

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Targeted Youth Support Service, Team Manager	<b>Grade:</b> Linked Grade: P04 - P05
<b>Section:</b> Adolescent and Clinical Services	<b>Directorate:</b> Early Help and Children's Services
<b>Responsible to following manager:</b> Service Manager, Adolescent and Clinical Services	<b>Responsible for following staff:</b> Senior Early Help Practitioner x 3 Early Help Practitioner x 9
<b>Post Number/s:</b> RWEHTC019	<b>Last review date:</b> December 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.

#### Job Purpose

The core purpose of the role is to ensure that young people remain safe and have improved outcomes as a result of the high-quality targeted Early Help interventions from Targeted Youth Support Service (TYSS). TYSS is part of Wandsworth Early Help offer and takes a whole family approach, although the referred child is an adolescent there may be siblings of all ages.

TYSS provides Early Help targeted interventions that address a need or concern that might otherwise result in a young person, specifically adolescents, escalating into statutory services. TYSS offers family interventions to avoid family breakdown,

address parental conflict, getting the young person back into school or maintaining their school placement through working in partnership with the school to provide appropriate support.

This role will be to be part of a team who will work with and support adolescents and their families. Listening to the voice of the young person and their family. The role will also require the oversight of the provision of mental health needs for all children in the borough. Liaison with CAMHS services to ensure timely and appropriate service provision is a key aspect of the role.

The role will have a major contribution to make to the delivery of our vision and strategic priorities, by managing the delivery and performance of high-quality Early Help targeted work to children and their families.

### **CS Current Specific Duties and Responsibilities**

these are:

1. Effective team management
2. Delivery of high quality, reflective supervision
3. Effective management oversight
4. Quality assurance
5. Performance Management
6. Effective management and delivery of change

### **Team Management:**

- To manage a team of staff, including recruitment/retention, induction, training and development, performance management, disciplinary/capability, and succession planning.
- To manage the delivery and performance of the Team; to ensure that all families are assessed, prioritised, and actioned appropriately; to ensure that all children and their families receive a suitable response that meets their assessed needs.
- To manage the allocation of workload across the team to agreed service priorities; actively monitor, review, and authorise family records and plans; addressing any workload management, performance, and/or quality issues as they arise.
- To lead the investigation and response to complaints from service users/relatives/carers.
- To lead on Safeguarding within TYSS and ensure that all staff understand, are compliant and have the appropriate training
- Where required to control, as purchaser, the budget allocated to the team ensuring that financial resources are deployed to maximum effect within Council policy and Departmental procedures and guidelines and ensuring that the budgets are not overspent. Where appropriate through the Team Administrator provide team members and appropriate managers with regular

and up-to-date information on the state of the budget. Where appropriate to take responsibility for authorisation of expenditure at delegated level;

- To develop and maintain effective internal and external working relationships and professional networks; ensure a positive working relationship within the team,
- promoting strategies for collaboration and a supportive team culture.

#### **Supervision:**

- To provide high quality reflective professional supervision and appraisal to direct reports which results in consistent high standards of casework across the Team; and assure the quality and effectiveness of supervision provided to staff within the Team by other staff (i.e. Senior Early Help Practitioners).
- To make effective use of supervision and appraisal as an opportunity to critically reflect on casework and to identify learning and development needs to continually improve upon practice; and to support CPD.

#### **Management Oversight**

- To assure the quality, effectiveness and appropriateness of targeted work provided by the team; ensuring that all interventions are conducted in accordance with legislative requirements, the Department's Practice Standards, all relevant policies and procedures and agreed performance targets.
- To raise and address (where appropriate) issues of poor practice, internally through the organisation, and then independently if required.
- To highlight areas of best practice and embed this learning across the team and wider through the division.
- To ensure that all information systems and case records across the team are of high quality and are up to date; support good practice and maintain a focus on positive outcomes for children and their families.

#### **Quality Assurance**

- To undertake a range of quality assurance activity, including peer auditing, auditing of casework across the service in line with the Children's Services Quality Assurance Framework.
- To embed the learning from audits into the practice of the team Performance Management.
- To use performance data to identify where team or individual performance is excellent and can be shared with other staff and where performance can be improved; to develop and deliver SMART action plans to address performance issues and ensure high standards of practice across the Team.

#### **Managing and driving change**

- To anticipate and positively manage change drawing on practice information, data, and analysis; ensure that the team is aware of changing trends and national policy that impact on service users.



- To contribute to the development and implementation of policies and procedures for the relevant Service area.
- To contribute to development of strategy and local policy across the wider service area.

### **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**

#### **Team structure**

For the current structure please go to The Loop.

*When advertising externally please add the current team structure here and remove the sentence above.*



# Person Specification

<b>Job Title:</b> TYSS Team Manager	<b>Grade:</b> PO5
<b>Section:</b> Adolescent and Clinical Services	<b>Directorate:</b> Early Help and Children’s Services
<b>Responsible to:</b> Service Manager, TYSS	<b>Responsible for:</b> Senior Early Help Practitioner x3 Early Help Practitioners x9
<b>Post Number/s:</b> RWEHTC019	<b>Last Review Date:</b> December 2019

## Our Values and Behaviours<sup>1</sup>

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 –

- taking responsibility and being accountable for achieving the best possible outcomes – a ‘can do’ attitude to work
- continuously seeking better value for money and improved outcomes at lower cost
- focusing on residents and service users, and ensuring they receive the highest standards of service provision
- Taking a team approach that values collaboration and partnership working.

Person Specification Requirements		Assessed by A & I/ T/ C (see below for explanation)
Knowledge		
1.	In depth knowledge and understanding of the needs of children and young people; the ability to work with children and their parents/carers and to involve them in decision making. In-depth Knowledge of relevant policy, legislation, guidance, and best practice with Early Help and Safeguarding.	A I
2.	Ability to provide advice, consultation, mentoring, supervision and support to social care professionals and the ability to line manage staff.	

3.	Ability to organise and prioritise own workload, to work under pressure and meet deadlines. Ability to use supervision to maximise personal effectiveness and for professional development.	A I
4.	High level communication skills both verbally and in writing; ability to write reports for staff at all levels including elected members and ability to quality assure reports from the team being provided for the senior managers	A I
5.	An excellent understanding of working with a diverse community and of the need to be non-judgemental and open and solution focused with families	A I
6.	Ability to deliver training and support the professional development of the team and more general workforce across Children’s Services	A I
7.	Understanding of the importance of normal monitoring and evaluation to enable the team to develop the effectiveness of its work and its presence within the organisation	
8.	Ability to undertake evaluative analysis (e.g. audit, service review) in order to identify strengths and weaknesses and action needed.	
9.	Ability to interpret management information and performance data in order to identify performance issues and develop solutions	
<b>Experience</b>		
10.	At least three years management experience in early years, early help, education, targeted services, or health / social care.	A I
11.	Experience of conflict resolution and a solution focused approach to team development	A I
12.	Experience of working with targeted services to provide interventions to support young people and their families, including the whole family approach	A I
13.	Experience of supporting and managing work that involves risk within the community in order that workers are supported to carry out their work safely and effectively.	A I
14.	Experience of ensuring work is recorded and evidenced to demonstrate impact for children, young people and families.	A I
15.	Experience of working in a multi-agency setting including the direct support of a wide professional network to work together with families to plan, review and improve outcomes for children.	A I
16.	Experience of effective performance management (people and organisational); identifying development needs; addressing skills and knowledge gaps; disseminating good practice; and managing poor performance.	
17.	Experience of providing high quality reflective professional supervision	
<b>Skills</b>		

18.	Demonstrate an understanding of the Council’s equal opportunities policy in respect of service delivery, community, families and staff	A I
19.	Adapt to new models of team working and innovation and develop applied skills in a range of early help support approaches and methods particularly systemic approach.	A I
20.	Ability to communicate effectively and present complex information, including clear and concise reports to senior managers and partnership groups. This includes the ability to communicate effectively with both adults and young people.	A I
21.	Develop and sustain effective partnership working with other professionals, services and agencies including working collaboratively with partners in needs assessment, service planning and delivery.	A I
22.	Ability to use initiative and work autonomously but report to senior management where there are issues or concerns.	A I
23.	Interpret management information and performance data effectively in order to identify issues and develop service solutions.	A I
<b>Qualifications</b>		
24.	Educated to a degree level in an appropriate field e.g. health, education, youth services, early years or social care	C
25.	Demonstration of continuing professional development and how this has informed practice.	A I C

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