

Job Profile

Best Start in Life Senior Inclusion Practitioner

About the Job

The overall purpose of this role is to support the delivery and ongoing development of the Best Start in Life Programme by providing advanced support for children aged 0–5 with additional needs and SEND, and by strengthening the quality of practice across the system. You will contribute to the delivery of Best Start in Life priorities, including reducing inequalities in outcomes and improving access to inclusive early years provision.

The role combines specialist intervention, workforce development, and quality assurance, working across Family Hubs and community settings to ensure timely and inclusive early support, reducing the need for higher-level services.

This is what we need you to do...

- Develop and maintain strong professional relationships across education, health, social care, early years settings, and voluntary and community organisations to ensure a coordinated, holistic approach to supporting young children and their families.
- Lead on improving the quality of practice across the Best Start in Life Inclusion Service, using audits, dip sampling, and quality assurance activity to embed best practice.
- Model high-quality practice through joint visits, observations, and the development of guidance and resources to support consistent delivery.
- Facilitate and contribute to complex multi-agency working, building strong partnerships to ensure coordinated and holistic support for
- Comply with GCC policies and procedures especially about health and safety, fairness and diversity, infection control and lone working
- Take responsibility for professional development and attend relevant training
- Support practitioners to engage effectively in multi-agency processes and ensure high-quality recording in line with service standards.
- Contribute to service performance and development by monitoring outcomes, analysing data and feedback, identifying gaps in provision, and supporting the implementation of improvements and new initiatives
- Provide early, accessible advice and guidance to parents/carers (including drop-ins and consultations within Family Hubs) on child development, behaviour, communication and emerging SEND needs
- Support the delivery of group-based interventions and workshops within Family

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young children and their families.

- Undertake line management and case supervision of BSiL Inclusion Practitioners and record these discussions on the child's file using the agreed recording standards and risk assessment principles. This will include working with the Team Manager to complete yearly Professional Development Reviews.
- Manage underperformance issues in line with supervision requirements and support the Team Manager with Performance Management Processes.
- Plan and provide quality play experiences for young children with high level needs using the Portage model of home education
- Using the Portage model, support parents/carers to develop and implement a learning environment within the family home to aid child development.
- Model good practice and developmental activities to parents and educators which promote development, learning and inclusion
- Support the early identification of SEND in line with the graduated pathway, ensuring timely intervention and reducing delays in accessing support
- Please note that there may be some evening and weekend working required

Monitoring and ongoing development of outcomes

As part of the annual appraisal, outcome-based targets will be developed in conjunction with the post holder and will supplement this job profile. The job profile will be subject to regular review, and the Council reserves its right to amend or add to the accountabilities listed above

Hubs focused on key areas such as speech, language and communication, play, and parenting skills

Special Conditions:

It is preferable that the post holder has a full, valid driving licence and can use a suitable and insured vehicle. The role will involve working across Family Hubs, early years settings, homes and community venues, including areas not well served by public transport.

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The ideal candidate will have...

Experience

- Significant experience of working within early years services, including direct work with children aged 0–5, with a strong focus on those with Special Educational Needs and Disabilities (SEND), including complex and high-level needs.
- Demonstrable experience of applying the SEND Code of Practice and graduated pathway to support early identification, assessment, and intervention for children with emerging or identified SEND.
- Experience of delivering home-based interventions, including knowledge and application of the Portage model (or similar approaches), supporting parents/carers to promote children's development through structured play and learning opportunities within the home environment.
- Proven ability to work in partnership with parents and carers, providing advice, guidance, and practical strategies to support child development, behaviour, communication, and inclusion.
- Strong experience of multi-agency working, including effective collaboration with professionals across education, health, social care, and the voluntary and community sector to plan and deliver coordinated support for children and families.
- Experience of supporting or leading team development, including mentoring, coaching, or inducting staff, and modelling high-quality practice to improve outcomes across a service.
- Experience of contributing to or leading quality assurance and
- Demonstrable ability to plan and deliver training, workshops, or group interventions for both practitioners and parents/carers, particularly in areas such as speech, language and communication, play, and early development.
- Experience of using data, monitoring information, and feedback to evaluate outcomes, identify gaps in provision, and support service development and continuous improvement.
- Knowledge and understanding of child development, including speech, language and communication needs, and inclusive approaches to early years practice.
- Experience of maintaining accurate and high-quality record keeping and reporting in line with organisational and statutory requirements.
- Ability to work effectively across a range of settings, including family homes, early years settings, and community venues, demonstrating flexibility, initiative, and confidence in lone working situations.
- Commitment to continuous professional development, including undertaking relevant training and maintaining up-to-date knowledge of best practice, policy, and legislation.
- Understanding of, and commitment to, safeguarding, health and safety, equality, diversity and inclusion, and other relevant local authority policies and procedures.
- Full UK driving licence and access to a suitable vehicle (desirable), with

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improvement processes, including audit, observation, and evaluation activities to ensure consistent delivery of high standards of practice.

Knowledge, Skills and Understanding

- Knowledge of relevant legislation and current local developments and strategic priorities, including in SEND and the Graduated Pathway
- Awareness of safeguarding and child protection practice and procedures
- Knowledge of the Early Years Foundation Stage curriculum and child development
- Knowledge of countywide services and resources to support children with additional needs/SEND
- Excellent communication skills, both written and verbal at all levels
- Negotiating and influencing skills
- Knowledge and understanding of diversity of the communities within the county.
- Ability to produce high quality professional reports
- Skilled at prioritising and managing workloads
- Knowledge of current research and the ability to inform and influence practice
- Understanding of regulations regarding information sharing
- Ability to accurately read and analyse information – eg professional reports, My Assessments etc
- Understanding of Best Start in Life / Family Hub delivery model and the role of inclusion within early help systems
- Knowledge of early intervention approaches to reduce inequalities in speech, language and communication and social development
- Good IT skills, Microsoft, outlook, email and internet

willingness to travel across a wide geographical area as required.

- Demonstrates a positive and solution-focused approach to problem solving, showing flexibility and sound professional judgement when responding to a range of challenges in practice.
- Ability to support and develop others through advice, guidance and informal coaching, building practitioner confidence and promoting consistent, high-quality practice.
- Maintains confidentiality and appropriate professional boundaries, working in line with organisational policies and professional standards.
- Committed to achieving the best outcomes for children and families, taking responsibility for own work, demonstrating professional curiosity and supporting others to maintain good standards of practice.
- Builds and maintains effective working relationships with parents, carers, early years settings and multi-agency partners, establishing credibility through reliable and knowledgeable practice.
- Demonstrates an enquiring and reflective approach, appropriately questioning and challenging practice to support improvement.
- Good organisational and time management skills, with the ability to prioritise workload, manage competing demands and meet deadlines.
- Shows resilience and a positive attitude to change, adapting to new ways of working and supporting others to do the same.
- Able to manage sensitive or challenging situations calmly and professionally, using appropriate communication and judgement.
- Visible and approachable, able to engage families early and build trusting relationships, particularly within community settings such as Family Hubs.

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Behavioural attributes

- Demonstrates Gloucestershire Leader/Employee Behaviours.
- Able to communicate effectively and sensitively with children, families and other professionals
- Able to make and maintain positive and supportive relationships with families and other professionals – taking an empowering approach
- Able to use initiative and be proactive
- Excellent interpersonal skills, able to work independently and as part of a team

Education & Qualifications**Essential**

- A good level of education e.g GCSEs at grade C or above
- Minimum NVQ Level 3, Early Years/Education professional or equivalent
- National Portage Basic Workshop training or willing to undertake training within 12 months

Desirable

- Qualification in SEND or disability related subjects or equivalent training
- Training or professional development related to early intervention, Family Hub delivery or inclusion practice

- Demonstrates a commitment to early help, prevention and inclusion, supporting efforts to reduce inequalities and improve outcomes for children with additional needs.
- Excellent communication and observational skills with children with complex needs, including Total Communication
- Good IT skills, Microsoft, outlook, email and internet.

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