Role Title	Best Start Inclusion Practitioner
Job Family	**Family Hub**
Competency Level	**Principal Officer**
Pay Range / Scale	**PO1**

Purpose

The Best Start Inclusion Practitioner (BSIP) plays a key role in the early identification of and support for children aged 0–5 with emerging or additional needs and their families. Working within Waltham Forest's Family Hubs and Best Start services, the postholder delivers targeted, family-centred support, promotes inclusive practice, and helps ensure families receive the right support at the right time. The role works collaboratively with partners across health, education, social care, the voluntary and community sector to improve developmental outcomes, reduce the escalation of need, and support successful transitions into early education settings and school

Generic Accountabilities	**End Results/ Outcomes**
Provide advice and make recommendations based on up to date knowledge and analysis / evaluation of information. Manage escalated or complex customer issues within the relevant area.	Expert advice, information, interpretation and support are provided on the full range of technical / professional issues within the area of responsibility. Issues are managed through to a satisfactory conclusion. Risk to the Council is minimised.
Contribute to the development of service plans to meet strategic business goals.	Strategic and operational input is provided to wider business planning and development. Customer needs are identified. Services meet legislative and policy requirements.
Research developments in relevant area. Collate process and analyse information / data. Translate outputs into advisory reports / documents / actions as appropriate.	Relevant information / data are managed efficiently and accurately. Accurate and relevant information / reports / documentation are produced. Trends and issues are identified and prioritised. Statutory and procedural obligations are fulfilled. Management decision making is supported.
Lead on the development, implementation, maintenance and management of systems, policies, procedures and / or standards within area of responsibility.	Changes to systems, policies and / or procedures are identified and recommended. All updates, amendments, developments are tested and approved prior to delivery.

	Customers receive prompt, accurate policy / procedural updates. Service standards are improved.
Work closely with others to support/Manage the development and delivery of improvements in processes and procedures.	Identifies gaps in service provision/highlight policy issues and makes recommendations to resolve the issues. Agreed improvements are developed, delivered and evaluated. Issues and recommendations are brought to the attention of senior managers. Benchmark against best practice authorities and center of excellence.
Prepare and present a full range of reports (both standard and non-standard) covering area of responsibility.	Reports are prepared, distributed / presented to the appropriate committee/ to the required standards and timescales. Evidence based recommendations are made.
Manage a portfolio of Projects and Reviews. Lead on specific projects as required.	Projects are delivered to agreed specification, timescales and budgets. Change initiatives are successfully integrated and implemented across all impacted service areas. Value for money is achieved. Ongoing savings secured.
Co-operate with and support colleagues.	Colleagues are supported. Required information is provided.
Act in accordance with all policies and procedures which apply to the job and understand the reasons for this.	All policies and procedures are complied with.
Carry out all duties and responsibilities with reasonable care for the health and safety of self and others and report any potential hazards or unsafe practices to line manager.	Work is carried out in a way that is safe and without risks to health.
Job Specific Accountabilities:	

Main Duties / Accountabilities	
Direct Work with Children and Families • Provide direct, flexible and time-limited support to families of children with emerging or additional needs (0–5 developmental age child centered approach).	Improved outcomes for children aged 0–5 through timely, targeted support.
• Undertake observations and developmental discussions with families in hubs, community settings and homes where appropriate.	Early identification of needs and access to appropriate services. Shared understanding of children's development between families and professionals.
• Use professional judgement, supported by evidence-based tools (e.g EYFS progress check at age 2, health review insights), to identify concerns and agree next steps.	Increased family confidence in supporting child development. Improved access to SEND, health, early years and community services.
• Offer practical advice, coaching and modelling of inclusive strategies to support children's development.	Effective multi-agency working to achieve positive outcomes for children and families.
• Deliver short interventions, group sessions and activities (e.g. sensory stay and play).	
• Support families to understand local pathways and access appropriate services within the local offer, including SEND, health, early years, early help and community-based support.	
• Contribute to key panels such as the Senif panel, Early Years Inclusion Pathway, MDT specialist pathway etc.	
Inclusion and Workforce Support • Promote and embed inclusive practice across Best Start Family Hubs and satellite.	Families experience inclusive services that improve access, participation and outcomes.
• Support hub staff to build confidence in identifying and responding to additional needs.	Children's needs are identified early, leading to improved outcomes for children and families.
• Share advice, tools and best practice to strengthen early intervention responses.	Children and families receive timely, coordinated support that reduces the need for higher-level intervention.
• Contribute to workforce development activity linked to inclusion and SEND awareness.	

	A skilled workforce delivers high-quality, inclusive services that improve outcomes for families.
Partnership and System Working Work collaboratively with: • Health Visiting • Speech and Language Therapy • Educational Psychology • Occupational Therapy • Early Years Inclusion Team • Parenting Team • Commissioned provider for WF 0-5 services • Early years settings and schools • Voluntary and community sector partners • Support joined-up working across services to ensure families experience coherent coordinated support. • Contribute to effective transitions into early education and school, including information sharing where appropriate. • Align practice with wider SEND reforms and emerging models such as Experts at Hand.	Improved outcomes through integrated multi-agency support. Better family experiences through aligned services. Improved readiness for learning through effective transitions. Enhanced inclusion and service effectiveness through best practice.
D. Best Start SEND Offer and Early Years Engagement • Support the delivery and promotion of the Best Start Family Hub SEND offer. • Encourage uptake of early education entitlements for children with SEND or emerging needs. • Work with early years providers to strengthen inclusion and accessibility, including childminders and PVIs.	Families access SEND support earlier and receive timely help. Increased participation in early education improves outcomes and reduces inequalities. Children with SEND benefit from inclusive provision and achieve positive outcomes.

• Promote early years attendance and support families to overcome barriers to engagement.	Improved attendance and engagement support development and school readiness.
Safeguarding Carry out all duties with an awareness and understanding of the safeguarding requirements within the area of responsibility.	Children and young people are safeguarded through effective practice and compliance with safeguarding policies and procedures.
E. Professional Practice and Governance • Maintain accurate, proportionate records in line with data protection and information governance requirements. • Use professional supervision and reflective practice to maintain high standards of delivery. • Contribute insight to service planning, evaluation and continuous improvement (without responsibility for commissioning). • Ensure practice is inclusive, culturally responsive and trauma-informed. • Engage with regular CPD sessions	Effective decision-making is supported through high-quality record keeping. Children and families benefit from safe, responsive and continuously improving services. Service development improves outcomes through frontline-informed practice. All families receive equitable and inclusive support that meets their needs.

Nature of Contacts

Typically involves Best Start Family Hub internal and external partners including;

- Health Visiting Speech and Language Therapy
  - Educational Psychology
  - Occupational Therapy
  - Early Years Inclusion Team
  - Parenting Team
  - Commissioned provider for WF 0-5 services
  - Early years settings and schools
  - Voluntary and community sector partners
  - SEND team
  - Family help
  - Family Hub practitioners and managers

- Children and Families across Waltham Forest

Develop sensitivity, persuasiveness, and negotiation and assertiveness skills to communicate with diverse audiences in emotive circumstances. Deal with people at all levels confidently, sensitively and diplomatically.

Procedural Context

Act within guidelines and standard procedures with discretion to allocate or otherwise organise work to meet service delivery requirements. Works within laid down procedures but needs to deal with day-today problems without always referring to others.
Decisions will be made based on Council procedures.

Key Facts and Figures

- **Fixed term contract until 31st March 2029**
- **Possible evenings/weekend working**
- **Reporting to the Family Hub Manager**

Resourcing
Budget Responsibilities**: None**
Supervisory Responsibilities: **None**

Knowledge, Skills and Experience	
• Strong understanding of child development (0–5) including typical milestones and indicators of delay (communication, social interaction, motor, cognition, behaviour and self-regulation).	**E**
• Knowledge of inclusion and SEND in early years, including a graduated response/assess–plan–do–review and supporting children without requiring a formal diagnosis.	**E**
• Experience of direct, family-facing support (0–5) including engaging parents/carers, building trust, and agreeing clear goals and plans.	**E**
• Experience of effective multi-agency working with clear professional communication and appropriate information-sharing.	**E**
• Excellent communication skills, able to explain concerns and strategies sensitively to parents/carers and contribute confidently to professional discussions, meetings and panels.	**E**

• Ability to observe and assess children's development in a range of settings and use evidence-based tools and professional judgement to identify strengths/needs and agree next steps (including signposting and referral).	**E**
• Ability to maintain accurate, timely and proportionate records, using relevant systems and producing clear summaries/reports for partners and panels, in line with data protection and information governance requirements.	**E**
• Working knowledge of safeguarding and family help thresholds for children 0–5, with the ability to recognise risk and take appropriate action in line with WF procedures.	**E**
• Ability to work in an inclusive, culturally responsive and trauma-informed way, including adapting approaches for families experiencing disadvantage and those who are under-represented in services.	**E**
• Experience delivering and adapting short interventions, group activities and outreach sessions across a range of settings to effectively engage families. (e.g, stay and learn, parent workshops)	**E**
• Knowledge of early years practice and assessment frameworks (e.g., EYFS, progress check at age 2, school readiness) and how to support effective transitions into early education and Reception.	**E**
• Experience of working with a range of additional needs in early childhood (e.g., speech, language and communication needs; ASD traits; social, emotional and mental health; sensory processing; developmental delay) and coaching carers/practitioners in practical strategies.	**E**
• Experience of using local authority or early help recording systems (e.g., Mosaic) and contributing to multi-agency meetings/panels .	**D**

Indicative Qualifications

- Level 3 qualification in Early Years, Education, Health, SEND or equivalent
- Ability to travel across Waltham Forest to deliver services in Family Hubs and community locations.
- The post is subject to enhanced DBS disclosure.
- Evidence of Continuous Professional Development

The above profile is intended to describe the general nature and level of work performed by employees in this role. It is not intended to be a detailed list of all duties and responsibilities which may be required. This role profile will be supplemented and further defined by annual objectives, which will be developed in conjunction with the post holder. It will be subject to regular review and the Council reserves the right to amend or add to the accountabilities listed.