

Job description

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| Job title: | Family Worker |
| Grade: | Level 1 (Dorset Grade 8) Level 2 (Dorset Grade 9) Level 3 (Dorset Grade 10) |
| Job evaluation reference: | HS461a,b,c |
| Job family: | Health and Social Care – Children’s Services |

Purpose and impact

To provide a range of support functions to children, young people and their families through a range of interventions agreed by the relevant manager in the agreed area of operational delivery within Children’s Services.

The post will be flexible and reflect a consistent approach to working with families across the Children’s Services. For this reason the list of job duties and responsibilities described below will depend upon which context the service area is responsible for and should be read as such.

The range of tasks undertaken will be allocated in a way that reflects the Grade/Level of the post holder with those of more complexity or of a specific specialist area.

Key responsibilities

1. To promote the need to keep all children and young people, regardless of their ability, physical and or emotional/ mental health needs safe from harm.
2. To ensure that all safeguarding concerns are escalated appropriately through the relevant designated manager.
3. To positively contribute to and deliver within a multi professional team setting (within each zone) the concept of Early Help and Early Action in supporting and enabling families to live their lives in a different way.
4. To promote, support and enable the delivery of the Business Intelligence tool to enable partners to proactively identify young people who may benefit from an early help offer.
5. To provide guidance and support about how to deliver a team around the family meeting.
6. To act when appropriate as the Lead Professional in the completion of a Child and Family Assessment or in coordinating the delivery of early help through holding a team around the family meeting.
7. To develop constructive relationships and work with children and young people, parents/carers; a range of professional partners including statutory children social work, the police, schools, health, education, the voluntary and community organisations to meet the overall outcomes for children, young people and their families.
8. To provide written reports, develop and contribute to action plans for individual children, young people and their families.



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9. To signpost and act as navigators for partner agencies and for service users in the identification of appropriate services for families.
10. To deliver a targeted service to service users as agreed by the line manager of relevant service area.
11. To deliver and support group work in delivering a positive focused community intervention in addressing social issues/public health issues.
12. To undertake direct work with young people and their parents to address a range of issues – family conflict, family breakdown and behaviour issues; risk of offending or committing anti social behaviour; emotional and mental health issues; school attendance; neglect and sexual exploitation - to support them in developing coping strategies and being able to manage their lives.
13. To provide suitable equipment to enable service users to be independent in daily living activities and instruct/train carers and service users in the correct use of the equipment.
14. To arrange provision and the fitting of equipment and adaptations in community and home settings in both the private and public sectors and to liaise with district councils on behalf of the relevant manager.
15. To escort, supervise or transport children when required as part of a planned intervention.
16. To signpost families to relevant agencies who can provide routine welfare benefits advice and budgeting advice.
17. To contribute to specific projects led by the relevant manager.
18. To record accurately and clearly and in a timely manner, all relevant information relating to the families concerned onto the relevant ICS system.
19. Maintain records and provide relevant data as required by the relevant manager.
20. To discuss any proposals for expenditure in order to seek agreement by the budget holder.
21. To contribute to the provision of a response to civil emergencies as required.
22. To give evidence in court if required.
23. Responsibility for promoting and safeguarding the welfare of children and young people at all times.
24. Any other lesser or grade comparable duties as required.



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NB: The duties and responsibilities of this post are not restrictive and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

Supervision and management

Reporting to: Team Manager

Responsibility for:

Level 1 - It is not expected that the role will have any supervisory or management responsibility

Level 2/3 - Workers at this level may have line management responsibility for up to 5 staff within a specific team or Family Partnership Zone.

Other factors

1. Responsible for ensuring data quality and as such the integrity of management information through the proper use and safekeeping of data and record systems.
2. Responsible for the safe and competent use of ICT equipment provided as necessary to fulfil the role.

There are three grades associated with the Family Worker post which reflect the necessary qualifications, skills and abilities required for each specific role and level of responsibility. These commence at Grade 8 (level 1), progressing to Grade 9 (level 2) and then finish at Grade 10 (level 3).

The specific Service area determines the Family Worker grade that is required for the role and the responsibility as set out in the context statement.

Individuals will be able to apply for specific roles on the basis of whether they have the relevant skills, knowledge and professional qualifications.

There will be a Learning and Development pathway for Family Workers with an expectation of an individual personal commitment to personal and professional development. Progression into the next Grade will be dependent upon the availability of a specific vacant role within Children's Services and evidence that the individual;

- has met the relevant skills, knowledge and professional qualifications
- has had a positive annual PDR.

There is an expectation that Family Workers will be able to have the opportunity to apply for Family Worker posts across Children's Services.

There is no automatic assumption that each service area will have all of the relevant grades for Family Workers sitting within the service area.



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Our behaviours

Dorset Council has developed and embedded a set of behaviours that will form part of everything you do and you will need to be able to demonstrate them through the way you work, regardless of your role or grade within the organisation.

Full details can be found on the job website under '[HYPERLINK](https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx)
["https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx"](https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx)'.



Person specification

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

Essential criteria are the minimum requirement for the above post.

Desirable criteria will only be used in the event of a large number of applicants meeting the minimum essential requirements.

Essential

| Qualifications/ training/registrations |
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| Required by law, and/or essential to the performance of the role |
| 1. GCSE Maths and English or relevant equivalent qualification. |
| At level 2/3 |
| 2. Evidence of continued professional development. |
| 3. Child protection training. |
| Experience |
| 4. Experience working with children/young people either in a family setting or through a child care setting either in a voluntary capacity or through formal employment. |
| 5. Experience of working with partners agencies in order to keep children and young people safe from harm. |
| 6. Experience of working with members of the public, both face to face and on the telephone. |
| 7. Experience of working within a setting where formal written records are required to be maintained alongside the use of IT data and information systems. |
| 8. Experience of living and working within a diverse community setting which reflects social economic situation within Dorset. |
| At level 2/3 |
| 9. Substantial experience of working with children, young people and their families in a child care setting. |
| 10. Experience of working with looked after children and their families and or carers. |
| 11. Experience of supporting agencies to deliver the Common assessment framework and in addition contributing to that delivery. |
| Skills, abilities & knowledge |
| 12. Awareness of safeguarding and child protection procedures. |
| 13. Understanding of anti-discriminatory working practices relating to children and their families. |
| 14. Understanding of child development and parenting issues, including the range of factors that lead to poor outcomes for children and young people. |
| 15. Knowledge of the criminal justice system and offending issues, and of the family justice system. |
| 16. Understanding of issues affecting children and young people who are looked after and/or who have left care. |
| 17. Basic knowledge of the impact of mental health, domestic violence and substance misuse upon the daily lives of families. |



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| 18. Knowledge and understanding of complex disabilities and those children/young adults who have additional needs. |
| 19. Ability to communicate effectively both verbally and in writing. |
| 20. Good level of computer literacy, particularly for record input. |
| 21. Ability to represent the directorate to external agencies. |
| 22. To be able to work individually and as part of a team. |
| 23. Willingness to share knowledge in an enabling way. |
| 24. To be able to use their initiative appropriately. |
| 25. Effective time management and prioritisation |
| 26. To be able to work with children, young people and their carers in a positive and enabling manner. |
| 27. The ability to work flexibly and creatively. |
| 28. Ability to be analytical and to be able to contribute to formal assessments as and when required. |
| 29. This post requires a commitment to work within a flexible 37 hour non traditional working week. This means it will include working at weekends and during the evening when required within the context statement of the specific service. |
| 30. Able to fulfil the travel requirements of the post. |
| 31. Each post holder may be located within a different area of service delivery within the children's directorate, therefore it essential that the relevant context statement is read with the JD when posts are being applied for. |
| 32. Ability to work flexibly according to the demands of the post. |
| 33. Ability to demonstrate the following behaviours: |
| At level 2/3 |
| 34. Understanding of the policy and procedures and the context within which the local authority delivers both statutory children's services and Early Help and Prevention. |
| 35. Understanding of the role of schools; health services, the police, adult services and others in supporting children, young people and their families. |
| 36. Understanding of the Common Assessment Framework and how it is delivered. |
| 37. Understanding of the Children Act and the statutory responsibilities that are the responsibility of the Local authority. |
| 38. Understanding of the Education Act in regard to those matters relating to attendance. |
| 39. Understanding of working with families with mental health, substance misuse and Domestic violence. |
| 40. Understanding of working with families whose behaviour challenges parents and carers. |
| 41. Understanding of working with young people at risk of offending. |
| 42. Awareness of safeguarding issues and child protection procedures. |
| Behaviours |
| 43. { HYPERLINK "https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx" \ "Respect" } |
| 44. { HYPERLINK "https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx" \ "Responsibility" } |
| 45. { HYPERLINK "https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx" \ "Recognition" } |
| 46. { HYPERLINK "https://www.dorsetforyou.gov.uk/jobs-and-careers/recruitment/our-behaviours.aspx" } |

Desirable

| Qualifications/ training/registrations | |
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| 1. | Child care qualification e.g NVQ. |
| 2. | ECDL or equivalent IT skills. |
| At level 2/3 | |
| 3. | Advanced Child protection training. |
| 4. | Counselling diploma. |
| 5. | Psychology diploma/degree. |
| 6. | Other relevant professional qualification (youth work/education/social care/ play work, etc.) |
| Experience | |
| 7. | Experience of working with families where substance misuse, mental health issues and domestic violence are a feature of their family lives. |
| 8. | Experience of attending court and giving evidence in care proceedings in the family court. |
| 9. | Experience of providing support to parents and families where young people are at risk of coming into care. |
| 10. | Experience of working with families where a child has a significant disability/additional needs. |
| 11. | Experience of working with children and young people who do not attend school. |
| 12. | Experience of communicating with children and young people who are disabled and who may use alternative or assisted communication methods. |
| Skills, abilities & knowledge | |
| 13. | Understanding of the context within which the local authority delivers both statutory children's services and Early Help and Prevention. |
| 14. | Understanding of the role of schools; the health service, the police, adult services and others in supporting children, young people and their families. |
| 15. | Understanding of the Common Assessment Framework. |
| 16. | Basic Understanding of the Children Act and the statutory responsibilities that are the responsibility of the Local authority. |
| 17. | Ability to formulate plans, reports or case summaries that contribute to the overall plan of work with a child, young person or their family. |
| At level 2/3 | |
| 18. | Knowledge and experience of delivering Early Help strategies to improve outcomes for children, young people and their families across a range of services and partners. |
| 19. | Involvement with local communities in order to develop alternative, creative and flexible forms of support for families. |

| Approval | | | |
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| Manager | Stuart Riddle | Date | August 2017 |

