

NORTHUMBERLAND COUNTY COUNCIL
JOB DESCRIPTION

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: 4276 HRMS ref:
Responsible to: Family Help Manager		Date: Feb 2023	
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:			
<ol style="list-style-type: none"> 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:		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	

Working conditions:	transport requirements for the post Ability 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
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PERSON SPECIFICATION

Post Title: Family Help Worker	Director/Service/Sector: Children, Young People & Education/ Children's Social Care, Young People and Families	Ref: 3231
Essential	Desirable	Assesses 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		
Two years experience of direct work with families 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		
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 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 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 in families homes providing practical and emotional support To be able to undertake physical tasks associated with working with families including practical household tasks 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		
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

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.