



Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Early Help Practitioner	Grade: Scale 6-S02
Section: Early Help Division	Directorate: Children's Services
Responsible to following manager: Senior Practitioner	Responsible for following staff:
Post Number/s:	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.

**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 Early Help Practitioner will work as part of the Early Help Division's model, providing services to families with children from 0-19 years and up to 25 years with SEND. They will work as a lead professional and deliver a range of interventions including activities and groups for children and families that will contribute to the Early Help Offer as well as connecting children and families to universal and targeted services to help them thrive. The interventions will be designed to prevent poor outcomes for



children by identifying early concerns and will be delivered from settings where risk indicators tell us children and families are more likely to face challenges that could have a negative impact on children as they grow up. The post holder will undertake whole family assessments and develop a single action plan with families that will support change using the Signs of Safety and Wellbeing framework. The post holder will work as part of an integrated team and with partners, families and the local community.

Specific Duties and Responsibilities

- To undertake whole family assessments using the Signs of Safety and Wellbeing framework and to use appropriate tools to ensure the family and the child/ren's voices are included in the assessment and in the plans for the family.
- Develop a single plan in partnership with parents that sets out goals that will result in positive changes for the whole family.
- 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 to ensure there is no drift, that plans are up to date and goals reviewed.
- 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.
- To provide good quality information, advice and signposting and practical support for families in a number of areas including child development, managing challenging behaviour, education, health issues, debt, employment and housing and facilitate families to make a plan to thrive using the THRIVE Online wellbeing wheel and signs of safety tools for direct work with children.
- To provide some specific targeted activities for children and families we know are particularly vulnerable 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 deliver the programme of activities and groups from a variety of settings within a cluster that are in areas or places where we know there are high levels of need.
- To ensure that children are safeguarded and that concerns for a child's safety are reported swiftly using the appropriate safeguarding processes.
- To record work with families on Mosaic.



- To undertake impact evaluation using the designated tool with all families 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.
- Be a trusted person for identified children and families.
- Work in a manner that children and families have told us they value which includes – being respectful, having purpose to your contact and interaction, doing what you say you will do, being compassionate, caring about their welfare, maintaining clear boundaries, being persistent, seeing the child first not 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 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 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.

Person Specification

Job Title: Early Help Practitioner	Grade: S01-2
Section: Early Help Division	Directorate: Children's Service Department
Responsible to: Area Co-ordinator	Responsible for:
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.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
Of the development of children and young people	
Of the Signs of Safety and Wellbeing framework	
Of working in diverse communities	
Of the impact of trauma, adverse childhood experiences and poor attachment	
Of relevant inspection frameworks and their associated standards	
Experience	
Of improving outcomes by working in a strength based manner with children, young people and families	



Of delivering group work and activities to create resilience	
Of engaging and building trusted relationships with vulnerable children, young people and families	
Of safeguarding policies and processes	
Of using IT and digital tools to support their work and engage families	
Of working to the standards of relevant inspection and performance frameworks	
Skills	
Communicating with families in an open and non-judgmental way	
Skills in being inquisitive and persistent when working with vulnerable families	
Providing practical support to children, young people and families to support them to thrive	
Skills at writing and speaking in a clear and easy to read style that supports children, young people and families engagement	
Qualifications	
A qualification at level 3 or above in a related area for example early years, youth work, social care, education, community work	

A – Application form / CV

I – Interview

T – Test

C - Certificate