NORTHUMBERLAND COUNTY COUNCIL

**JOB DESCRIPTION**

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| **Post Title:**  Family Help Worker | **Director/Service/Sector** Children, Young People & Education/ Children's Social Care, Young People and Families | **Office Use** |
| **Grade:** 6 | **Workplace:** based across the County | JE ref: 4276HRMS ref: |
| **Responsible to:**  Family Help Manager | **Date: Feb 2023** | **Manager Lever:** |
| **Job Purpose:** To provide a family support service to families identified as being in need of family help or who are identified as needing continuing support after having been involved with statutory social work services |
| **Resources** | Staff |  Community volunteers /students  |
| Finance | Petty cash |
| Physical | Post involves desk working but also will involve supporting families in practical tasks within their home environment. Lone working |
| Clients | Families- Lone Working |
| **Duties and key result areas:**1. The postholder will deliver a comprehensive family help offer to a case load of families with a range of issues including parenting, neglect, domestic violence and substance misuse.
2. Working in a ‘whole family’ approach, the postholder will undertake Early Help Assessments (EHA) 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. Plans will be reviewed through Team Around The Family (TAF) meetings chaired by a lead professional.
3. Undertake planned and reactive work using a range of intervention methods and skills
4. Use an assertive outreach approach, offering support and modelling alongside supervision and enforcement and persistent engagement approaches.
5. Undertake the lead professional role for a number of families liaising and coordinating with a range of other agencies and managing time effectively supported by line management, as appropriate.
6. Maximise the involvement of children, young people and their families in decisions which affect them
7. Use a range of different parenting support methods
8. Facilitate groupwork programmes which parents will attend in their locality, this will include parenting and other programmes, some evidence based.
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 risk assessments
11. To attend court on rare occasions to give evidence and to contribute to court reports.
12. Build up close working links with other staff working with families within the locality area
13. Contribute to service development through attendance and contribution to team meetings and team development activities.
14. 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:Working patterns:Working conditions: | Need to visit families and attend meetings at a range of venues including family homes across their locality area on a regular and routine basis. Need to be able to meet the transport requirements for the postAbility to work flexibly across extended hours (7am-10pm including weekends if needed) depending on the needs of the families.Requirement for lone working within the community and office based duties |

**PERSON SPECIFICATION**

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| **Post Title:**  Family Help Worker | **Director/Service/Sector:** Children, Young People & Education/ Children's Social Care, Young People and Families | Ref: 3231 |
| **Essential** | **Desirable** | **Assess****by** |
| **Knowledge and Qualifications** |
| NVQ Level 3 or equivalent in child care or related disciplineUnderstanding of whole family approach, solution focussed practice and crisis intervention.Understanding of safeguardingKnowledge of impact of multiple disadvantageKnowledge of partner agencies and their role in supporting familiesKnowledge of IT systemsKnowledge of child development and child protection issuesKnowledge of parenting work | Professional qualification in health, social work or other related fieldKnowledge of mental health, substance misuse, domestic violence and poverty and how these impact on familiesAccreditation in delivering evidence based parenting programmes |  |
| **Experience** |
| Two years experience of direct work with familiesEvidence of working with families to affect changeExperience of working as part of a teamExperience of working with children living in complex families | Experience of being a ‘lead professional’Experience of delivering groupwork programmesExperience of working with complex families under stress |  |
| **Skills and competencies** |
| Able to engage and challenge familiesSkills to deliver in a group work settingHigh level of both written and verbal communication skills including producing Early Help 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 familiesAbility to work under pressure, meet deadlines and have strategies to cope with stressOrganisational skills including ability to work flexibly and prioritise workloadAbility to advocate on behalf of families where appropriate with other agencies.Ability to use electronic case recording systems and follow appropriate procedures effectivelyAbility to comply with required levels of data protection and confidentialityIT 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 postTo be able to work in families homes providing practical and emotional supportTo be able to undertake physical tasks associated with working with families including practical household tasksTo be able to accommodate changes in work pattern at short noticeTo 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 |  |  |
| **Other** |
| To be committed to developing resources, services and good practice for children, young people and families |  |  |

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

**Appendix 3**

**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.

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