

Job Description

For Non-Streamlined Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Best Start in Life Inclusion Practitioner	JEID	L0810
Salary Grade:	Grade I		
Team:	Best Start in Life		
Service Area:	Children and Families		
Primary Location:	Best Start Family Hubs and Network sites Countywide including district and borough allocation		
Political Restriction	This position is not politically restricted.		
Responsible to:	Best Start Inclusion Practitioner Team Manager		
Responsible for:	The Best Start Inclusion Practitioner (BSIP) works as part of an integrated, multiagency Family Hub team to ensure babies and young children aged 0–5 with emerging or identified additional needs receive timely, high quality and coordinated support.		

Role Purpose

The Best Start Inclusion Practitioner (BSIP) works as part of an integrated, multiagency Family Hub team to ensure babies and young children aged 0–5 with emerging or identified additional needs receive timely, high quality and coordinated support.

The role identifies emerging needs early, using observation, evidence-based screening tools, and collaborative assessment, distinguishing typical variation from possible longer term SEND.

It provides short, flexible interventions, models inclusive practice and strengthens family confidence while ensuring clear access to specialist pathways and community-based support.

The BSIP builds capability across the Hub workforce, promotes inclusive practice, and contributes to coherent early years SEND offer. The role improves outcomes, reduces inequalities, and ensures every child has the best possible start in life.

The Best Start in Life Inclusion Practitioner works as part of the Family Hub's integrated multi-agency

team to ensure that babies and young children (0–5) with emerging or identified Special Educational Needs and Disabilities receive timely, high-quality, coordinated support through the Family Hub.

The purpose of the role is to:

- **Identify SEND needs early** through observation, use of screening tools, and undertaking collaborative assessments. Lead and coordinate the 'SEN support' process for a child who is not attending early education.
- **Communicate and connect with partners/carers helping to empower and support them** with practical strategies, removing barriers, and providing clear information about SEND processes and services.
- **Facilitate integrated multi-agency coordination**, ensuring families receive seamless support across education, health, and social care.
- **Coordinate the planning, implementation, and delivery** of targeted intervention sessions to support children's communication, development, behaviour, self-regulation, and learning within Family Hubs and community locations.
- **Build capacity across the Family Hub workforce** through training, coaching, advice and support, improving inclusive early years practice across the locality and contributing to a universal SEND offer.
- **Champion inclusive practice:** ensure that children's voices and family experiences shape decisions, and that inclusive, accessible, family-centred services are embedded across the Hub and local community.
- **Reduce inequalities**, supporting earlier identification and improved long-term outcomes for children with SEND.

Ultimately, the role exists to reduce inequalities, ensure a smooth journey for families, and enable children with SEND to thrive in their earliest years.

Role Responsibilities

1. Providing Direct Support to Children and Families

- Identifying emerging needs using evidence-based tools, including Wellcomm, the EYFS Progress Check at age 2, and the 2–2½ year health review.
- Observing children across Hub sessions, home environments, and community settings, and discussing concerns with families and practitioners.
- Delivering short, targeted interventions through 1:1 or small group work, sensory stay and play and brief coaching, without holding an ongoing caseload.
- Modelling strategies that support communication, interaction, sensory processing, behaviour, play, and early learning.
- Supporting families to understand local inclusion pathways and navigate services, collaborating with Family Navigators and signposting to Voluntary, Community & Faith partners and peer networks.
- Supporting referrals and ensuring timely follow up to appropriate services.
- Supporting families to access early years education and disability related financial support.

2. Coordinating Multiagency Support

- Working collaboratively with Early Years SEND, Early Support, Early Years Quality Improvement & Safeguarding Services, Virtual School, Health Visiting, Speech and Language Therapy, Educational Psychology, therapy teams, Early/Family Help, maternity, and other partners to deliver joined up support.
- Sharing relevant developmental insights with education and children's social care in line with procedures, contributing to multiagency meetings and transition planning.
- Aligning support with early identification, neurodiversity and speech and language pathways, and with the national Experts at Hand offer as SEND reforms develop.

- Using flexible delivery approaches including colocation, joint interventions, drop-ins, outreach, and virtual sessions.

3. Strengthening Inclusive Practice Across Family Hubs

- Offering coaching, modelling, and training to Family Hub and partner staff to build confidence in early identification, child development, and inclusive practice.
- Using National Inclusion Standards (when available) and high-quality inclusion audit tools.
- Promoting inclusive practice and accessible environments across HLE, parenting, perinatal mental health, infant feeding, and parent–infant relationship services.

4. Contributing to the Best Start Family Hub SEND Offer

- Supporting the implementation of the local BSFH SEND offer for children aged 0–5.
- Ensuring support is accessible, proactive and not reliant on formal diagnosis.
- Delivering evidence based or evidence informed interventions in line with DfE requirements.
- Using established or emerging approaches (e.g., Portage) where appropriate and supporting the testing and refinement of new practices.
- Contributing to co-producing the BSFH SEND offer with families, VCF partners and system stakeholders.

5. Building System-wide Partnerships Across Early Years

- Promoting and supporting access to early education entitlements for children with SEND or emerging needs.
- Working with the Birth to Five, Early Years SEND and EY Quality Improvement Service teams to champion inclusive practice across early years settings, including childminders and specialist provision.
- Supporting effective transitions into school through appropriate information sharing and partnership planning.
- Championing the Family Hub SEND offer across the wider early years system.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

A full and relevant Level 3 qualification or above in SEND, Early Years, Education, Health, or Social Care	A/D
Understanding of inclusive Early Years practice, SEND legislation and local SEND systems from birth to 25 years.	A/I
Knowledge of child development, attachment, and communication development.	A/I
Theoretical and practical knowledge, experience and understanding of multiagency working, Early Support, Early Education and SEND pathways.	A/I
Building trust with families and professionals through sensitive communication.	I

Ability to design and deliver SEND interventions effectively, develop and coach others to implement high-quality inclusive practice.	A/I/P
Able to manage workload with flexibility in approach and to prioritise effectively.	A/I/T
Working collaboratively across multi-agency systems.	A/I
Experience of delivering staff training or coaching colleagues.	A/I
Supporting babies and young children (0-5 years) with additional or emerging needs.	A/I
Maintaining accurate records.	A
Proven, confident ICT skills. Able to use digital tools confidently for assessment, communication, and reporting.	A
Driving licence and an essential car user with the ability to travel countywide.	A
English and Maths at GCSE grade c or above (or equivalent)	A
Culturally competent and respectful of diversity.	A/I
Knowledge of observation and assessment materials and strategies, appropriate for use with children within the EYFS.	A/I

Desirable Criteria

Assessed By:

Experience working as a SENCO in an education role for a minimum of 3 years.	A
Training in recognised SEND approaches such as Makaton, PECS or similar	A/I
Experience of working with / running groups with parents/carers.	A/I

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process, and/or operation risk assessment whereby all of the significant risks are identified, recorded, and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

☐ Provision of personal care on a regular basis ☐ Driving HGV or LGV for work

☒ Regular manual handling (which includes assisting, manoeuvring, pushing, and pulling) of people (including pupils) or objects	☐ Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
☐ Working at height/ using ladders on a regular/ repetitive basis	☐ Restricted postural change – prolonged sitting
☒ Lone working on a regular basis	☐ Restricted postural change – prolonged standing
☐ Night work	☒ Regular/repetitive bending/ squatting/ kneeling/crouching
☐ Rotating shift work	☐ Manual cleaning/ domestic duties
☐ Working on/ or near a road	☐ Regular work outdoors
☒ Significant use of computers (display screen equipment)	☒ Work with vulnerable children or vulnerable adults
☐ Undertaking repetitive tasks	☒ Working with challenging behaviours
☐ Continual telephone use (call centres)	☐ Regular work with skin irritants/ allergens
☐ Work requiring hearing protection (exposure to noise above action levels)	☐ Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
☐ Work requiring respirators or masks	☐ Work with vibrating tools/ machinery
☐ Work involving food handling.	☐ Work with waste, refuse
☐ Potential exposure to blood or bodily fluids	☒ Face-to-face contact with members of the public
☐ Other (please specify):	