

Job Description

Family Link Worker

Family Times Centre

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	HC06
Location:	Hereford
Responsible to:	Team Manager

Main purpose of the role

To provide supervised Family Time between children, young people and their parents or other significant persons in their life. The Family Time is supervised due to concerns about the child's safety and/or vulnerability. To ensure that children are safeguarded at all times during the Family Time session.

To provide support to vulnerable children, young people and their families and promote positive relationships whilst decisions are being made regarding the future care plans for children.

To produce Life Story Books for children with a care plan of adoption, gathering information from a number of sources.

To write Later Life letters for children with a care plan of adoption.

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To supervise family time between children, young people and their parents or another significant person in their life. This family time can be with children from newly born up to the age of 18 years 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To support vulnerable children young people and families 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To record observations during family time, taking into account parents capacity to meet the needs of their children, having a good understanding of attachment, child development, early trauma and the impact this has on parents and children 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To write Life Story Books and Later Life Letters for children with a care plan of adoption 	<ul style="list-style-type: none"> As required



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To supervise family time between children and/or young people and their parent/carer or other important persons in that family adhering to the family time agreement and risk assessment 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Ensure that children are safeguarded from risk at all times during family time. Any safeguarding concerns should be reported to the line manager and social worker immediately. In immediate safeguarding situations, liaising directly with police 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Assessing parents prior to family time commencing to ensure they are not under the influence of drugs and/or alcohol, challenging presentations or behaviours which could be detrimental to the child/ren or could pose a safety risk to staff or other users at the centre 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Building positive working relationships with challenging and at times, volatile, threatening or abusive parents, with the skill to manage confrontation and de-escalate situations to ensure positive family time for the child/ren. Having the skill and knowledge of how to work sensitively with parents and/or children who are experiencing poor mental health 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Providing an active role in offering support and guidance to the parent/adult who is having family time if required. This may include supporting parents with limited capacity or who's child/ren have additional health needs including nasal oxygen feed or gastric tube feeding. Liaising with the relevant health professionals to gain training and advice as required 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Through observations and record keeping, contribute to parenting assessments as part of the supervised family time sessions 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To support parents to prepare the room prior to the family time, making sure the room is set up so it is age appropriate including the equipment and/or games, toys etc. Supporting parents to plan the session to ensure a more positive experience 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Following family time make the room tidy, clean or wipe down equipment/toys as required. Ensure it is fit for the next family time session to take place 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To supervise family time in a variety of locations for example in Children Centres, in other suitable buildings, in the community, as required 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To record observations during family time, taking into account parents capacity to meet the needs of their children, having a good understanding of attachment, child development, early trauma and the impact this has on parents and children 	<ul style="list-style-type: none"> Daily



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To write detailed reports of observations during family time to the agreed high standard suitable for use as evidence in court in a timely manner. The recordings should be clear, concise and a true reflection of the family time session 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To provide verbal evidence in Care Proceedings cases, if called to be a witness in court 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To support parents through the emotional process prior to, during and following final family time sessions where a child is being adopted. Ensuring that digital recordings are made during the session and these are transferred to disks and shared with parents as soon as possible following the session as their lasting memory of their child 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> Researching and analysing professionally written, highly sensitive and confidential reports and court documents, containing information often of a distressing nature, in order to reproduce this in a Life Story Book format, in age appropriate, non-judgmental language, to help a child understand their journey, sense of identity, their birth family, culture etc. Recognising the importance of giving the child an honest, clear and balanced narrative, to ensure they will understand why they were adopted 	<ul style="list-style-type: none"> Daily/weekly
<ul style="list-style-type: none"> Liaise with birth families and others who played a significant role in a child's life to gather information for the life story book, recognising the emotional impact this may have on birth parents and offering support accordingly 	<ul style="list-style-type: none"> Daily/weekly
<ul style="list-style-type: none"> Write Later Life letters for children with a care plan of adoption. Liaising with the child's social worker as well as researching the child's history and that of their birth family, through case files and reports, to ensure that the child receives an honest, true, sensitively written narrative of their journey from birth to adoption and the reasons why they were adopted 	<ul style="list-style-type: none"> Daily/weekly
<ul style="list-style-type: none"> To be part of a duty rota system to cover family time sessions 	<ul style="list-style-type: none"> Weekly
<ul style="list-style-type: none"> Lone working within family time venues as well as in the community. This includes opening up and locking up Family Time centre at weekends, ensuring intruder alarms are disabled and enabled and the building is secure upon leaving. Also having keyholder responsibility for the centre, testing fire alarms and undertaking regular building checks 	<ul style="list-style-type: none"> Daily/weekly



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> To work as requested in the evening and weekends 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To work closely with Social Workers, Foster Carers and any other professionals relevant. Attend any meetings relevant to role, including Child Appreciation 	<ul style="list-style-type: none"> Daily/weekly
<ul style="list-style-type: none"> Undertake all administrative tasks relevant to role 	<ul style="list-style-type: none"> Daily
<ul style="list-style-type: none"> To attend and participate in regular team meetings 	<ul style="list-style-type: none"> As required
<ul style="list-style-type: none"> To attend any training relevant to role 	<ul style="list-style-type: none"> As required



Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Qualifications and Training		
<ul style="list-style-type: none"> Level 3 (or above) qualification in a relevant field i.e. childcare development, health, education, early years education, social work, health visiting, information, advice & guidance, learning, development support services, youth work or community involvement 	Essential	A, I
<ul style="list-style-type: none"> GSCE grade C or above or the equivalent in English Language 	Essential	A, I
<ul style="list-style-type: none"> Evidence of continuous professional development 	Essential	A, I
Experience & Knowledge		
<ul style="list-style-type: none"> Experience of working directly with children, young people and their families including those who may be vulnerable or with safeguarding needs 	Essential	A, I
<ul style="list-style-type: none"> Of lone working with vulnerable families 	Essential	A, I
<ul style="list-style-type: none"> Of writing reports and or statements to a professional standard 	Essential	A, I
<ul style="list-style-type: none"> An understanding of the importance of Life Story work for children with a plan of adoption or permanence outside of their birth family 	Essential	A, I
Skills and Abilities		
<ul style="list-style-type: none"> Ability to maintain a high level of confidentiality 	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> Understanding of child development, the impact of neglect and multiple disadvantage on children and adults 	Essential	A, I
<ul style="list-style-type: none"> A good understanding of attachment theory and the ability to recognise different attachment styles 	Essential	A, I
<ul style="list-style-type: none"> A good understanding and knowledge of evidence based therapeutic models e.g. solution focused, motivational interviewing, Maslows hierarchy of need 	Essential	A, I
<ul style="list-style-type: none"> A good understanding of the court process when working with children subject to care proceedings 	Essential	A, I
<ul style="list-style-type: none"> A good understanding of the journey of the child, how to present their narrative using language accessible to the child for their life story book 	Essential	A, I
<ul style="list-style-type: none"> Engaging and working with vulnerable families, including parents with learning disabilities and mental health issues as well as those with addictions to drugs and/or alcohol 	Essential	A, I
<ul style="list-style-type: none"> Engaging parents and children who have challenging behaviour, having the skills required to de-escalate potentially threatening situations 	Essential	A, I
<ul style="list-style-type: none"> To lone work in council buildings across the county, using the council Lone Working policy 	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> Ability to communicate effectively with vulnerable children, young people and their families and with professionals involved with the family 	Essential	A, I
<ul style="list-style-type: none"> Good written communication skills and the ability to provide written reports of a high standard in a limited amount of time 	Essential	A, I
<ul style="list-style-type: none"> Ability to plan and prioritise work 	Essential	A, I
<ul style="list-style-type: none"> Ability to work on own initiative or as part of a team, promoting a positive, supportive and polite working environment 	Essential	A, I
Skills and Abilities		
<ul style="list-style-type: none"> To have a flexible approach to working and be able to work in all locations across the county and occasionally outside the county 	Essential	A, I
<ul style="list-style-type: none"> Ability to drive and have access to use a car for work purposes 	Essential	A, I
<ul style="list-style-type: none"> Highly motivated and committed to deliver excellent services to children young people and their families 	Essential	A, I
<ul style="list-style-type: none"> Ability to lone work and some evenings and weekends 	Essential	A, I



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<ul style="list-style-type: none"> Ability to drive and have access to use a car for work purposes 	Essential	A, I
<ul style="list-style-type: none"> Highly motivated and committed to deliver excellent services to children young people and their families 	Essential	A, I
<ul style="list-style-type: none"> Ability to lone work and some evenings and weekends 	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.

