



Job Profile comprising Job Description and Person Specification

Job Description

Job Title: EVOLVE Practitioner	Grade: Scale 6-SO2
Section: Early Help	Directorate: Children’s Services
Responsible to following manager: Team Manager	Responsible for following staff: N/A
Post Number/s:	Last review date: March 2026

Working for the Richmond & Wandsworth Better Service Partnership

We’re Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children’s services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We’re here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That’s why, at Richmond & Wandsworth Better Service Partnership, you’ll be at the forefront of innovation in local government, and we’ll invest in you and offer you opportunities to grow in a way only our unique organisation can.

The borough's Adolescent Exploitation Offer is delivered through the Evolve Team based within the Children's service directorate. Evolve has a focus on:

The multi-agency response to children who are at risk of sexual exploitation, of going missing, those at risk of criminal exploitation, serious youth violence and/or gang affiliation.

Job Purpose

The Evolve Practitioner will work within the Evolve Adolescent Exploitation Team in Children's Services, supporting young people aged 11–25 and their families who are affected by going missing, criminal or sexual exploitation, serious youth violence, or gang involvement.

Working alongside the lead professional, or as the sole agency involved, the Evolve Practitioner will deliver relationship-based 1:1 and targeted group interventions designed to increase safety, build resilience, and prevent poor outcomes. Central to the role is creating safety within trusted relationships—whether with a primary carer, a consistent professional, or another trusted adult.

The Evolve Practitioner role involves providing non-judgemental, trauma-informed, and intensive support that focuses on understanding what a young person's behaviour communicates about their lived experience. Interventions are bespoke, **consent-based** and led by the needs of the young person. Practitioners use creative and flexible approaches to engagement, supporting young people across a range of key areas such as:

- **Self-esteem and confidence**
- **Reducing risk of exploitation**
- **Healthy relationships**
- **Staying safe in the community**
- **Sexual health**
- **Safety planning**
- **Conflict management**
- **Resilience building**
- **Positive decision-making**

Through persistent and assertive engagement, the Evolve Practitioner will help young people and their families make and sustain positive change, increasing safety and supporting them to live healthier, happier lives free from harm and the risks associated with exploitation.

Specific Duties and Responsibilities

- To manage a complex caseload with a high degree of personal accountability and

discretion, undertaking consultation, one-to one and co-work, working closely alongside key lead professionals and colleagues from across Children’s Services and other partner agencies to deliver best practice through an integrated response.

- To plan quickly and effectively, working alongside young people to achieve shared goals, providing a clear plan to sustain progress when involvement of the service ceases: working effectively with colleagues to promote better outcomes for children and young people.
- Provide tailor-made interventions to respond to individual needs and risks making use of home visiting, outreach, school interventions, and a range of other youth work strategies to engage young people’s interest and engagement in the service.
- To plan and deliver interventions on an individual, family and group basis which are delivered in a range of ways and places including but not exclusive to activities for families, family support, group work which may take place in the community, school or home.
- Support young people with practical matters such as safety, benefits, housing, education, training and employment, childcare, sexual health. Provide swift and easy access to relevant agencies and rapid responses to service users, allowing fast solutions and reducing the need for continued reliance on those perpetrating exploitation.
- To provide some specific targeted activities for children and families we know are particularly vulnerable to exploitation e.g. young carers, children living with or having lived with domestic violence and abuse, parents with mental health or substance misuse and specific BAME groups.
- To ensure that children are safeguarded and that concerns for a child’s safety are reported swiftly using the appropriate safeguarding processes.
- Undertake Return Home Conversations (RHCs) with children who have been reported missing, to understand their experiences while away, identify any safeguarding concerns, and contribute to safety planning, risk assessments and care plans.
- To ensure high quality, timely and accurate case recording, ensuring that the assessment, planning and records for the young person/family are entered promptly onto the case management system.
- To undertake impact evaluation using the designated tool with all young people when starting and finishing work.
- To work together with a range of professionals and partners to delivery activities and groups that build pro-social relationships, emotional regulation, positive risk



taking and resilience.

- Undertake evaluation at the beginning and end of each group work course.
- To participate in and contribute to supervision, staff appraisals, group supervision and team meetings.
- To work closely with our partners in education, health and social care to ensure the right families are accessing the Early Help Offer.
- To work flexibly across a range of sites and settings and delivering sessions in the evenings and at weekends as required.
- To maintain professional expertise, as a minimum in one or more of the following areas – child development, adolescents, contextual safeguarding, special educational needs and disabilities, working with children with complex needs, group facilitation & mediation, disruption and enforcement or other identified area of need in the team.
- Be a trusted person for identified children and families.
- Practitioners must demonstrate an ability to build trust through respectful communication, clear boundaries, reliability, and compassion, consistently seeing the child behind the behaviour.

Progression to SO1

- To lead a range of partners to deliver the borough wide Early Help Offer and ensure that children and families who need more targeted support have worked with the family to develop a plan that can be worked on in a targeted 1:1 way with the child, young person or family.
- To chair TAF and risk assessment meetings with the family to review actions against a plan and ensure progress is happening.

Progression to SO2

- To have completed a Diploma level 3 in Youth Work, Early Years or Children's and Young People's Workforce

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.



- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth 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 roles within the Councils.
- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
Of policy, legislation, guidance and best practice in safeguarding young people who are at risk of or being exploited.	✓		A I
Of the development of children and young people and the needs of vulnerable exploited children and young people	✓		A I
Of working in diverse communities	✓		A I
Of the impact of trauma, adverse childhood experiences and poor attachment	✓		A I

Of relevant inspection frameworks and their associated standards	√		A I
Experience	Essential	Desirable	Assessed
Of working directly with adolescents affected by CSE, Missing, Criminal exploitation, youth violence, gangs, missing, county lines and their families in a social care or non-statutory environment	√		A I
Of improving outcomes by working in a strength-based manner with children, young people and families	√		A I
Of delivering group work and activities to create resilience		√	A I
Of engaging and building trusted relationships with vulnerable and exploited children, young people and families	√		A I
Of safeguarding policies and processes	√		A I
Of using IT and digital tools to support their work and engage families	√		A I
Of working to the standards of relevant inspection and performance frameworks	√		A I
Skills	Essential	Desirable	Assessed
Communicating with children, young people and their families in an open and non-judgmental way	√		A I
Skills in being inquisitive and persistent when working with vulnerable families	√		A I
Providing practical support to children, young people and families to support them to thrive	√		A I
Skills at writing and speaking in a clear and easy to read style that supports children, young people and families engagement	√		A I
Ability to understand how culture, identity and discrimination affect a young person's experience of exploitation and engagement with services.	√		A I
Qualifications	Essential	Desirable	Assessed

Applicants with equivalent professional experience will also be considered where qualifications differ.			
A qualification at Level 4-6 in a related area for example Early Years, Youth Work, Social Care, Education, Psychology, Criminology, Sociology or Community Work	√		A I C
Current professional registration with relevant professional body if required. Eg; if qualified to degree level in social work, teaching, psychotherapy etc.		√	A I C
Demonstration of continuing professional development and how this has informed practice.		√	A I C
Additional desirable qualifications	Essential	Desirable	Assessed
A qualification in Motivational Interviewing, Solution-Focused Practice, and/ or Restorative Practice		√	A I C
Contextual safeguarding training		√	A I C
A qualification at Level 3 or above in Mentoring/Coaching		√	A I C
Groupwork facilitation		√	A I C
Qualifications which will be considered	Essential	Desirable	Assessed
A Level 3 Safeguarding qualification		√	A I C
A qualification in Trauma-informed practice		√	A I C
An Accredited CSE/ CCE/ Youth Violence/ Missing training/qualification including recognised training from NSPCC, Home Office-endorsed programmes, or equivalent specialist providers		√	A I C

- A – Application form / CV**
- I – Interview**
- T – Test**
- C - Certificate**