

Job Description	
Job Title	Family Practitioner – Early Years
Salary Range/Grade	J
Job Location	Across 2 districts: <ul style="list-style-type: none"> Stream 1 Erdington and Perry Bar Stream 2 Hodge Hill and Sutton Coldfield
Hours Per Week	37
Reports To	Senior Family Practitioner Early Years
Responsible For	N/A
<p>What positive impacts will this position have on children, young people and families?</p> <p>To deliver services in the community and in family homes which promote child development having a primary focus on 0-5 within the 0-19 model, with flexibility for 5-19 and a “whole family approach” which includes on-going and sustained development of Family Hubs.</p> <p>As a Family Practitioner specialising in Early Years at Birmingham Family Hubs, you will play a vital role in shaping the foundation of lifelong success for children and families. With a primary focus on ages 0-5 and the flexibility to support those aged 5-19, your dedication to a whole family approach will ensure that every member receives the tailored care and support they need. Join us in making a positive impact on the lives of young children and their families, laying the groundwork for a brighter future for generations to come.</p>	
General Description	
Task	
<ul style="list-style-type: none"> To plan, provide and promote positive play within the Early Years Foundation Stage for children and support parents/carers in how they play with their children to encourage good child development, including providing sessions in family homes. 	
<ul style="list-style-type: none"> To plan and provide developmental stage appropriate play activities for children using a crèche while their parents/carers participate in parent- focussed activities. 	
<ul style="list-style-type: none"> To provide guidance and support to families on childcare options, child development, child and home safety, healthy lifestyle choices, and early education. 	
<ul style="list-style-type: none"> To promote early literacy and brain development initiatives including but not limited to Book Start; Look, Say, Sing, Play; Tiny Happy People, First Words Together. 	
<ul style="list-style-type: none"> To plan and provide group sessions promoting parents as their child's first and best educator, building their confidence to develop their child's speech and language through play activities with their children. 	

<ul style="list-style-type: none"> To ensure timely recording of all contacts with the family using available systems.
<ul style="list-style-type: none"> To undertake 2-year development reviews using the ASQ assessment to holistically assess the child's general health, physical, social, emotional, behavioural and language development following successful completion of the competency framework
<ul style="list-style-type: none"> To work flexibly and deliver services across the service as directed
<ul style="list-style-type: none"> To plan and deliver group intervention programmes and workshops, including evidence-based programmes to promote Positive Parenting, Healthy Lifestyle Choices, Home Safety and Early Language/Literacy.
<ul style="list-style-type: none"> To provide specific activities parents can use in the home to develop their child's speech and language skills and undertake home visits where necessary.
<ul style="list-style-type: none"> To support parents who have under 5s with SEND needs ensuring inclusive practice and signposting to additional specialist support as required.
<ul style="list-style-type: none"> To attend and participate in multi-agency meetings as required and provide reports.
<ul style="list-style-type: none"> To communicate key messages to pregnant and new parents in relation to attachment and bonding with their baby, providing support in a clear and empathetic manner.
<ul style="list-style-type: none"> To provide support to women who are breastfeeding, encouraging the development of group support as required.
<ul style="list-style-type: none"> To work with the parents of children under 5 who require support with their child's emotional health and behaviour
<ul style="list-style-type: none"> To maintain effective links with internal and external support services, staying up to date with available support services in relation to emotional health and well-being.

What you will have achieved by month 3	<ul style="list-style-type: none"> Completed essential online training Read and understood policies and procedures Attended Spurgeons 'Introducing our Ethos and Values' workshop Completed 3 month mid probationary review Demonstrated understanding of the EYFS framework by effectively implementing its principles in daily practice.
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	<ul style="list-style-type: none"> • Collaborated with colleagues to ensure alignment with EYFS guidelines in planning and delivering activities. • Conducted initial assessments using tools like the Ages and Stages Questionnaire (ASQ), contributing insights to the child's developmental profile. • Built trust and rapport with families through effective communication and empathy. • Collaborated with families to set goals and develop action plans for their child's development, ensuring their input and involvement. • Collaborated with external support services to access resources and referrals for families as needed, fostering a network of support.
What you will have achieved by month 6	<ul style="list-style-type: none"> • Successfully completed probation and probationary review meeting • Created diverse and inclusive play activities that catered to children's developmental needs and interests. • Collaborated with colleagues to share and refine play activity ideas, fostering a collaborative and creative environment. • Collaborated with colleagues to share and refine play activity ideas, fostering a collaborative and creative environment. • Actively pursued further training to stay updated on developments in the EYFS framework and early childhood education. • Collaborated with colleagues to advocate for play-based learning approaches within the community and educational settings, promoting a holistic view of child development.
What you will have achieved by month 12	<ul style="list-style-type: none"> • Maintained strong partnerships with families, providing ongoing support and advocacy. • Collaborated with colleagues to coordinate support services and ensure a holistic approach to meeting families' needs. • Actively participated in community events and initiatives to promote early childhood development and support networks.

	<ul style="list-style-type: none">• Collaborated with community stakeholders, such as schools and healthcare providers, to strengthen connections and enhance support for families.• Continued to engage in professional networking opportunities to expand connections within the field and stay updated on emerging trends and best practices.
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Type	Description	Essential/ Desirable
Qualification(s)	<ul style="list-style-type: none"> NVQ 3 Children's Care Learning & Development or equivalent General education to GCSE standard preferably including Maths and English Language Grade C and above or equivalent 	<p>E</p> <p>E</p>
Professional Registration	<ul style="list-style-type: none"> N/A 	
Experience	<ul style="list-style-type: none"> Experience of developing positive relationships with children under 5 and their parents/carers enabling them to participate in the play / activity session Experience of setting up enabling environments Experience of collating and maintaining monitoring information Experience of undertaking outreach work within the community Experience of working with SEND needs and their families Experience of home visiting Experience of maintaining record keeping using systems and protocols, including conducting risk assessments Experience of planning and delivering workshops to groups of parents and 1:1 support 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p>
Skills	<ul style="list-style-type: none"> Excellent interpersonal and communication skills – effective with a range of people including parents and carers Able to design, plan and run groups in the community Excellent communication skills with babies and children under 5 Ability to keep written records and write reports to a high standard Ability to demonstrate group planning and facilitation skills Ability to work with a diverse range of needs on a 1:1 basis and in groups 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Knowledge	<ul style="list-style-type: none"> Principles for early year's provision which promote child development within the Early Years Foundation Stage (EYFS) framework. 	<p>E</p>

	<ul style="list-style-type: none"> Promoting equality and inclusion within early year's sessions, supporting children with additional needs and areas for targeted EYFS support. A working knowledge and demonstrable understanding of child protection and safeguarding issues, including Safeguarding and Child Protection policies, procedures and systems Knowledge and understanding of support activities which enable positive outcomes for early year's children, with an emphasis on narrowing the gap and reducing health inequalities Knowledge of Child Development and Parenting Skills Knowledge of normal speech and language development in young children 	E E E E E
Additional Requirements	<ul style="list-style-type: none"> Regular travel within the geographical area Flexible approach to hours due to possible travel and supporting the needs of colleagues and service users. A car driver with access to a car for work purposes 	E E D
Personal Qualities	<ul style="list-style-type: none"> Adaptable Approachable Committed Creative Dedicated Personable Proactive Quality driven Resilient Resourceful Self-motivated Team player Versatile 	E E E E E E E E E E E E E E

What We Expect From You

Our Values:

Everything we do is driven by our values which define who we are and how we work together to support children, young people and families. Our values are at the core of everything we do.



Our Behaviours:

We have certain expectations of your interactions with our colleagues, our partners, children and the general public. We would expect that you exhibit these behaviours as an employee of Spurgeons.

- Put children and young people first in everything we do
- Respect and value every individual
- Listen to understand without judging
- Be open and honest with kindness
- Persevere to be our absolute best and do what we say we will do
- Bring out the best in each other as we work together for the right result

Safer Recruitment & Employment Policy:

As part of Spurgeons Safer Recruitment & Employment Policy, any appointment to this role will be subject to the completion of a DBS application and obtaining satisfactory references.

Equal Opportunities For All:

We actively encourage applications from a broad and deep range of backgrounds and experiences. We are a Disability Confident Employer.

