

## Job Description

### Job Role:

### Principal Practitioner - Best Start in Life Inclusion

### Service:

### Education, Skills and

### Development

| Role Structure  | Role Details                  |
|-----------------|-------------------------------|
| Directorate:    | Children & Young People       |
| Grade:          | HC9                           |
| Location:       | Plough Lane                   |
| Responsible to: | EY SEND and Inclusion Manager |

### Main purpose of the role

The postholder will develop and lead the Best Start in Life (BSIL) Inclusion Team, providing effective leadership and line management to BSIL Inclusion Practitioners. They will ensure that families, professionals, early years settings, and schools have access to high-quality advice and guidance to improve outcomes for young children who may have additional needs. A key aspect of the role is raising the profile of early years children with potential additional needs, promoting positive life outcomes through both training initiatives and the day-to-day delivery of services.

The role will focus on monitoring and encouraging access to appropriate educational opportunities for children with potential additional needs, while strengthening partnerships with early years settings and promoting inclusive practice. The postholder will lead the ongoing development of the BSIL SEND offer, using feedback from families and partners to inform improvements, and will contribute to the development of the Experts at Hand Service to ensure a coordinated and aligned approach across services.

The postholder will champion evidence-informed approaches that support the ambition for 75% of children to achieve a Good Level of Development by 2028. They will monitor transition arrangements for children with SEND moving into school and support the identification of pre-school children who may require additional support on entry to statutory education, ensuring that appropriate plans and interventions are in place to meet their needs.

In addition, the role will contribute to strategic SEND sufficiency planning to help ensure that suitable school places are available to meet the needs of children entering statutory education. The postholder will also be responsible for following relevant procedures to ensure information and data are collected, recorded, and maintained accurately, enabling the production of reliable analysis, monitoring



information, and reports to support service delivery and strategic decision-making.

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| Key Duties and Responsibilities                                                                                                                                                                                                          | Frequency of Task                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Quality assure the advice and actions plans developed by the BSIL Inclusion Team</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>To act on any safeguarding or child protection concerns as necessary</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>To carry out any necessary assessment of progress of early years children. Delivering inclusion support to children and families</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Being visible and accessible in hubs, network sites and through home visits</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Provide professional leadership and specialist SEND expertise across the early years sector, providing advice, navigation, early support and inclusive practice</li> </ul>                        | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Lead and manage the BSIL Inclusion Team, ensuring effective deployment of resources, performance management and continuous service improvement.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Influence strategic planning and policy development relating to early years inclusion and SEND sufficiency</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Offering light-touch, flexible, early and preventative support, including drop-ins, appointments, group activities, sensory stay and play, signposting and short focused interventions</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Co-ordinating professionals who work with a family</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Caseholding a small cohort of children with potential SEND where they are not known to any other education service</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Liaising with and co-ordinating EY transition</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |

| Key Duties and Responsibilities                                                                                                                                                                                                                         | Frequency of Task                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Liaise with Health and Education Professionals to design a package of support</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• Maintaining activity records, using systems such as Synergy and Excel, monitoring and reporting funding impact, tracking value for money and contributing to data analysis</li> </ul>                          | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• To oversee the quality and timeliness of BSIL Inclusion action plans</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• .To ensure that progress of all early years children known to the service is monitored and recorded and appropriate targets set</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• To be available to families and professionals for high quality, professional advice regarding educational matters, as appropriate</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• To support parents/carers in taking a pro-active interest in their child's education through training and support</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• To monitor transition points in a child's educational career</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• Represent and participate in meetings arranged and lead the meetings where necessary include contributing to panels/forums and chairs when necessary.</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• Contribute to the deployment of funding and monitor spending</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• To oversee the maintaining of up-to-date records of early years children and ensure that appropriate information is available and recorded enabling the production of reliable analyses and reports</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>• To engage in training in order to keep up to date with current legislation and good practice relating to Early Years Education</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> |



| Key Duties and Responsibilities                                                                                                                           | Frequency of Task                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To respond to requests for data from a range of internal and external partners</li> </ul>                          | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Provide quarterly activity reports to include evidence of impact</li> </ul>                                        | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>To develop and deliver training for families and professionals</li> </ul>                                          | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |
| <ul style="list-style-type: none"> <li>Create and maintain to policy and guidance documents relevant to the Service and processes for the team</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing</li> </ul> |



# Person Specification

| Requirements                                                                                                                              | Essential<br>or<br>Desirable | Identified by<br><br>A – Application<br>I – Interview |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------|
| <b>Qualifications and Training</b>                                                                                                        |                              |                                                       |
| • Degree or equivalent                                                                                                                    | Essential                    | A, I                                                  |
| • Additional training and/or qualification in a related area of Additional Needs or special educational needs                             | Essential                    | A, I                                                  |
| • Relevant training on Data Protection, Freedom of Information and Disability Discrimination legislation                                  | Essential                    | A, I                                                  |
| • Evidence of on-going professional development                                                                                           | Essential                    | A, I                                                  |
| • Qualified teacher status                                                                                                                | Essential                    | A, I                                                  |
| <b>Experience &amp; Knowledge</b>                                                                                                         |                              |                                                       |
| • Significant experience of direct working with early children and their families                                                         | Essential                    | A, I                                                  |
| • Working in a school or early years setting in a teaching role                                                                           | Essential                    | A, I                                                  |
| • Experience of managing and developing effective administrative and information systems                                                  | Essential                    | A, I                                                  |
| • Experience of working within a field of children's SEN                                                                                  | Essential                    | A, I                                                  |
| • Experience of leadership                                                                                                                | Essential                    | A, I                                                  |
| <b>Skills and Abilities</b>                                                                                                               |                              |                                                       |
| • Effective communication skills with a broad range of partners, stakeholders and service users including children, parents/carers, staff | Essential                    | A, I                                                  |

| Requirements                                                                                                                                       | Essential<br>or<br>Desirable | Identified by<br><br>A – Application<br>I – Interview |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------|
| in schools and settings and other agencies                                                                                                         |                              |                                                       |
| <ul style="list-style-type: none"> <li>Strong communication, relationship-building and influencing skills</li> </ul>                               | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>Experience of delivering group-based activities or short interventions with children and parents</li> </ul> | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>Knowledge of neurodiversity-affirming and strengths-based approaches</li> </ul>                             | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>The ability to deal effectively with a busy and diverse workload; to work well under pressure</li> </ul>    | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>The ability to prioritise and deliver key outcomes</li> </ul>                                               | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>Effective conflict resolution skills</li> </ul>                                                             | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>Effective time-management skills</li> </ul>                                                                 | Essential                    | A, I                                                  |
| <ul style="list-style-type: none"> <li>ICT skills - professional Microsoft Windows applications including Word, Excel, PowerPoint</li> </ul>       | Essential                    | A, I                                                  |
| <b>Experience &amp; Knowledge</b>                                                                                                                  |                              |                                                       |
| <ul style="list-style-type: none"> <li>An ability to travel to across the county and beyond as required</li> </ul>                                 | Essential                    | A, I                                                  |



All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They **help us to achieve our Council Plan vision** "do our best for Herefordshire" **acting as our DNA** and the "way that we do things around here". **We expect all colleagues to act as a role model** by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust** - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty** - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility** - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity** - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value** - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy** - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

