

Grading

Job Description and Employee Specification

<u>Job title:</u> Best Start Inclusion Practitioner (BSIP) – Family Hubs/Family Help	<u>Service area:</u> Children and Families
<u>Post number:</u> NEW – Grant funded CF460 x 5	<u>Division:</u> Family Help
<u>Grade:</u> 5	<u>Section/team:</u> Family Hubs
Overall purpose of the job To ensure that children aged 0–5 with emerging or identified additional needs, and their families, receive timely, coordinated and inclusive early support through the Best Start for Life Family Hubs (BSFH) network. The post holder will work as a Specialist Family Worker, providing direct support to families using professional judgement, knowledge of child development and understanding of local systems to: • strengthen early identification • promote inclusive practice • and support families to understand and navigate local SEND (children 0 – 25) and early help pathways The role operates flexibly across Family Hub sites, outreach and community settings, delivering direct early help and targeted intervention to families at the earliest point of need. The post holder will take a hands-on, practical approach, working alongside families to build confidence, reduce escalation and improve outcomes for children. This includes delivering short-term support, evidence – based interventions, modelling practice and making decisions about appropriate support and pathways. In addition, the role contributes to the wider Family Help approach by supporting a whole family early help model, ensuring families can access support wherever they present. The post holder will work closely with the Early Years SEND team and wider partners to provide joined-up support and contribute to consistency of inclusive practice across Family Hubs, while also supporting the wider workforce through advice, modelling and day-to-day guidance. Working across Family Hubs, Family Help, health, early years and SEND services, the post holder will ensure a coordinated and consistent approach to inclusion, contributing to a coherent 0–19 (25 SEND) Family Help model in line with national SEND reforms and the Families First Partnership programme.	

Grading

Job Description and Employee Specification

This role complements, but does not duplicate, existing specialist roles such as Area SENCOs, Designated Safeguarding Leads (DSCOs) and health professionals.

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Key Responsibilities

1. Direct Work with Children and Families

- Work directly with children (0–5) and their families providing early help and targeted intervention for SEND or emerging need.
- Contribute to the early identification and assessment of need through The Graduated Approach - Assess, Plan, Do, Review approach
- Observe children and engage families to understand developmental needs, strengths and next steps
- Work in close partnership with the EY SEND team, wider Family Help team and health partners to agree co-ordinated next steps
- Deliver and review short-term, focused support, including modelling inclusive practice and evidence – based group-based sessions (e.g. PEEP, Triple P, stay and play, sensory sessions)
- Provide practical advice to support home learning, routines and child developmentWork with the EY SEND manager and virtual school to contribute to the planning and review of support for children in care who have SEND / emerging needs.

2. Early Identification and Inclusion

- Use observation, screening tools and professional judgement to support early identification of emerging needs such as ELIM and 2yr progress checker
- Work with the EY SEND team and partners to differentiate between children who need enhanced support and those requiring specialist pathways
- Promote inclusive, strengths-based and trauma-informed practice across all Family Hub activity
- Ensure children with additional needs are identified early and not left behind
- Follow agreed local pathways and procedures to ensure timely support for identification of need

3. Supporting Families to Navigate Services

- Provide a point of contact to help families understand their child's needs and build confidence in seeking support
- Provide clear, accessible guidance around SEND, early help and local pathways
- Work alongside Family Hub staff to connect families with:
 - Family Help services
 - Early Years Education
 - Health and SEND services
 - Voluntary and community support

Job Description and Employee Specification

- Support families to access early education and funded entitlements

4. Multi-Agency and Partnership Working

- Form effective relationships with families, ensuring that child and family voice inform all decision making
- Work in partnership with:
 - Health (e.g. Health Visitors, Therapists)
 - Early years providers and schools
 - SEND services
 - Virtual school
 - Community and voluntary organisations
- Contribute to joined-up planning and coordinated support for families, utilising established procedures and pathways
- Share relevant information appropriately and support transitions into early education and school

5. Workforce Development

- Act as a source of advice and support to the wider Family Hub workforce on:
 - Child development
 - Early identification
 - Inclusive practice
 - The Graduated Approach - Assess, Plan, Do, Review process
 - Local pathways of support
 -
- Contribute to building confidence and consistency across the Family Hub workforce
- Support development and understanding of the local SEND and inclusion offer within Family Hubs
- Champion evidence-informed practice and emerging national guidance

6. Contribution to Family Help (0–19)

- Work beyond the 0–5 offer where needed, supporting a whole family approach
- Contribute to a 0–19 (25 SEND) model of early help, ensuring continuity for families
- Support pathways into wider Family Help Early Help and SEND services in line with agreed procedures.

Knowledge, skills and experience

Essential

- Experience of working directly with children and families (0 – 5 years) in an early years, SEND or early help context
 - Strong understanding of child development (0–5) and early identification
 - Knowledge of SEND pathways, early years provision and Family Help systems
 - Experience of multi-agency working
 - Ability to use observation, tools and professional judgement to inform support
 - Strong communication and relationship-building skills
 - Ability to work flexibly and transport self across community, home and hub settings
- Awareness of SEND Code of Practice, Family Hub guidance and Families First

Qualifications

Job Description and Employee Specification

- Minimum Level 3 qualification (or equivalent experience) in early years, health, education, SEND or related field

Desirable

- Experience delivering group work or short targeted interventions
- Knowledge of neurodiversity-affirming and strengths-based approaches
- Experience contributing to workforce development or practice improvement
- Understanding of local Family Help and SEND 0–19 pathways and transitions

Creativity and innovation:

Contribute to shaping local responses to SEND reform by supporting the evolution of inclusive practice across the 0–19 system, working within Family Hubs, Family Help and the Families First Partnership.

1. Adapt approaches to engagement to meet the needs of children and families with diverse and emerging needs.
2. Apply professional judgement creatively to support inclusion without unnecessary escalation.
3. Contribute to the development of inclusive, accessible support offers within Family Hubs.
4. Work collaboratively to identify practical solutions that improve access and outcomes for children with additional needs.

Contacts and relationships:

1. Build trusting and respectful relationships with parents and carers.
2. Maintain effective working relationships with Family Hub colleagues and Family Help teams.
3. Work in partnership with health professionals, early years providers, schools and voluntary and community organisations.
4. Contribute positively to multi-agency working and information sharing arrangements.

Decision making:

1. Make proportionate decisions regarding early identification and support in line with the Best Start in Life model .
2. Use professional judgement to inform intervention pathways and next steps.
3. Prioritise workload effectively to respond to need and risk.
4. Contribute to multi-agency decision-making around children's support and transitions.

Grading

Job Description and Employee Specification

Responsibility for resources:

1. Responsible for the safe use of allocated equipment including laptop and mobile phone.
2. Ensure accurate recording and management of information in line with council requirements.
3. Make effective use of Family Hub resources to support families equitably.

WORK ENVIRONMENT

Work demands:

1. Managing multiple families with varying levels of need.
2. Working flexibly across locations and services.
3. Balancing direct work with families alongside partnership and system-level activity.

Physical demands:

1. Normal physical effort.

Working conditions:

1. Office and community based.
2. Regular travel across North Lincolnshire to schools, Family Hubs, partner agencies, and family homes.

Work context:

1. Lone working in accordance with lone worker procedures.

Grading

Job Description and Employee Specification

Position in organisation:

Indicate how many staff the post is directly accountable for:

0

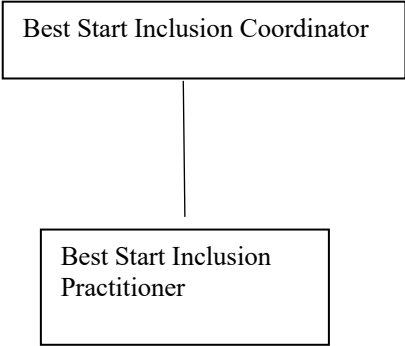
Are posts in more than one location? Yes ☐ ☐

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure?
Yes ☐ No ☐

Please indicate which post(s) _____

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

Grading

Job Description and Employee Specification

ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
• Experience of working with families using a whole family or early help model • Experience of partnership working and providing multi agency support • Experience of contributing to Early Help plans	
Knowledge, Skills and Experience	Interview
• Experience of working directly with young children and families in early years, SEND or early help context, using early intervention, inclusion or Family Help approaches. • Knowledge of child development (0-5) and early identification of additional needs. • Experience of working within a multi-agency or partnership context. • Ability to build trustworthy and respectful relationships with families and professionals. • Ability to use evidence-based tools, observation and professional judgement to inform support. • Understanding of safeguarding, information sharing and data protection responsibilities. • Awareness of SEND Code of Practice, Family Hub guidance and Families First •	
Education, Training and Qualifications	Original documents
• Minimum Level 3 qualification in early years, education, health, SEND, child development or a related field or equivalent relevant experience.	
Working Arrangements	Interview
• Ability to work flexibly to meet service need, including outreach and partnership-based delivery. • Ability to travel independently across North Lincolnshire. • Willingness to work across Family Hubs, community settings and partner locations.	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
• Experience of supporting families as part of a Family Help, Families First or whole-family approach. • Experience of working with children with SEND or emerging developmental concerns. • Knowledge of Foundations for Children and Families, early years inclusion standards, or SEND reform priorities. • Experience of contributing to workforce development, training or practice improvement activity. • Understanding of 0–19 pathways and transitions, including transition into school.	
Knowledge, Skills and Experience	Interview
• Knowledge and understanding of Job Centre+ and other employment organisations	

Grading

Job Description and Employee Specification

Education, Training and Qualifications	Original documents
Continuous Learning and Improvement • Reflects on practice and actively seeks feedback to improve quality and impact. • Keeps up to date with evidence-based practice relating to early identification, inclusion and SEND. • Contributes to service development, workforce learning and the sharing of good practice across the system. •	
Working Arrangements	Interview
37 hours	

THE POST IS SUBJECT TO:	
Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974	
Yes ☒	No ☐
Political restriction	
Yes ☐	No ☐
The ability to speak fluent English under the Immigration Act 2016	
Yes ☐	No ☐

• Version Control	
Author	HR Policy Team
Status	V0.1
Date approved	19 September 2012
Last updated	21 December 2021