

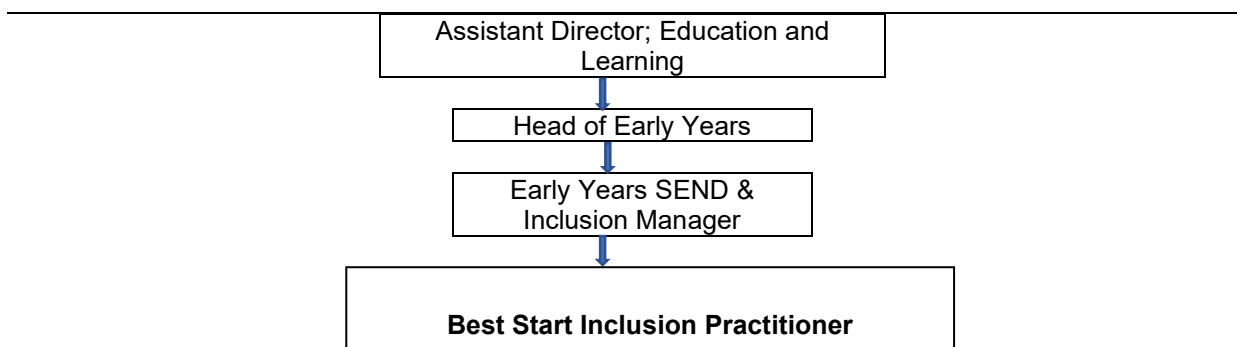
JOB DESCRIPTION

Job Title:	Best Start Inclusion Practitioner		
Directorate:	People	Salary:	£30,024 - £35,412 per year plus £729 London Weighting
Section:	Education and Learning	Grade:	BG-H SCP 15 - 24
Location:	Child Development Centre (Working across the Family hub network)	Work Style:	Flexible

Key Objectives of the role

- Provide early advice, guidance and navigation to families with children aged 0–5 where there are emerging concerns about development or additional needs, helping families understand local pathways and options and access the right support as early as possible.
- Strengthen early identification and inclusive practice across the Best Start Family Hub and network sites by using agreed observation and screening approaches, ensuring children with SEND and/or additional needs (with or without formal identification) and their families can access the hub offer equitably through reasonable adjustments and inclusive planning, without reliance on a formal diagnosis.
- Work in partnership and build system capability across the Family Hub network, early years settings, universal services and the Child Development Centre to improve pathways, promote a “no wrong door” approach, model inclusive practice, support workforce development, and ensure practice aligns with local and national guidance, with outcomes recorded to support quality assurance and service improvement.

Designation of post and position within departmental structure



The post is based within the Child Development Centre (CDC) and is line managed through the Early Years SEND & Inclusion team. In practice, the post holder will work across the Best

Start Family Hub and the wider Family Hub network sites to provide early advice, guidance, navigation and inclusion support for families and to strengthen inclusive practice across the network.

Daily and monthly responsibilities

- Provide early, practical advice and guidance (face-to-face, phone and digital where appropriate) to families using the Family Hub offer who have questions or concerns about child development, additional needs or access requirements.
- Support and empower families to navigate local pathways and access appropriate services through clear signposting and warm handovers to relevant provision, so families do not have to navigate services alone. This includes health, early help, early years support, targeted pathways such as the CDC, and trusted voluntary, community and faith (VCF) organisations and peer networks. Promote and support take up of early education entitlements where relevant.
- Work closely with the Early Years SEND & Inclusion team at the Child Development Centre (CDC) to support clear pathways, consistent information and thorough handovers for families and early years settings.
- Promote inclusive access to hub activity by identifying and agreeing reasonable adjustments with families and staff (e.g., adaptations to sessions, sensory considerations, communication supports), so families of children with SEND can participate equitably.
- Provide direct, flexible and time-limited support (rather than an ongoing caseload), including practical advice, modelling inclusive practice and short interventions, and supporting/delivering targeted inclusion activity such as sensory stay and play, communication-friendly sessions and transition-focused groups, as agreed locally. Record all relevant activity and outcomes on the Mosaic family file.
- Use professional judgement, in collaboration with families and partners (e.g., HVs, SALTs, EPs, OTs, Area SENCOS/DSCOs where applicable), to distinguish between children who may benefit from enhanced universal support and those who may have medium- to long-term additional needs, supporting timely graduated responses and appropriate pathways.
- Contribute to the development, accessibility and promotion of the BSFH 0-5 SEND offer (aligned to the local SEND offer), including feeding back themes/barriers and helping ensure information is clear for families; note that commissioning and service-level partnership design sits with the local authority and system partners.
- Liaise with early years providers and school-based early years (including SENCOS) to support inclusive access to the Family Hub offer, share pathway information, and signpost/settings and families to the appropriate advice, training and support (including via the CDC Early Years SEND & Inclusion team) as needed.
- Support consistent use of the graduated approach by encouraging early conversations, appropriate evidence gathering, and timely referral/signposting.
- Work with partners through the Family First Partnership Programme (in line with local agreements and governance) to strengthen early identification and early SEND support. This includes attending relevant meetings and forums, contributing at a working level to shared pathways and joined up early intervention, and supporting coordinated help for families in line with information-sharing and safeguarding requirements. The role adds capacity at the “front door” (hub and network sites) by providing earlier advice and navigation support, and complements rather than replaces statutory assessment, case management and commissioning functions delivered by the EYFS SEND and Inclusion Officers at the CDC.
- Maintain accurate, timely records in line with local procedures, information sharing, safeguarding and data protection requirements.

- Contribute to service development and capacity building by identifying themes and barriers affecting inclusion and access, and support delivery of inclusion-focused sessions/drop-ins and transition support with partners as agreed.

Scope of role

- You will not hold a CDC-style caseload of statutory/complex casework; the role adds capacity through early guidance, navigation support, inclusive access planning, short interventions and system linking across hub and network sites. You may offer light-touch help to explain local pathways and routes (including how to access SEND support and, where appropriate, an EHC needs assessment route) but is not expected to provide statutory assessment, ongoing advocacy, coordination or case management.
- You will have a significant impact on access and inclusion for families with children aged 0–5, helping them get support earlier and move more smoothly through services across the continuum of need.
- You will not have budget responsibility but will contribute to identifying resources and adjustments required to improve inclusive delivery and family experience.

Commitment to the Council's Equal Opportunities policy at all times

Commitment to working within the bounds of the Data Protection Act and GDPR legislation at all times

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only

PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
Skills and qualifications	<ul style="list-style-type: none"> • Relevant Level 3 (minimum) qualification in early years, education, health or SEND, with experience of direct work with families and working within multi-agency systems. • Sound working knowledge of child development in the 0–5 age range and the principles of inclusive early years practice. • Ability to communicate clearly and sensitively with families and professionals, including explaining complex information in an accessible way. 	<ul style="list-style-type: none"> • Level 3 Early Years SENCO (EYSENCO) • Additional training in areas such as early communication, autism awareness, early years SEND, or evidence-based parenting / early intervention approaches. • Familiarity with (or willingness to implement) the National Inclusion Standards and associated identification tools/digital resources once available, and experience supporting delivery of evidence-based or evidence-informed early intervention and/or parenting approaches (e.g., Foundations or DfE parenting/HLE evidence-based intervention menus) where used locally. • Experience of delivering group-based sessions, workshops or drop-ins with families and/or practitioners.
Competence Summary (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> • Understanding of and commitment to the requirements of safeguarding children, young people, vulnerable adults and promoting their welfare. • Demonstrable experience of working with children aged 0–5 and/or families, with an inclusion-focused approach. • Ability to support families to navigate services, understand options, and access appropriate support early. • Ability to work collaboratively across a multi-agency system, building effective 	<ul style="list-style-type: none"> • Experience of supporting early years settings to strengthen inclusive practice (e.g., coaching, modelling, mentoring, signposting to CPD). • Experience of supporting early years transitions for children with SEND and their families.

	<p>working relationships with hub teams, early years settings, and specialist services such as the CDC.</p> <ul style="list-style-type: none"> • Ability to contribute to inclusive delivery through practical adjustments, problem-solving and solution-focused planning. • Commitment to working within safeguarding, confidentiality, information sharing and data protection requirements. 	
Work-related Personal Requirements	<ul style="list-style-type: none"> • Ability to work flexibly, including occasional evenings, to support partnership meetings and governance as required. • Ability to travel across the borough and wider area to attend meetings and visit delivery sites. 	<ul style="list-style-type: none"> • Experience of working across multiple community sites (hub-and-spoke delivery) and adapting approaches to different environments and audiences.
Other Work Requirements	<ul style="list-style-type: none"> • A satisfactory enhanced Disclosure and Barring Service check. • The ability to converse easily in spoken English, explain complex or technical information to members of the public and respond effectively to detailed or complex questions for an extended period of time. • This post is exempt from the Rehabilitation of Offenders Act 1974 • Commitment to working within the bounds of safeguarding requirements, confidentiality, the Data Protection Act and UK GDPR 	
Role models and demonstrates the Council's values and behaviours	<p>Our values define who we are. They outline what is important to us. They influence the way we work with each other – and the way we serve our residents and engage with our communities.</p>	

We make our values real by demonstrating them in how we behave every day.

All staff should hold a duty and commitment to observing the Council's Equality & Dignity at Work policy at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and Council policies/procedures.

