

NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION

Post Title: Early Help Support Worker		Director/Service/Sector: Health and Community Wellbeing		Office Use		
Grade: Band 6		Workplace: Foundry House/County Hall some work across the County			JE ref: 4473	
Responsible to: Early Help Team Manager		Date: July 2024	Manager Level:			
Job Purpose: To provide Early Help, brief support to families identified as needing support by Early Help First Contact or who are identified as needing brief additional support after being involved with statutory services.						
Resources		Staff	Community volunteers			
		Finance	Petty cash			
		Physical	Post involves desk working but also will involve supporting families in their home environment. Lone working			
		Clients	Families- Lone Working			
Duties and key result areas:						
<ol style="list-style-type: none"> 1. The postholder will deliver a comprehensive parent/carer support offer to families with a range of issues including parenting, neglect, domestic violence and substance misuse. This will be focussed brief intervention over the phone or using virtual meetings. 2. Working in a 'whole family' approach, the postholder will undertake brief signs of safety mapping with families to agree a clear plan with written actions, outcomes and responsibilities linked to the Local Outcomes Plan for all family members including the adults. 3. Undertake planned and reactive work using a range of intervention methods and skills 4. Use telephone and virtual meetings, offering support and modelling alongside supervision and enforcement and persistent engagement approaches. 5. Maximise the involvement of children, young people and their families in decisions which affect them 6. Use a range of different parenting support methods 7. Facilitate virtual groupwork programmes which parents will attend in their locality, this will include parenting and other programmes, some evidence based. 8. Support the Early Help First Contact team in their day-to-day tasks 9. Be clear about safeguarding thresholds and alert managers to concerns about the increased risk for children 10. Make case recording and maintain case management records in accordance with service and professional standards using the Liquidlogic recording system (Early Help Module/ICS). To contribute to other risk assessments including VCLs as required. 11. Build up close working links with other staff working with families within the locality area 12. Contribute to service development through attendance and contribution to team meetings and team development activities. 13. Contribute to own learning and development in discussion with line managers by identifying appropriate development opportunities and attending training. 						
The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.						
Work Arrangements						
Transport requirements:		Need to visit families and attend meetings at a range of venues including family homes across their locality area at times				
Working patterns:		Ability to work flexibly across extended hours depending on the needs of the families.				
Working conditions:		Manage difficult conversations with families where they may be upset or angry Requirement for lone working within the community and office based duties				

PERSON SPECIFICATION

Post Title: Early Help Support Worker	Director/Service/Sector: Wellbeing and Community Health	Ref: 4473
Essential	Desirable	Asses s by
Knowledge and Qualifications		
NVQ Level 3 or equivalent in child care or related discipline Understanding of whole family approach, solution focussed practice and crisis intervention. Understanding of safeguarding Knowledge of impact of multiple disadvantage Knowledge of partner agencies and their role in supporting families Knowledge of IT systems Knowledge of child development and child protection issues Knowledge of parenting work	Professional qualification in health, social work or other related field Knowledge of mental health, substance misuse, domestic violence and poverty and how these impact on families Accreditation in delivering evidence based parenting programmes	
Experience		
Evidence of working with families to affect change Experience of working as part of a team Experience of working with children living in complex families	Experience of being a 'lead professional' Experience of delivering groupwork programmes Experience of working with complex families under stress	
Skills and competencies		
Ability to communicate virtually and over the phone to empower families to change aspects of parenting, communication styles and family dynamics. Able to engage and challenge families Skills to deliver in a group work setting High level of both written and verbal communication skills including producing Assessments and Plans. Ability to communicate effectively both verbally and in writing with children/young people and families and other professionals. Ability to work as part of a multi-agency team including coordinating arrangements for families with other agencies. Ability to work creatively and independently to achieve better outcomes for families Ability to work under pressure, meet deadlines and have strategies to cope with stress Organisational skills including ability to work flexibly and prioritise workload Ability to advocate on behalf of families where appropriate with other agencies. Ability to use electronic case recording systems and follow appropriate procedures effectively Ability to comply with required levels of data protection and confidentiality IT skills appropriate to the needs of the post.		
Physical, mental and emotional demands		
To be able to work flexibly to the needs of families including early mornings, evenings and weekends within NCC's flexible working policy To be able to meet the transport demands of the post To be able to work with families providing practical and emotional support		

<p>Be able to work in First Contact and manage difficult conversations with families and other professionals Manage conversations where families may be upset or angry, working with this emotion to create change Record and present data on work completed to Early Help Team Manager To be able to accommodate changes in work pattern at short notice To maintain a positive and professional attitude and relationship in working with families who may provide challenges and regular emotional demands on a 1:1 and group basis</p>		
Other		
<p>To be committed to developing resources, services and good practice for children, young people and families</p>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g., case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.