

# Job Description

## Newly Qualified Social Worker

### SCA

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	HC07
Location:	Plough Lane
Responsible to:	Team Manager

### Main purpose of the role

The role of a NQSW is to support children and their families who are being supported through a child in need, child protection, care plan, or pathway plan. Working through our strengths and relationship based practice model; Signs of Safety, you will help support children in need of protection, have complex support needs, or are in the care of or a care leaver of the local authority.

NQSWs will also be required to develop their professional learning throughout their ASYE programme through regular training, critical reflection, direct observations, and feedback from children, families, their line manager, advanced practitioner, and our multi-agency partners.

NQSWs will work within the relevant legislative framework and statutory guidance, such as the Children Act 1989, Children Act 2004, Leaving Care Act 2000, Working Together to Safeguard Children, and Care Planning Regulations.

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>To carry a reduced and incrementally allocated caseload of children and young people, in line with the requirements of Herefordshire's ASYE programme</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To carry out various assessments of the needs of children, young people and families, undertake child protection enquiries and court work, co-creating and implementing plans to increase the support and safety of children and young people, and work collaboratively with children, families, and multi-agency partners to provide children with the highest level of support</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To identify professional development needs and undertake regular training, participate in regular case management and reflective supervision, be observed in practice, obtain regular feedback from children and families, and complete an ASYE portfolio that is reviewed in line with the expectations set out by Skills for Care</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>Keep contemporaneous and accurate recordings of case work and activities written in clear language on a child's record</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To be trained in and deliver services and support to children and families in line with our Signs of Safety practice framework</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To always work in a professional and collegial manner in line with the council's policies and procedures, relevant legislation, statutory guidance, and professional ethics and standards as set out by Social Work England</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To receive referrals, assess and analyse complex information, and make evidenced based decisions in regards to referrals received to the service</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To carry out assessments of need for children and families, analyse the information, and use this to help inform the next steps in planning for children and young peoples</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Participate in strategy meetings and carry out Section 47 child protection enquiries where children may be at risk of significant harm</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>To ensure planning provides the right help at the right time to children and families through referrals to early help or universal services, child in need plans, or child protection plans</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To attend and participate in regular planning and review meetings for children and young people, such as child in need reviews, child protection conferences, core group meetings, child in care reviews, and pathway planning support for care leavers</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>To undertake regular visits with children, families and their carers and participating in regular direct work activities in order to understand the wishes and feelings and children, their parents/carers, and to provide direct support</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To write court statements and reports, attend court, and accommodate children and young people in care</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>Keep contemporaneous and accurate recordings of all assessments, reports, and case notes on a child's record, ensuring these are written in clear language to help children and families best understand</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To work collaboratively and respectfully with children, parents/carers, their families, and our multi-agency partners ensuring they are actively involved in shaping and supporting the goals and plans to help children achieve safer and better outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>Understanding our corporate parenting responsibilities to children and young people in our care and young adults leaving our care by actively listening to their views, working in collaboration with their parents/carers and their foster carers, participate in care plan review meetings, and creating inspiring care and pathway plans that help our children and young people achieve their life goals</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Working in a way that upholds the importance of people's diversity, lived experience, anti-oppressive and anti-discriminatory practice and how this helps shapes our understanding in providing the most bespoke level of support to our children and families</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Respecting the human and legal rights of children and their parents/carers, carefully balancing rights with the best interest of the child in decision making, listening and learning to complaints, having open and honest conversations, and providing advice or referrals to advocacy to help them best represent their views and wishes</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Being receptive to and taking personal responsibility in leading ones own professional learning and development through critical reflection, identifying learning goals, taking advantage of learning opportunities provided by the Social Care Academy</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Participating in regular case management supervision with the responsible team manager and reflective supervision with the academy's advanced practitioner</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>Completing the professional portfolio requirements, regular reviews, and professional development goals set out as part of completing the ASYE programme</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly</li> </ul>



## Person Specification

Requirements	Essential or Desirable	Identified by  A – Application I – Interview
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>Social work degree or equivalent recognised professional qualification</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Current registration with Social Work England</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Participation in and successful completion of an ASYE portfolio</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>A full UK driving licence. (Reasonable adjustments will be considered where applicable).</li> </ul>	Essential	A
<b>Experience &amp; Knowledge</b>		
<ul style="list-style-type: none"> <li>Knowledge of the main legislation and statutory guidance that applies to children and family social work, including the Children Act's 1989 and 2004, Leaving Care Act 2000, Adoption and Children Act 2002, Care Planning Regulations, and Working Together to Safeguard Children</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Knowledge of recent developments in social work best practice, research, theories, child development, and attachment theory</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Placement experience in statutory children's services setting</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Knowledge and understanding of the professional capabilities framework (PCF), knowledge and skills statement (KSS) for child and family social work, and</li> </ul>	Essential	A, I

Requirements	Essential or Desirable	Identified by  A – Application I – Interview
professional standards of Social Work England		
<b>Skills and Abilities</b>		
<ul style="list-style-type: none"> <li>Ability to assess and analyse complex information</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to work in a collaborative, respectful, and strengths based approach with others</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Appreciation of the importance of diversity, anti-oppression, and anti-discriminatory practice</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Working in a high pressure environment, ability to prioritise and be organised, and complete work to a high standard and within timescale</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Effective written and verbal English communication skills</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Previous training in Signs of Safety an asset, but willingness to be trained and work within a Signs of Safety strengths based approach essential</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to work both independently and collaboratively as part of a team and with others</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to work within delegated responsibilities, taking appropriate initiative, and seeking and following management direction where necessary</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Keeping information confidential, sharing only where consent is obtained and on a need to know</li> </ul>	Essential	A, I

Requirements	Essential or Desirable	Identified by  A – Application I – Interview
basis, or unless otherwise required by law		
<ul style="list-style-type: none"> <li>Being open to critical reflection, respectful challenge, and ongoing learning and professional development</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Recording information accurately, in a timely way, and based on evidence</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to work collaboratively with others in creating, regularly reviewing, and revising plans that help improve outcomes for children and families</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to be involved in difficult and challenging conversations, being receptive to hearing complaints or concerns, and maintaining a focus on continual improvement</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Remaining child focused and balancing decisions between rights and acting in the best interest of the child and their safety</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to continually raise concerns where a child may be at risk of or experiencing significant harm</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Taking responsibility for one's own continual professional development</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Participating in regular supervision and following management direction</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Always recording and communicating using clear language that children and families could reasonably understand</li> </ul>	Essential	A, I



Requirements	Essential or Desirable	Identified by  A – Application I – Interview
<ul style="list-style-type: none"> <li>Working in accordance with the council's policies and procedures, relevant legislation, statutory guidance, and professional standards and ethics</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Ability to effectively use IT equipment and software (ie: Microsoft Office, video conferencing, child recording systems)</li> </ul>	Essential	A
<b>Other Factors</b>		
<ul style="list-style-type: none"> <li>Commitment to council's values and ethos of equality and inclusion</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Possession of a valid drivers license and ability to travel around a rural county</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Ability to work flexibly, working outside office hours, in an office location, and virtually at home</li> </ul>	Essential	A

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.





