

Job Description and Person Specification

Best Start in Life: Inclusion Practitioner (BSIP)

Job Details	
Grade	5
Service	Children and Education
Location	Coventry Family Hubs (with travel across the area)
Job Evaluation Code	TBA

Coventry City Council Values
We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation: Open and fair: We are open, fair and transparent. Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be. Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing. Create and innovate: We embrace new ways of working to continuously improve the services we offer. Own and be accountable: We work together to make the right decisions and deliver the best services for our residents. Value and respect: We put diversity and inclusion at the heart of all we do.

Job 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 a 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 t 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.

Key Responsibilities and Accountabilities

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, working alongside 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, 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.

6. Monitoring, Recording and Reporting

- Maintaining accurate, confidential and compliant records.
- Tracking intervention impact, monitoring children's progress and reporting outcomes as required.
- Ensuring all work adheres to safeguarding and data protection requirements.

7. Safeguarding

- Recognising and responding promptly to safeguarding concerns in line with local authority policies and escalation procedures.
- Attending relevant safeguarding meetings when required.

8. Professional Development

- Participating in supervision, team meetings and ongoing training.
- Keeping up to date with SEND legislation, early years pedagogy, neurodevelopmental needs and evidence based interventions.

Key Relationships

External:	• Early years providers • Schools • Childminders • Voluntary, community and faith sector partners • Health professionals (HVs, SALTs, EPs, OTs, midwives, maternity services) • Family Health and Lifestyles	Internal:	• Early Years SEND (0–5) • Early Years Quality Improvement & Safeguarding • SENDIASS • Early Support • Portage • Families First Partnership • Best Start Family Hubs
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Standard Information

Post holders will be accountable for

- carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.
- attending any training and undertake any development activities that are identified as mandatory/beneficial to their role.
- any other duties and responsibilities within the range of the salary grade.

Responsible for

N/A

Person Specification

Requirements

Knowledge	• Understanding of inclusive early years practice, SEND legislation and local SEND systems from birth to 25.
Knowledge	• Knowledge of child development, attachment, and communication development
Knowledge	• Theoretical and practical knowledge and understanding of multiagency working, Early Help, Early Education and SEND pathways.
Skills And Ability	• Building trust with families and professionals through sensitive communication.
Skills And Ability	• Ability to design and deliver SEND interventions effectively, develop and coach others to implement high quality inclusive practice
Skills And Ability	• Able to manage workload with flexibility in approach, and to prioritise effectively.
Experience	• Working collaboratively across multiagency systems.
Experience	• Experience working as a SENCO in an education role for a minimum of 3 years, including delivering staff training or coaching colleagues and supporting babies and young children (0–5) with additional or emerging needs.
Experience	• Managing workload flexibly, prioritising effectively and maintaining accurate records. Able to use digital tools confidently for assessment, communication and reporting

Experience	Experience delivering early years interventions, modelling strategies, and supporting families with emerging or identified developmental needs.
Personal Qualities	- Warm, empathetic, family centred and culturally competent. - Committed to inclusion and tackling inequalities. - Professionally curious, reflective and open to learning. - Resilient, flexible and solution focused. - Culturally competent and respectful of diversity.
Qualifications	- A full and relevant Level 3 qualification or above in SEND, Early Years, Education, Health or Social Care. - English and Maths at GCSE grade C or above (or equivalent). - Training in recognised SEND approaches such as Makaton, PECS or similar
Special Requirements	N/A

Disclosure and Barring Service (DBS)			
Does the role require a DBS check?			
Enhanced + Barred List Check (due to direct work with children aged 0–5)			
And if so, which type?			
Basic Check ☐	Standard Check ☐	Enhanced Check ☐	Enhanced + barred list check ☒

Declaration			
Reviewed/Created By:	Amanda King		
Job Title:	Senior Adviser: Birth to Five	Date:	03/04/26