

Person Specification

Job Title	Lead- Best Start Inclusion Practitioner (0–5 years)
Grade	<i>To be determined (aligned to role scope)</i>
Service/Section	Inclusion, Learning and Achievement
Directorate	Children's Services

Method of Assessment: AF= Application Form, T = Test, P = Presentation, I = Interview

Shortlisting Criteria: Essential criteria assessed via application form should be used to shortlist.

Criteria	Method of Assessment	Essential/ Desirable
Qualifications		
- Relevant Level 3 qualification (or above) in: - Early Years - Child Development - Education - Health - SEND - or a related field - Additional training or professional development in early intervention, SEND, Inclusion or Family Support	AF AF	E D
Knowledge		
- Knowledge of: - Child development (0–5 years) - Identification of SEND - Use of early years frameworks (e.g. EYFS) - SEND Code of Practice - Graduated approach (Assess–Plan–Do–Review) - Safeguarding procedures - Understanding of: - Best Start Family Hub model - Local SEND pathways - Early help pathways - Barriers to engagement for families	AF/I AF/I	E D
Experience		
- Considerable experience of: - Using databases and spreadsheets, to store, retrieve, analyze and disseminate information and experience of setting up management information system based on work and reporting needs - Consulting with service users to evaluate and plan services	AF/I	E

○ Direct practice with children aged 0–5 and their families (including SEND), alongside ○ A proven track record of multi-agency collaboration with health, education, and early years services ○ Contributing to Team Around the Child or similar processes • Experience of supporting inclusive practice within early years or community settings, including: ○ Modelling strategies ○ Delivering interventions to influence ○ Support inclusive practice through advice, modelling and collaborative work • Experience of delivering training, coaching or group-based interventions	AF/I	E
	AF/I	D
Skills and Abilities		
• Ability to: ○ Ability to coach, train and mentor staff and use own initiative, work to deadlines, work independently and solve problems ○ Observe, assess children’s development and analyze information ○ Apply professional judgement to identify appropriate support pathways ○ Communicate effectively with families and professionals, building positive, trusting relationships ○ Contribute to coordinated multi-agency support and engaging a range of audiences ○ Maintain clear, accurate records to evidence impact. • Confidence in facilitating group work, engaging families who may be harder to reach and contributing to service improvement	AF/I	E
	AF/I	D
Equal Opportunities		
• Understanding of and commitment to the Council’s equal opportunities policies and ability to put into practice in the context of this post.	AF/I	E
Managers/Supervisors only		
(see management standards guidance for full descriptions) • Leadership levels I, II or III • Communication levels I, II or III • Performance Management levels I, II or III		