of extension until March 2029. 2 days per week term time only or 78 days all year round.

**Team:** Early Years Stronger Practice Hub

**Reports to:** Early Years Stronger Practice Hub Lead

**Location:** Hybrid – In settings + Bradford office + home working

**Pay:** £350.00 per day being paid directly as a self-employed contractor / consultant **or** by agreed release from your existing role, with payment be made to your setting for your release.

---

## Key Responsibilities

Overseen by the EYSPH lead and working closely with early maths and early language leads, PSED leads 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 PSED delivery plan outlining plans for sustained support to educators and settings, based on local needs analysis and mapping of existing provision.
- Delivering DfE owned PSED professional development
  - *Early Years Stronger Practice CPD – PSED for educators working with children aged 2-4 module (based on the EYPDP3 PSED module)*

PSED leads will deliver each module to a minimum of one cohort (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 with PSED 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 EML 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.
- Working with local authorities across West and South Yorkshire (Barnsley, Bradford, Calderdale, Doncaster, Kirklees, Leeds, Rotherham, Sheffield and Wakefield) and other relevant stakeholders e.g. Best Start Family Hubs to understand local needs, identify gaps,

prevent duplication of services, and reduce the risk of fragmentation, thereby strengthening coherence across the local system.

- 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.

## **Skills & Experience**

### **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, childminders, school-based settings).
- Has experience of leading professional development in PSED.
- 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 PSED 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 PSED and able to communicate these clearly and confidently to educators and settings, while modelling a positive attitude to PSED.
- Enthusiastic to learn more about PSED 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 PSED, such as:
  - the Early Years Professional Development Programme (EYPDP) PSED module.
  - the Early Years Child Development Training (EYCDT) Supporting children's PSED 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 PSED 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.

**Desirable:**

- Full driving licence.
- 

**Application Instructions:**

Please download an expression of interest form then send us:

- Completed expression of interest form
- Copy of your CV
- Covering letter (optional)

Please ensure you demonstrate how your experience, knowledge and skills align to the role and the organisation.

Please also indicate if you would be applying for the role as a consultant position or release from a current setting and if you would be interested in the role as term time only or all year round. Please title each document with your name and application submission date and send your completed application to: [sph@stedmundsbradford.org.uk](mailto:sph@stedmundsbradford.org.uk)

**Closing Date:** Monday 6th July

---

**Safeguarding:**

We are committed to safeguarding and promoting the welfare of children. Any appointment made will be subject to references and a full and enhanced safeguarding and DBS check.

Please be aware that Keeping Children Safe In Education (2025) requires schools to undertake online searches as part of their shortlisting and due diligence process. If shortlisted for a role an appropriate online search will be undertaken on your name(s). All information will be treated as confidential and will only be used in relation to the post for which you have applied.

**Eligibility:**

You must be eligible to work in the UK for the duration of your employment. Information is available at <http://www.ukba.homeoffice.gov.uk/>

---

**Equal Opportunities:**

We are committed to ensuring all candidates have equal access to our recruitment and selection procedures. If you have a disability, impairment or long-term health condition that may affect your ability to submit an application, or if you need any adjustments to attend an interview, participate in the selection process, or carry out the job, please email: [sph@stemdmundsbradford.org.uk](mailto:sph@stemdmundsbradford.org.uk)

This will enable us to make reasonable adjustments to support you. Any information provided will be treated confidentially and will not inform any part of the recruitment and selection process.