

Job description

Job title		Senior Family Support Worker				
Department		People		Function	Children & Families	
Team	Family Support Team		Post number	CT0313	Grade	LBR7
Reports to		Team Manager – Family Support				
Responsible for		4 Family support Workers				
Purpose of job						
<p>To assist the team manager in developing and leading on Freedom programme and domestic abuse service.</p> <p>To work effectively with other Family Workers and senior social workers in the Family Support Team using any specialist knowledge to ensure ongoing development of the service.</p> <p>Carrying out development, co-ordination and delivery of domestic abuse support, input and guidance to promote positive practice.</p>						
Major duties and responsibilities						
<p><u>Specific function and task</u></p> <p>The senior is expected to work in partnership with agencies and staff using effective communication and leadership skills to ensure that you are able to deliver effective, efficient support and intervention services.</p> <p>To work alongside other family workers delivering services to families.</p> <p>To support the Family Support Team in the absence of management and other seniors.</p> <p>To work within, and promote CAF processes to ensure effective assessment, planning and review for families.</p> <p><u>Staff Management</u></p> <p>When cases are referred to the service to ensure risk assessments are undertaken to establish risk management issues and take the necessary steps to safely manage the risk to service users, staff and members of the public.</p> <p>Ensuring that assessments, families' progress and reviews meet target dates and have been implemented in partnership with other staff and agencies using CAF processes where applicable. Ensuring that the Team Manager is kept informed of developments and progress at all times.</p> <p>To participate in the recruitment of staff having attended the appropriate training.</p>						

Children and their Families /Carers

Contribute to **children and families' support** and intervention plans where appropriate.

Maintain good standards of practice.

Make appropriate referrals to Child Protection Team (CPAT) in line with safeguarding procedures.

Be alert to child protection issues giving clear guidelines to other staff and agencies.

To participate in referral meetings, reviews, case discussions, care plan meetings and any other relevant professional meeting in a senior role. Organising, chairing and taking minutes if required. Ensuring service users fully understand the processes.

To record all work on the eCAF System ensuring recording is accurate, assessments are full and to a high standard.

To work in partnership with families, monitoring their needs through accurate record keeping, care planning and case recording ensuring that information is shared with service users where this is permissible.

To work in partnership with other professionals and agencies.

To be a good role model by demonstrating how to approach sensitive and personal issues with children, young people and their parents/ carers in a professional manner.

General

To ensure lone working procedures are implemented and **participate in the 'out of hours' service** in rotation with other senior staff, supporting staff working both within and outside of office hours.

To keep up to date and implement any legislation or procedures in relation to service delivery, disseminating as necessary to other staff.

To work alongside the Team Manager to ensure that the organisation and development of services comply with Ofsted required minimum standards.

To work alongside the Team Manager, senior managers and with Ofsted Inspectors to ensure that any recommendations made within Inspection reports are adhered to.

To actively promote and encourage diversity and a multi-cultural ethos through every aspect of the service.

To ensure health and safety procedures are followed within own areas of responsibility, ensuring that health and safety requirements are met.

Any other duties required by the post.

Person specification

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<i>Method of candidate assessment: A = Application Form I = Interview T = Test</i> <i>Weighting: 3 = most important, 2 = least important</i>					
Selection Criteria				A - I - T	Weighting
Education and Qualifications: 1. Recognised relevant qualification (i.e. NNEB, NVQ 3 or approved equivalent).				A	3
Experience: 2. Substantial experience of working with children and families. 3. Experience of working with child protection issues 4. Experience of working one to one with children, young people and their families in their home 5. Experience of dealing with difficult situations in a professional manner 6. Experience of joint working with parents and other professionals 7. Experience of writing, concisely and accurately, case notes, reports and assessments etc.				A-I	3
				A-I	3
				A	3
				A - I	2
				A-I	3
				A	2

<p>Skills:</p> <p>8. Ability to support children in need and their parents, within their home or in the community and at reviews, case conferences etc.</p> <p>9. Ability to formulate and implement family support and intervention plans</p> <p>10. Ability to demonstrate good communication skills with colleagues, other professionals, children and their families</p> <p>11. Ability to work in co-operation with the Team Manager, consulting on team and casework issues.</p> <p>12. Ability to remain courteous, calm and professional at all times.</p> <p>13. Ability to use resources effectively within current constraints.</p> <p>14. Ability to lead and support team members in developing and maintaining high standards of practice and contribute to the evaluation of this.</p> <p>15. Ability to organise and manage own time and workload.</p>	<p>A</p> <p>A - I - T</p> <p>I</p> <p>A - I</p> <p>I</p> <p>A</p> <p>A - I</p> <p>I</p>	<p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p>
<p>Knowledge:</p> <p>16. Knowledge of legislation and guidance relevant to working within a Family Support Service</p> <p>17. Knowledge and understanding of the needs of children and their families.</p> <p>18. Knowledge and understanding of equality and diversity issues.</p>	<p>A-I</p> <p>A-I-T</p> <p>A-I</p>	<p>3</p> <p>3</p> <p>2</p>