**JOB DESCRIPTION**

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| **Post Title** Senior Family Help Worker | | **Director/Service/Sector** Children, Young People & Education/ Children's Social Care, Young People and Families | | **Office Use** |
| **Grade:** 8 | | **Workplace:**  Locality based across the county | | JE ref: 4274  HRMS ref: |
| **Responsible to:**  Family Help Manager | | **Date: Feb 2003** | **Manager Lever:** |
| **Job Purpose:** To provide a family support service to complex families identified as being in need of family early help or who are identified as needing continuing support after having been involved with statutory social work services.  To provide support and challenge to the statutory social work teams in relation to thresholds for family early help services/child in need.  To support other organisations/lead professionals within the locality area to provide support for challenging families through an Early Help Assessment (EHA)  To provide supervision for a specified group of Family Help Practitioners  To alert the Family Help Manager when there are safeguarding concerns so there is management oversight and support when a child may be at risk of harm  To alert the Family Help Manager if there are any concerns in respect of the team and / or staff such as well being / development to ensure appropriate responses and supports are put in place. | | | | |
| **Resources** | Staff | Personal and Casework supervision responsibility for a group of Band 6 Family Help Practitioners (but not line management responsibility - Family Help manager will be responsible for allocation of caseload and HR processes) | | |
| Finance | | Limited authority to make emergency payments in the absence of the appropriate budget holder | | |
| Physical | | Post involves desk working but can also involve supporting families in practical tasks within their home environment. Lone working | | |
| Clients | | Families | | |
| **Duties and key result areas:**   1. The postholder will deliver a comprehensive family help offer to a case load of complex families. This will include: 2. Working in a ‘whole family’ approach using the Early Help Assessment to agree a clear plan with written actions, outcomes and responsibilities. 3. Undertake planned and emergency work using a range of intervention methods and skills 4. Use an assertive outreach approach-offer support and modelling alongside supervision and enforcement persistent engagement approaches. 5. Take on the lead professional role for a number of families liaising and coordinating with a range of other agencies, TAF 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. To ensure safeguarding thresholds and hold robust discussions with area social work managers, teams and other agencies as appropriate about the most appropriate service to provide support. To escalate any safeguarding concerns to the Family Help Manager for management oversight and support on all safeguarding concerns. 9. Maintain case recording and case management records in accordance with service and professional standards 10. Encourage and maintain close working links with other staff teams working with families within the locality providing support to those delivering early help services 11. Contribute to service development through attendance and contribution to team meetings and team development activities 12. To provide Personal and case supervision to an identified group of Family Help practitioners including quality assurance of assessments and reports. 14. Under the direction of the Family Help Manager be responsible for taking a lead role in representing the Directorate in agreed projects and initiatives. 15. To organise programmes and observation as part of new staff inductions and for students where appropriate and with the agreement of the Team Manager. 16. To participate in meetings and working groups designed to examine particular needs or problems and suggest solutions. This will include carrying out audits and using of performance data to improve service delivery. 17. To comply with departmental policy and procedures both in relation to the responsibilities placed on the Local Authority in relation to procedures necessary to support such good practice, including recording and report writing. 18. Other duties appropriate to the nature, level and grade of the post   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 houses across their locality area on a regular or routine basis.  Flexible working to be able to respond to families’ needs including working outside of traditional office hours  Requirement for lone working within the community and office based duties | | |

**PERSON SPECIFICATION**

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| **Post Title:**  Senior Family Help Worker | **Director/Service/Sector:** Children, Young People & Education/ Children's Social Care, Young People and Families | Ref: 3048 | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| **Knowledge and Qualifications** | | | |
| 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  Up-to-date understanding of the key issues and relevant theoretical background facing professional child care workers, particularly related to children’s safeguarding and thresholds  Understanding of whole family approach and solution focussed practice  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 |  | |  |
| **Experience** | | | |
| Substantial experience of working with adults/children/young people and families.  Experience of Adult/Child Protection and Safeguarding Policies and procedures.  Experience of team working.  Experience of positive decision making.  Experience of working with families to affect change | Experience of supervising staff and students. | |  |
| **Skills and competencies** | | | |
| Able to engage and challenge families  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  Ability to work flexibly and prioritise workload  Ability to form positive relationships with service users and colleagues.  Demonstrable assessment skills, advocacy skills and counselling skills.  Ability to communicate effectively both verbally and in writing with children/young people families and other professionals.  Ability to demonstrate sensitivity and an understanding of emotional difficulties and addressing challenging behaviour of children and adolescents.  Knowledge of child protection issues and child development.  A knowledge of substance misuse issues for children and young people.  Ability to undertake family assessments.  Ability to work under pressure, meet deadlines and have strategies to cope with own stressors.  Organisational skills.  Group work skills.  Knowledge of Parenting work.  Ability to operate effectively as a member of a team/network.  Ability to operate systems and procedures effectively.  IT skills appropriate to the needs of the post. | Knowledge and skills of staff supervision.  Ability to recognise staff development and training needs.  A knowledge of solution focussed brief therapy and crisis intervention techniques. | |  |
| **Physical, mental and emotional demands** | | | |
| To be able to meet the transport demands of the post  To be able to work in families homes providing practical and emotional support  To be able to undertake physical tasks associated with working with families  To be able to accommodate changes in work pattern at short notice  Flexible approach to the hours of working to enable service delivery at all times. |  | |  |
| **Other** | | | |
| To be committed to developing resources, services and good practice for children, young people and families  To be committed to developing a high standard of service.  To be committed to meeting the needs of children and young people through collaborating with colleagues and other professional services.  The ability to listen and understand the needs of children/ young people and families.  Well presented reason for application. |  | |  |

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)** |
| 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.