**Job Profile comprising Job Description and Person Specification**

**Job Description**

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| **Job Title:**  Family Support Worker | **Grade**:  S02 |
| **Section:**  CSD- Newpin | **Directorate:**  Children’s Service Department |
| **Responsible to following manager:**  Project Manager | **Responsible for following staff:**  N/A |
| **Post Number/s:**  TBC | **Last review date:** |

**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.

**Job Purpose**

Early Help Newpin model provides a range of interventions and support for children under 5 and their parents who are experiencing mental health problems and where Adverse Childhood Experiences are often a generational feature. Our aim is to ensure both the child and their adults get the support they need to thrive and achieve their potential. Our model harnesses the parent-child relationship, providing a

structured, supportive environment to increase parents’ capacity to develop understanding of their child’s communication, emotions, behaviour and needs and to reflect on the impact of their own mental health on their child/ren’s wellbeing

The Family support worker will work as part of the Newpin’s logic model, providing services to families with children from 0-5 years. They will work leading engagement with families and the wider community to support the delivery of a range of interventions. They will support families with interventions designed to encourage understanding and management of mental health and minimise any adverse experiences for children by identifying early concerns and risk indicators. The post holder will undertake whole family assessments, use mental health evaluation tools and develop a support plan with families which aim to support families to improve the parent/child relationships, the social, emotional and physical development of the children and the economic well-being of the family.

The post holder will work as part of an integrated team and with partners, families and the local community.

**Specific Duties and Responsibilities**

1. To deliver a range of groups, sessions and interventions across all Wandsworth clusters to facilitate parents’ understanding and awareness of their children’s emotional, social and physical needs and improve their parenting skills
2. To undertake whole family assessments with a lead responsibility for the support of families using the service; monitoring, assessing, evaluating and agreeing targets for each member’s social opportunities, self-esteem, quality of relationships, to improve emotional and mental health.
3. To provide good quality information, advice and signposting and practical support for families with identified needs with managing their mental health and children’s wellbeing, this can include using mental health assessment tools, advice on child development and wellbeing, education and SEND, health issues, family routine and home environment families.
4. To act as the Lead Professional for a family, co-ordinating, and sharing information with the family and across the team around the family (TAF). Ensuring regular reviews are undertaken to ensure there is no drift, that plans are up to date, and goals reviewed.
5. To ensure that children are safeguarded and that concerns for a child’s safety are reported swiftly using the appropriate safeguarding processes.
6. To record work with families on Mosaic.
7. To support co-ordinated care and support for members through liaison with health, Social Services, education, and other statutory and voluntary agencies, attending relevant meetings as necessary, undertaking 1:1’s, child observations, empowering parents to take action, support at meetings; challenge where necessary and demonstrate an understanding of how parental mental ill-health can impact on parenting capacity and childhood experience.
8. To prioritise the safety, wellbeing and healthy development of children through effective observation and assessments and by following safeguarding procedures and guidelines to manage use of volunteers within the centre including recruitment and supervision.
9. To prioritise the safety, wellbeing and healthy development of children through effective observation and assessments and by always following safeguarding procedures and guidelines including raising safeguarding concerns with line manager, making referrals to Children’s Social Care if required and playing an active part in professional networks for children subject to CIN or CP plans
10. To facilitate therapeutic support groups for members and to provide, when required, individual support using counselling skills and to undertake evaluation at the beginning and end of each group work course.
11. To participate in and contribute to supervision, staff appraisals, group supervision and team meetings.
12. To work flexibly across a range of sites and settings and delivering sessions in the evenings as required
13. To maintain professional expertise, as a minimum, in one or more of the following areas – child development, mental health, contextual safeguarding, special educational needs and disabilities, working with children with complex needs.
14. To assist the Project Manager in the development and delivery of additional projects and services
15. To lead a range of partners to deliver specific mental health and wellbeing support to parents
16. Ensure children and families who need more targeted support have a developed a plan with meaningful interventions that can be captured and measured using tools and assessments.
17. To chair TAF meetings with the family to review actions against a plan and ensure progress is happening.
18. To have completed a Diploma level 3 in Adult Mental Health, Early Years or Children’s and Young Peoples Workforce

**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**

For the current structure please go to The Loop.

**Person Specification**

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| **Job Title: Family Support Worker** | **Grade**: S02 |
| **Section: CSD- Newpin** | **Directorate:** Children’s Service Department |
| **Responsible to: Project Manager** | **Responsible for: N/A** |
| **Post Number/s:** | **Last Review Date:** |

**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.

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| **Person Specification Requirements** | | **Assessed by**  **A**  **&**  **I/ T/ C (see below for explanation)** | |
| **Knowledge** | | | |
| Ability to plan and deliver a structured programme of support for parents/carers through a range of courses, sessions and interventions for groups and individuals that develops their parenting, social or relationship skills | | A/I | |
| An understanding of Safeguarding issues, an ability to implement relevant policies and procedures and a respect for families’ needs for confidentiality | | A/I/T | |
| An understanding of the challenges of parenting and experience of providing sensitive, non-judgmental support for parents with children aged under 5 | | A/I | |
| Knowledge of health and safety issues and an ability to take responsibility for the health, physical well-being and safety of the adults and children attending the service | | A/I/T | |
| An understanding of the challenges for parents with poor mental health and the potential impact on their children | | A/I | |
| Knowledge of the development of children and young people | | A/I | |
| Knowledge of mental health and complex needs | | A/I | |
| Knowledge of the Signs of Safety and Wellbeing framework | | A/I | |
| Knowledge of working in diverse communities | | A/I | |
| Knowledge of the impact of trauma, adverse childhood experiences and poor attachment | | A/I | |
| **Experience** | | | |
| Experience of improving outcomes by working in a strength-based manner with children, young people and families | | A, I | |
| Experience of delivering group work and activities to create resilience | | A, I | |
| Experience of engaging and building trusted relationships with vulnerable children, young people and families | | A, I | |
| Experience of safeguarding policies and processes | | A, I | |
| Experience of using IT and digital tools to support their work and engage families | | A, I | |
| Experience of working with families with identified mental health issues | | A, I | |
| **Skills** | | | |
| Excellent assessment, planning and record keeping skills in the assessment of families and outcome focussed planning for children | | A/I | |
| Good IT skills and strong written skills to record work undertaken with families | | A/I/T | |
| Strong communication skills and ability to build positive relationships with children, parents, colleagues and wider professional networks both face to face and in writing. | | A/I | |
| **Qualifications** | | | |
| A health, childcare, social care, counselling or other relevant professional or academic qualification level 3 or above | | A/I/C | |

**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**