



Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Senior Early Help Practitioner	Grade: PO2 – PO3
Section: Early Help Cluster	Directorate: Early Help Division
Responsible to following manager: THRIVE Wandsworth Hub Development Manager	Responsible for following staff: Early Help Practitioner
Post Number/s:	Last review date: May 2019

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

The borough's Early Help Offer is delivered through three THRIVE Wandsworth clusters. Each cluster is made up of three teams with a focus on :
Early childhood and Early learning, Young people and Family support and SEND and Inclusion.

Job Purpose

The Senior Early Help Practitioner will work as part of the management team in one of the Early Help Division’s Clusters for families with children from 0-19 years and up to 25 years with SEND. The postholder will support the cluster team in providing lead professional support, whole family assessment and plans, in engaging with partners to ensure the best outcomes for children and families who need early interventions to improve outcomes and prevent stepping up to children’s statutory services. The postholder will support the use of the Signs of Safety and Wellbeing framework across



all staff in the cluster and partner agencies and will support the framework with the use of direct tools for working with children and young people, such as AMBIT and restorative practices. The postholder will be a role model of good practice, they will be open and responsive to the needs of the community and flexible in how services are delivered and developed to meet the changing needs of families and communities.

Specific Duties and Responsibilities

1. Provide the supervision and day to day management of up to 4 members of staff including Early Help Practitioners, ensuring that they are provided strong oversight and supervision.
2. To support the team on undertaking whole family assessments using the Signs of Safety and Wellbeing framework and to support the application of tools and approaches that are based on evidence and good practice.
3. To support the team on analysing the risks for the family as a whole and identify goals and services that can support the family.
4. To support the team on developing single plans in partnership with children, young people and families that sets clear, time specific goals that will have a positive impact for the whole family and create change for children and young people to help them thrive.
5. To support the team to act as the Lead Professional for a family, co-ordinating, sharing information, with the family and across the team around the family (TAF) and ensuring regular reviews are undertaken by staff, ensuring there is no drift, that plans are up to date and goals reviewed. Also, that practitioners do what they say they will to support families.
6. Undertake regular case audits of staff that are part of the cluster team to ensure that the quality of recording reflects the lived experience of the child.
7. Regularly observe the practice of the staff in the cluster team to ensure that they are providing good quality direct work and provide feedback about what needs to change where work falls below this standard.
8. Work with partners to ensure that any professional differences are addressed quickly and solutions found to ensure the best outcome for children, young people and their families.
9. To support the team on taking on the 'Trusted Adult' role for a young person where another service or colleague is the Lead Practitioner for a family e.g. social services, school SENCO.

10. Ensure that that safeguarding and health and safety processes are in place and understood by the cluster team, that all new staff have had induction that covers safeguarding and health and safety processes, and any issues arising out of the safeguarding section 11 audit for early help are implemented.
11. To ensure that the team keep high quality case records for all the family, ensuring that assessment, plan and consent sharing protocols are uploaded and entered promptly onto the case management system.
12. Contribute to the analysis of data and the performance framework of the Early Help Offer.
13. Awareness of the financial challenges facing services and a pro-active approach to making the best use of limited resources across and with both internal and external partners.
14. Be a Practice Lead for Signs of Safety and Wellbeing, offering supervision groups for case mapping for practitioners in schools, health services and community settings if they have families that they are concerned about or stuck with that would benefit from Early Help.
15. Be committed to continuous improvement, and able to have difficult and challenging conversations that will improve the quality of work of staff within the cluster team.
16. You will support the application of the 'social GRACES' tool to the work and ensure that staff are non-judgmental and sensitive to the impact of their own beliefs on the families they work with.
17. To work closely with our partners in education, health and social care to ensure a strong TAF and plan is managed across a range of services.
18. To lead the delivery of group work and parenting classes ensuring they comply with the relevant requirements.
19. To work flexibly across a range of sites and settings, delivering sessions in the evening and at weekends as required.

Progression for PO3

20. To be pro-active in working with the Cluster Lead and Cluster Manager in managing the budgets, and having an approach to making the best value use of resources across and with both internal and external partners.
21. To have completed an ILM Level 3 Managers Diploma.



22. Take the lead on managing the training of staff in line with accredited national frameworks.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information

N/A

Team structure

Person Specification

Job Title: Senior Early Help Practitioner	Grade: P02 – PO3
Section:	Directorate: Early Help Division
Responsible to:	Responsible for: Early Help Practitioner
Post Number/s:	Last Review Date: May 2019

Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
Knowledge of the Signs of Safety and Wellbeing Framework	A I
Of the AMBIT approach to working as part of a TAC	A I
Knowledge of Safeguarding children and risk assessment	A I
Knowledge of working in diverse communities	A I
Knowledge of working with children, young people and families with SEND	A I
Knowledge of relevant inspection frameworks and legislation	I
Experience	
Experience of providing groupwork for families	A I
Experience of delivering 1:1 targeted work with a family	A I

Experience of recording and using IT systems and digital tools to improve outcomes	A I
Experience of solution focused questioning	A I
Experience of delivering groups and support to families from diverse cultural, linguistic and religious backgrounds	A I
Skills	
Excellent communication skills	A I
An effective inquisitive, persistent and non-judgemental approach when working with vulnerable families and the ability to translate this to support others development	A I
Ability to construct a good quality written report and to use language that is accessible and easy to understand	A T
Ability to provide effective supervision that supports staff to provide a consistently good service	A I
Qualifications	
Qualification at level 4 or above in a relevant field for example health care, early years, youth services, family and social care or equivalent experience	A C
Demonstration of continuing professional development and how this has informed practice.	A I C
To have completed an ILM Level 3 Managers Diploma (for grade PO3)	A I C

A – Application form / CV

I – Interview

T – Test

C - Certificate