Job Description

Early Intervention Practitioner

Line Manager: Head of Children and Family Services

Line Reports: None

Children and Family Services Team

Job Purpose

The Early Intervention Practitioner plays a key role in delivering high-quality early years support to children with emerging Special Educational Needs and/or Disabilities (SEND), and their families. This role focuses on providing personalised, developmentally appropriate interventions that promote children's learning, communication, and social development. Practitioners work closely with families, other professionals, and colleagues to create a nurturing and inclusive environment that supports each child's potential.

Key Responsibilities

Direct Support and Early Interventions

- Support the planning and delivery of structured early intervention sessions to children with a range of neurodevelopmental and behavioural profiles.
- Use evidence-based approaches such as Conductive Education and Attention Autism to promote communication, regulation, physical development, and engagement.
- Create safe, welcoming, and stimulating environments that reflect the needs and interests of individual children.
- Adaptable to different children's needs and able to adjust quickly to changes in plans or priorities, supporting them to achieve their goals and stay regulated

Family Engagement and Empowerment

- Work in close partnership with parents and carers, modelling strategies and providing guidance that supports them in their daily lives.

- Share observations and developmental insights with families to promote confidence and understanding.
- Support families to access further services, interventions, and community resources as needed.

Team Collaboration and Communication

- Participate actively in team planning, case discussions, and reflective practice sessions.
- Liaise with the Early Intervention Practitioner (Team Leader) regarding progress, concerns, and suggestions for service improvement.
- Work constructively with professionals from health, education, and social care as part of a coordinated approach to early years support.

Safeguarding and Risk Awareness

- Maintain a strong awareness of safeguarding responsibilities, respond appropriately to any concerns and ensure that concerns are identified and reported according to Nansa's procedures.
- Deliver activities in line with individual risk assessments and behaviour support plans.
- Promote child welfare, safety, and dignity in all aspects of care and interaction.

Monitoring and Documentation

- Observe, record, and reflect on children's progress using agreed tools and formats.
- Ensure that records are accurate, up to date, and handled in line with data protection policies.
- Contribute to evaluation and feedback processes that shape service delivery and development.

Person Specification

Essential Skills and Experience

- Experience working with young children with SEND or neurodevelopmental needs in an early years, educational, or therapeutic setting.
- Understanding of child development and the importance of early intervention.
- Familiarity with structured programmes such as Conductive Education, Attention Autism, or similar.
- Strong communication skills and the ability to work sensitively and collaboratively with families.
- Understanding of safeguarding procedures and responsibilities.

- Willingness to develop proficiency in using digital tools and platforms relevant to the role, including Microsoft Word, Excel, Tapestry, and SharePoint, to support planning, documentation, and collaborative working

Desirable Skills and Experience

- Qualification in early years education, childcare, or a related discipline.
- Experience supporting children with autism, communication difficulties, or physical needs.
- Knowledge of inclusive play, sensory integration, or communication strategies such as Makaton or PECS.

Personal Attributes

- Warm, nurturing, and child-centred in approach.
- Empathetic and emotionally intelligent when supporting families.
- Reliable, professional, and adaptable to varied needs and settings.
- Committed to inclusion and celebrating the unique strengths of every child.
- Enthusiastic and reflective, with a willingness to learn and develop professionally.