| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | HC09 |
| Location: | Hereford |
| Responsible to: | Assessment & Support Service Manager |

# Job Description

# Advanced Practitioner

**Assessment & Support & Early Help**

## Main purpose of the role

The Advanced Practitioner (AP) is responsible for supporting the Service Manager in the development of the Assessment & Support Service, and links with early help delivered in the community. This will involve supporting the professional learning needs of social workers and family support workers within the service, as well as the wider external partnership through the development and provision of training.

The AP will engage in high level partnership working while also supporting services and community organisations to identify, assess and deliver high quality EH services to children and their families.

The AP will support the service and workforce development by undertaking practice improvement and learning development activities. This role will not involve specific line management responsibilities but there will be discrete pieces of work to support the Team Managers/Service Manager within the Service who have identified learning needs of individual practitioners.

The AP will be able to make threshold decisions in terms of step-downs from social care.

The post holder will work primarily with the other AP, but also as part of the wider Assessment & Support service and management team to support the Head of Service and Service Manager to develop an excellent Assessment & Support service.

The overall objective being to ensure that the children and families stepping down from children’s social care are receiving the right help at the right time and can make sustainable improvements in terms of outcomes.

The goal is to contribute to a dynamic professional learning culture, continual professional development, and a stable permanent workforce where practitioners and managers will thrive and want to work within the Assessment & Support service.

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * To lead on stepping down families from social care – offering reflective discussions and consultations to meet the demand from social workers with no delay to children, young people and their families, reviewing the file to form a judgement around threshold and readiness for EH, writing a SMART plan in collaboration with the family and professionals, managing the step-down plans on mosaic to ensure the step-down process is completed in a timely way, to work closely with the service manager and involved professionals in the Team Around the Family to ensure appropriate threshold of cases | * Daily |
| * To develop and maintain relationships with Lead Professionals of TAFs in the community and support them in the LP role | * Daily |
| * Maintain knowledge base around early help and support services available locally, in order to signpost effectively to colleagues and families | * Monthly |
| * To lead on continuous review of Child in Need plans open in the service to ensure effectiveness, quality and improved outcomes for children and families by getting the right help at the right time | * Daily |
| * Report on step down data to service manager and early help service manager, and report on and analyse other performance data as required | * Monthly |
| * To confidently represent the service at various multi-agency panels and decision-making forums, to include Youth Justice Joint Decision Making Panel and Early Help Operational Group | * Weekly |
| * To support the service to develop strong cross agency links and protocols to ensure Working Together is actively adhered to and services developed | * Ongoing |
| * To support the professional learning and development of social workers and family support workers in the service so we can deliver an excellent service to the children and families we support | * Ongoing |
| * To support the team managers in embedding reflective group supervisions, family formulations and other learning opportunities as required | * Ongoing |
| * To undertake observations, visits, mentoring and coaching of staff and students as requested by team manager or service manager | * Ongoing |
| * To contribute to the reflective supervision, learning, support, observations, and assessments of students and social work apprentices whilst on their placements within the service | * Ongoing |
| * To prepare and deliver learning and development opportunities for partner agencies to ensure high quality early help that is delivered in the community, including EHA & TAF training and core training for the safeguarding partnership | * Monthly |
| * To prepare and deliver learning and development opportunities for the Assessment & Support service in line with improvement plan and quality assurance, to include service meetings | * Monthly |
| * To support the use, implementation, training, and development of the restorative practice framework across the service | * Ongoing |
| * To contribute to the development and embedding of practice standards and policies/ procedures within the Assessment & Support service | * Ongoing |
| * To undertake feedback, research, and analysis when required, to inform the development and improvement of policy, procedure and practice | * Ongoing |
| * To contribute to the creation of a high challenge high support continual learning culture that supports critical reflection, respectful challenge, promotion of good practice, sharing of knowledge and experience, collaborative working, and using child and family feedback. The aim is to provide the best possible support to the children and families we serve by being open to new and eclectic ways of working that is underpinned by our restorative practice model | * Ongoing |
| * To participate in the quality assurance processes for the service and to support the service manager in cascading the learning from the audit work | * Monthly |
| * To actively highlight and identify areas of good practice and positive outcomes for practitioners, managers, children and families in order to promote good practice examples that can be shared and learned from across the workforce and with multi-agency partners | * Monthly |
| * Work in conjunction with the service managers of Assessment & Support and Early Help to ensure the step-down procedures are kept up to date | * As required |
| * To maintain accurate and up to date records of any activities undertaken in the role, including advice given and decisions taken as a result of consultation and supervision | * Daily |
| * Ensure that competent professional judgements are made based on   evidence, sound assessment and provision for the needs of the child  and young people. | * Daily |
| * Role model best practice | * Daily |
| * Through modelling and your personal example show a commitment and value towards the diversity of the children and families we work with so that our assessments of need and delivery of services are provided in a non-judgmental and bespoke manner. | * Daily |
| * To regularly review and keep appraised of latest developments in professional standards, polices, procedures, research, theories, good practice, laws, and statutory guidance as it applies to the work in supporting children and families | * Monthly |
| * To prepare for and actively participate in supervision and annual appraisals with the manager, be open to critical reflection and self-learning, identify areas of learning and development, and highlight areas of good practice to be recognised | * Monthly |
| * Take personal responsibility for ensuring sufficient professional development needs are identified and raised with the manager in order to support one’s own learning in accordance with the continual professional development requirements to maintain registration with Social Work England | * As required |
| * Any other duties as required by the service manager   commensurate with the nature of the job and level of responsibility | * As required |
| * To operate in accordance with the Council’s values and adhere to all relevant policies and procedures in the execution of all roles, functions and duties | * Daily |
| * To practice in accordance with the professional values, ethics, and expectations outlined through the standards of conduct set out by Social Work England | * Daily |
| * The post holder will be required to work flexibly through a combination of in office, at home, off site, and virtual working as agreed with the manager | * Ongoing |
| * To undertake any mandatory training identified by the council, directorate, or manager, including induction, health and safety, fire procedures, information security, data protection, children’s and adult safeguarding, Mosaic, IT systems and programmes, and any others identified that are required to undertake the duties outlined above | * As required |
| * To use only council approved programmes and systems in delivering the service and recording information in a manner that is clearly written, is accurate, relevant, contemporaneous, and on secure systems provided. Information is to only be shared where consent is obtained from relevant parties or where required by law. Any breaches of data protection must be reported to the manager and council information officer as soon as the breach has been identified | * Daily |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * A qualified social worker registered with Social Work England | Essential | A |
| * Evidence of commitment to continuing professional learning and development | Essential | A |
| * Practice educator stage 1 qualification desirable | Essential | A |
| **Experience & Knowledge** | | |
| * At least two years post qualifying experience as a statutory child and family social worker and a sound understanding of threshold application | Essential | A, I |
| * Experience of building strong working relationships with children and families and different ways of gaining the child’s voice and considering their lived experience. | Essential | A, I |
| * Experience of mentoring and / or supervising other practitioners including student | Essential | A, I |
| * Experience with the Professional Capabilities Framework (PCF), Knowledge and Skills Statement (KSS) for Children and Families | Essential | A, I |
| * Experience delivering training and learning sessions to practitioners | Essential | A, I |
| * Experience working collaboratively with multi-agency professionals to provide the best support to children and families | Essential | A, I |
| * Knowledge of local support services | Desirable | A, I |
| **Skills and Abilities** | | |
| * Demonstrated ability to put children and young people at the heart of practice and their meaningful participation | Essential | A, I |
| * Demonstrated evidence of supervising and mentoring other less experienced staff, including students & apprentices | Essential | A, I |
| * Ability to represent the service at formal meetings and effectively chairing multi-agency meetings | Essential | A, I |
| * Ability to support improved service delivery and performance | Essential | A, I |
| * Ability to organise and manage a complex workload and prioritise completing work in a timely manner | Essential | A, I |
| * Ability to use social work research and theories to develop and inform practice | Essential | A, I |
| * Ability to use feedback from children and families to help inform service improvement | Essential | A, I |
| * Effective written and verbal English communication skills | Essential | A, I |
| * Ability to work effectively as part of a team and with other professionals | Essential | A, I |
| * Ability to think creatively about overcoming obstacles to achieving good outcomes for children and families | Essential | A, I |
| * Ability to manage performance and professional development of workers | Essential | A, I |
| * Ability to undertake quality assurance work (i.e.: audits and learning reviews) | Essential | A, I |
| * Ability to effectively use IT equipment and software (i.e.: Microsoft Office, video conferencing, child recording systems) | Essential | A, I |
| * Experiencing delivering training and learning opportunities to practitioners | Essential | A, I |
| **Other Factors** | | |
| * Must be able to demonstrate how you build strong working relationships with children and families to achieve better outcomes for children and young people | Essential | A, I |
| * A commitment to continually learning about diversity, equal opportunities, and anti-discriminatory practice and how this informs your professional practice | Essential | A, I |
| * Commitment to solution focused and evidence-based practice | Essential | A, I |
| * Commitment to the continued professional learning and development of fellow practitioners | Essential | A, I |
| * Valid driving licence and ability to travel across and outside the county is desirable | Essential | A, I |
| * Ability to work flexibility in a combination of in office, remotely from home, and virtually | Essential | A, I |
| * Desire to learn and support the use of our restorative practice framework | Essential | A, I |
| * Ability to present confidently to and respectfully challenge professionals, managers and leaders | Essential | A, I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.