



Role Profile

Best Start Inclusion Practitioner

People, Education

Role Profile: Best Start Inclusion Practitioner	Role Profile: SBC_12738
Directorate: People Services, Education	Reporting to: Early Years Quality Development and Inclusion Lead
Grade: CFL7	Date Prepared: July 2026

Our Values

Our [Values](#) shape how we work for the people of Swindon. They guide how we make decisions, how we deliver services and how we work with our communities and partners.

Our Values are:

We SEE – people, not problems – and stay curious to understand their story.

We HEAR – each other and the people we serve

We CARE – about our colleagues, our residents and our community

We ACT – with integrity, accountability and purpose

We LEARN – from data, feedback and experience so we keep improving

These five values describe the standards we hold ourselves to as a Council, and what residents and partners can expect from us.

The Swindon Commitment

The [Swindon Commitment](#) shows how we bring our Values to life every day, in every role, across all that we do. It turns our Values into practical promises between the Council, our colleagues and the people we serve so we can work together to deliver the best possible services and support.

Created with colleagues from across the organisation, the Swindon Commitment sets out a shared understanding of how we work, lead and behave. Rooted in our five core values, it reflects how we listen to, include and respond to residents, communities and each other.



Purpose:

The Best Start Inclusion Practitioner is a key role within Swindon's Best Start Family Hub network, providing early, preventative and non-diagnostic support for children aged 0-5 with emerging, additional or developmental needs and their families.

The role will work across family hubs, community outreach, participation and partner settings to support the early identification of additional needs, promote inclusive practice and strengthen children's developmental outcomes. Through observation, evidence-informed approaches, practical advice, modelling and short-term interventions, the post holder helps families and practitioners respond to children's needs at the earliest opportunity, without support being dependent on a formal diagnosis.

Working collaboratively with families, early years providers, health teams and SEND services, the role supports access to appropriate services and pathways, empowers families to navigate available support, and contributes to a joined-up approach to early intervention, school readiness and inclusion.

The role complements existing SEND, health and early years services, including Area SENCO, EY Inclusion Officers and Designated Social Care Officer functions, and does not undertake statutory assessment, ongoing case management, care coordination or advocacy responsibilities.

Key responsibilities and accountabilities:

- **Early Identification and Inclusion Support**

Work with the Early Years Quality and Inclusion team to support the early identification of children aged 0-5 with emerging, additional or developmental needs through observation, discussion with families and practitioners, and the use of evidence-informed tools and approaches.

- **Coordination of Section 23 notifications**

Coordinate and respond to Section 23 notifications within Swindon Borough Council, liaising with families/carers and relevant services regarding the statutory requirements.

- **Direct Support to Children and Families**

Provide practical, flexible support to children and families, including advice, modelling, signposting and delivery of inclusive activities and interventions that promote child development and school readiness.

Act as the named Best Start Inclusion practitioner for the allocated Best Start Family Hubs and associated network sites.

- **Supporting Families to Access Help**

Maintain a visible and accessible presence across the core and network sites and through drop-in sessions, appointments, group activities and participation across Swindon.

Empower families to understand and navigate local services and pathways, providing guidance

and signposting to appropriate support, including SEND, health, early years, voluntary and community services.

- **Promoting Inclusive Practice**

Promote and model inclusive practice across family hubs, outreach locations and partner settings, helping ensure children with additional or emerging needs can access and benefit from universal services.

- **Partnership Working**

Work collaboratively with families, early years providers, participation teams, schools, health professionals, SEND services, parent groups and voluntary sector organisations to support joined-up approaches to early identification, intervention and inclusion.

- **Supporting Transitions**

Work with the EY Quality and Inclusion team to contribute to effective transitions into early years provision and school by supporting appropriate information sharing and collaborative planning with families and professionals.

Develop and strengthen relationships with partner agencies, support system-wide inclusive practice and improve coordination of support for children with additional needs.

- **Workforce Development and Quality Improvement**

Work with the EY Quality and Inclusion team to support the development of staff confidence and capability in child development, early identification and inclusive practice, and contribute to service improvement, reflective practice and implementation of the Best Start Family Hub SEND Offer.

- **Safeguarding and Professional Practice**

Work within safeguarding, information-sharing and professional practice frameworks, maintaining accurate records and contributing to positive outcomes for children and families.

Managerial

- Plan, organise and prioritise a varied workload across the allocated Best Start Family Hub, associated network sites and home visits to ensure families can access timely and responsive support.
- Manage own diary and deployment to maintain a visible and accessible presence within Family Hubs, network sites and community settings, in line with service expectations.
- Contribute to the planning, coordination and delivery of inclusive activities, interventions and family support within the Best Start Family Hub network.
- Use available resources effectively to maximise the reach and impact of the Best Start Inclusion Practitioner service.
- Contribute to service planning, evaluation and continuous improvement by identifying emerging needs, sharing learning and supporting the development of inclusive practice across the Best Start Family Hub network.
- Maintain accurate records and provide information to support service monitoring, quality assurance and performance reporting.

- Work autonomously, exercising initiative and professional judgement while recognising when advice, supervision or escalation is required.

Professional

- Develop and maintain effective professional relationships with families, early years providers, health professionals, schools, SEND services and voluntary and community organisations.
- Alongside the EY Quality and Inclusion Team, act as a specialist source of advice and guidance on early child development, inclusive practice and emerging additional needs.
- Promote evidence-informed practice across the Best Start Family Hub network.
- Work collaboratively across organisational boundaries to improve early identification and coordinated support for children aged 0-5.
- Maintain knowledge of national Best Start Family Hub guidance, SEND legislation and local referral pathways.
- Participate in professional supervision, reflective practice and continuing professional development.

Decision making:

Alongside the EY Quality and Inclusion Team and building on existing frameworks for Early Identification the post holder will exercise professional judgement to:

- determine the most appropriate early support and intervention for children presenting with emerging developmental concerns.
- decide when observation, advice or targeted intervention is appropriate.
- determine when concerns should be escalated or referred to specialist SEND, health or safeguarding services.
- prioritise workload across hubs, network sites and home visits based on need.
- decide how best to engage families who may require additional support to access services.
- contribute professional advice to multi-agency discussions regarding children's developmental needs.
- identify opportunities to improve inclusive practice across Family Hubs and partner organisations.

Job Scope

Number and types of jobs managed:	N/A
Budget Holder:	No
Budget Value:	N/A
Asset Responsibility:	N/A

PERSON SPECIFICATION

Qualifications:	Essential or Desirable
• Level 3 qualification (or equivalent) in early years, education, health, SEND, child development or a related field. • Evidence of continuing professional development relevant to child development, SEND or family support. • Knowledge of child development from 0-5 and the principles of early identification and inclusive practice. • Level 4,5 or 6 qualification in Early Years, Education, Health, SEND, Child Development, Family Support, Social Work or a related field. • Specialist Training or qualifications relating to SEND, neurodiversity, speech, language and communication, child development, Portage, Early help or family support. • Relevant training in evidence-informed assessment and identification tools used within early years and SEND services. • Safeguarding training relevant to working with children and families. • Membership of, or engagement with relevant professional networks relating to early years, SEND or family support.	E E E D D D D D
Knowledge and Experience:	
• Experience of working directly with children aged 0–5 and their families in an early years, education, health, SEND, family support or community setting. • Experience of supporting children with emerging, additional or developmental needs and promoting inclusive practice. • Knowledge of child development, including early communication, social and emotional development, play and school readiness. • Knowledge of SEND legislation, principles and pathways. • Knowledge of SEND legislation, principles and pathways, including the importance of early identification and intervention. • Experience of working collaboratively with families and building positive, strengths-based relationships. • Experience of multi-agency working with professionals from education, health, social care or voluntary sector organisations. • Knowledge of safeguarding responsibilities and procedures when working with children and families. • Experience of providing practical advice, guidance or support to families to improve outcomes for children. • Experience of working within Family Hubs, Children's Centres, Early Help, SEND, health visiting or early years services. • Knowledge of local SEND, health and early years systems and referral pathways.	E E E E E E E E D D

• Experience of delivering group-based interventions, workshops or parent-child activities. • Experience of using developmental observation, assessment or screening tools to support early identification. • Knowledge of evidence-informed approaches that support child development, communication, inclusion and family wellbeing. • Experience of supporting children and families through key transitions, including entry into early years provision and school. • Understanding of national policy relating to Best Start Family Hubs, SEND reform and inclusive practice. • Experience of contributing to workforce development, coaching, mentoring or sharing good practice with colleagues.	D D D D D D
Aptitudes, Skills and Competencies:	
• Ability to build positive, trusting and respectful relationships with children, families and partner professionals. • Strong communication and interpersonal skills, with the ability to explain information clearly and sensitively to a range of audiences. • Ability to observe, gather information and use professional judgement to identify emerging needs and determine appropriate support. • Ability to work in a strengths-based, child-centred and family-focused way. • Ability to support and empower families to access services, make informed decisions and build confidence in supporting their child's development. • Ability to work collaboratively and effectively within a multi-agency environment. • Ability to promote and model inclusive practice within Family Hubs, community settings and partner organisations. • Ability to plan, deliver and facilitate individual and group-based activities that support children's development and inclusion. • Ability to manage and prioritise a varied workload, working independently and across multiple locations. • Ability to maintain accurate records and work within information sharing, confidentiality and safeguarding requirements. • Competent IT skills, including the use of Microsoft Office applications. • Commitment to equality, diversity, inclusion and anti-discriminatory practice. • Experience of using evidence-informed tools and approaches to support early identification and intervention. • Ability to contribute to service development, quality improvement and reflective practice activities. • Knowledge and skills to support effective transitions for children with additional or emerging needs. • Ability to engage and work effectively with seldom-heard families and communities.	E E E E E E E E E E E E D D D D

Other Key Features of the role

It should be noted that the duties and tasks associated with this post may change from time to time without altering their general character or the level of responsibility entailed. The above duties and activities associated with this job are neither exclusive nor exhaustive and the job holder may be called upon to carry out other such appropriate duties as may be required within the grading level of the job.

