

[BEST START INCLUSION PRACTITIONER]

Halton Borough Council
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SALARY GRADE: HBC Grade 4

WORKING AT HALTON

All our colleagues at Halton have made a positive commitment to delivering great outcomes for our communities. Whoever joins us will share that passion for outstanding service, and strongly align with the values which define our workplace culture:

- Working Together – building fantastic relationships with colleagues and customers
- Continuous Improvement – Keeping great service delivery at the heart of everything we do
- Personal Growth – Learning, growing and developing ourselves
- Accountability – doing what we say we are going to do
- Inspiring Leadership – positive roles models and leading by example

To read more about our values, click [HERE](#)

We are immensely proud that when asked what's great about working for Halton, the most popular response from our workforce has been 'our colleagues'.

Aside from working with a great team, our employees have access to a fantastic range of benefits, including:

- A generous annual holiday allowance starting at 34 days per year (including bank holidays), increasing with long service
- Membership of our defined benefit, salary-linked pension scheme with generous Employer Contributions
- 3 x Salary Life Cover via Local Government Pension Scheme
- Investment in your personal development
- Free Car Parking at HBC sites
- Flexible / hybrid working arrangements available
- Car leasing schemes
- Essential Monthly Car User Allowance

For further information about all the benefits we offer, please click [HERE](#)

ABOUT THE JOB

Best Start Family Hubs are a central part of the government's ambition to give every child the best start in life by bringing together early help, health, early years and community support for families with babies and young children. Halton is one of 75 local authority areas nationally funded to deliver Best Start Family Hubs. Having established the foundations of the programme, Halton is now transitioning into the next phase of delivery, with a clear focus on impact, quality and inclusion.

This role plays a key operational delivery role in realising the government's ambition for 75% of children to achieve a Good Level of Development by 2028. The Best Start Inclusion Practitioner supports high-quality early identification and inclusive practice across hubs, ensuring that children with emerging or additional needs are identified early, supported effectively and not left behind.

Working within an agreed framework, the postholder supports the translation of national policy and local priorities into consistent day-to-day practice across Best Start Family Hubs, contributing directly to improved outcomes for children and families in Halton.

The Best Start Inclusion Practitioner (BSIP) provides direct, flexible and timely support to babies and young children (0–5) with emerging or additional needs and their families. The role focuses on early identification, inclusive practice and strengthening developmental outcomes through partnership working across health, early years, SEND and community services.

The BSIP works proactively across the Best Start Family Hub (BSFH) network to ensure families can access early SEND support at any hub site, promoting a clear, accessible and inclusive local SEND offer from birth to school entry. The role complements, and does not duplicate, existing SEND roles such as Area SENCOs and Designated Social Care Officers.

More specific responsibilities include:

Early Identification and Direct Support

- Observe children and engage in professional discussions with families, early years practitioners and partners (e.g. Health Visitors, Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Area SENCOs and DSCOs) to identify emerging additional needs.
- Use professional judgement, in collaboration with others and with consideration of the child's home and developmental context, to distinguish between children who may benefit from enhanced supportive interactions and those who may have medium- to long-term additional needs.
- Use evidence-based screening and observation tools to inform early identification, including Wellcomm the EYFS progress check at age two and insights from the 2–2½-year health review.
- Provide practical advice, modelling of inclusive practice and short, focused interventions, including delivering or supporting activities such as sensory stay and play sessions.
- Maintain a flexible approach to support rather than holding long-term caseloads or providing ongoing case management.

Family Empowerment and Navigation

- Support and empower families to understand concerns, build confidence and access appropriate services at the right time.
- Offer light-touch guidance to explain local pathways and processes, including SEND and early years support routes.
- Work alongside Family Hub Navigators and other hub staff to signpost families to trusted voluntary, community and faith (VCF) organisations, peer support networks and local services, including for children with more complex needs.

Promoting Inclusive Practice Across Family Hubs

- Promote and embed inclusive practice across the Best Start Family Hub network, including within:
 - Home Learning Environment and parenting support
 - Perinatal mental health services
 - Parent–infant relationship support
 - Infant feeding services
 - Parent carer participation activity
- Model strengths-based, family-centred and trauma-informed practice in all interactions.

Partnership and Multi-Agency Working

- Collaborate at a working level with health, SEND services, early years settings, schools, parent groups and VCF partners to deliver joined-up support for families.
- Contribute to strengthening local inclusive practice through regular information sharing, joint problem solving and coordinated delivery.
- Where relevant, share appropriate developmental insights with children’s social care and contribute to multi-agency transition planning to support confident transitions into early education and school.

Workforce Development and System Contribution

- Contribute to building workforce capability across the BSFH network by supporting staff confidence in early identification, child development and inclusive practice.
- Promote the use of evidence-informed approaches and, when available, the National Inclusion Standards and associated digital resources.
- Support delivery and promotion of the BSFH SEND offer and contribute to its continuous development, including through feedback from families and partners.

Supporting Transitions and the Wider Early Years System

- Promote access to early education entitlements for children with SEND, additional or emerging needs.
- Encourage inclusive practice across early years settings, including childminders and Reception provision, drawing on specialist expertise and local Stronger Practice Hubs.
- Support effective transitions from early years into school, ensuring timely information sharing (where appropriate) and continuity for children and families.

ABOUT YOU

Minimum Level 3 qualification in early years, education, health, SEND, child development or a related field.

In addition you will have:

- Experience of direct work with children and families, particularly in early years or SEND contexts.

- Experience of partnership or multi-agency working across health, education or community services.
- Practical experience of supporting inclusive practice and early identification of additional needs.

Knowledge and Skills

- Strong understanding of child development from birth to five.
- Knowledge of local SEND systems, early years provision and family support pathways.
- Ability to use observation, screening tools and professional judgement to inform early support.
- Strong communication, relationship-building and influencing skills.
- Ability to work flexibly across settings and adapt support to local need.

Desirable Criteria

- Experience of delivering group-based activities or short interventions with children and parents.
- Knowledge of neurodiversity-affirming and strengths-based approaches.
- Familiarity with evidence-based early years and parenting interventions.

As this role involves regular travel across the borough and sometimes further afield, a driving license and access to a vehicle are essential requirements. Where appropriate, reasonable adjustments will be made in accordance with the provisions of the Equality Act.

The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment.
