|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | |  | | **Start Well Coordinator**  Thank you for your interest in applying for the above post. Please find attached the Job Description and Person Specification for the role. | | **Working for Stockport Council** | | **Macintosh SSD:Users:tony.collinge:Desktop:values_job_description:STAR_logo_and_values.jpg**  Stockport Council has 4 core values that run through everything we do and are known as the Stockport Way of doing things. As an organisation we stay true to them no matter what challenges we face. The values came from colleagues and were developed through workshops and consultation across the Council.  [This video,](https://play.buto.tv/3My87) produced 'in house' and featuring colleagues from across the Council, explains each value and shows how colleagues are living these values each day.  As a new colleague the Council will expect you to work in accordance with these values. We also have policies and procedures around health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities which we expect you to adhere to. These will be explained in detail to you as part of your induction process.  You can find out more about working for Stockport Council, and some of the benefits we offer employees, online at <https://greater.jobs/locations/stockport/>  H:\Directorate Services Team\Recruitment (Annalie Burns' Team)\Recruitment\OTHER\Diversity and Inclusion\DISABILITY CONFIDENT\employer_small.png | |

|  |  |
| --- | --- |
| green band epsStockport Council  **Job Description** | |
| Post Title: Start Well Coordinator  **Service Area: Stockport Family**  **Directorate: Services to People**  **Team: Start Well** | Salary Grade: SO1 |
| **Post Reports to: Start Well Team Leaders**  **Post Responsible for: No line management responsibility** | |
| **Main Purpose of the Job:**  To work as an integral member of the Stockport Family Service and Start Well Programme. Working as part of a locality multi-disciplinary team to deliver the Start Well offer to improve outcomes and reduce health and social inequalities for children, making school readiness a pre-eminent and shared priority.  To work with a range of stakeholders, in a variety of settings, to ensure effective information sharing to identify children and families with support needs including children with special educational needs and disabilities (SEND).  To have a specific role in developing links and partnership working with nurseries, early years providers and schools through the development of the Team around the Early Years and be available to be called in to provide specific interventions in order to address issues such as mental health and emotional wellbeing, parenting concerns, family relationship breakdowns, child development delay and special educational needs.  To provide high quality assessment and a range of evidenced based interventions underpinned by restorative practice approaches with children, young people and families. Ensuring a clear focus on families with children 0 – 5 years to give children the best possible start in life, so they go to school ready to learn.  To adopt an asset based approach and engage in new conversations to build positive relationships and co-produce new solutions to build positive relationships with children and families. Building on the strengths of the family to reduce dependency on public services, the post holder will work with families to develop action plans, coaching, challenging and supporting to build resilience in families and communities.  To support and empower partners to use the Early Help Assessment and Team around the Child process to prevent children and families from escalating to statutory services. | |
| **Summary of responsibilities and key areas:**   1. To work as part of locality multi-disciplinary teams to provide integrated early help support to families with early years children. 2. To contribute to the delivery of a menu of evidenced based interventions as part of the alignment to the Great Manchester Combined Authorities (GMCA) Early Years Delivery Model. 3. To support the delivery of the Healthy Child Programme. 4. Respond to call in by nurseries, early years providers and other key stakeholders to offer and support assessment and provision of interventions related to mental health and emotional wellbeing, parenting concerns, family relationship breakdown and developmental delay. 5. Work with children, young people and families and establish relationships to explore solutions and plan interventions based on assessment.   **SEND specific**   1. **To utilise specialist knowledge and skills in the needs of children with developmental differences and SEND to provide support and advice to team members and colleagues across localities.** 2. **To contribute to the completion of Education and Health Care Plans (EHCPs) and specialist assessments where appropriate.** 3. **To deliver SEND support and interventions as appropriate and work with the Start Well Team Leader (EY SEND), other colleagues and partners to develop pathways.** 4. Agree with individuals and families a plan and a method of review to ensure outcomes are achieved and ensure that progress is monitored, through continuous assessment, reviews and observing outcomes. 5. Deliver evidence based individual work and lead group programmes with parents, children and families. This will also include motivational and solution focussed work, problem solving and restorative approaches in addition to other specific programmes to facilitate change. 6. To engage with the individual or family order to understand what is working well and not in their life, by recognising their strengths, skills and assets. 7. To coach and provide emotional support to parents to reflect, anticipate and respond to difficulties, increase confidence in parenting skills, challenge self-limiting beliefs, raise their aspirations and improve outcomes. 8. To coordinate and oversee the right support for the individual or family and ensure this is delivered in the right order, right time and right place, to ensure needs are met and prevent issues becoming more complex. 9. Manage a workload within individual and departmental priorities and policies. 10. Work collaboratively with partners and contribute to multiagency meetings and planning. 11. Undertake the role of lead professional, chair team around the child/family meetings where appropriate and support universal services in the completion of high quality assessments. 12. Work in a person centred way and always consider the voice of the child, young person in the context of the family and community functioning. 13. Work in a variety of settings including family homes and undertake lone home visits. 14. Participate in group and individual supervision in relation to casework and specific practice interventions and group programmes. 15. Prepare, write and record assessments, case notes, contacts and written reports accurately and promptly in accordance with departmental and national protocol and guidance as relevant. 16. Collect, collate and analyse data in a timely way in order to inform evaluation, performance and planning. 17. Undertake relevant administrative duties and maintain appropriate records in accordance with the role and any statutory requirements. 18. Undertake evening, weekend duties as required, including occasional residential work. 19. To be a car driver or have the ability to get to visits and between bases in a timely manner. | |
| **Additional duties:**  To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.  To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.  To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee’s background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account. | |

****

Stockport Council

Competency Person Specification

**Post Title**: Start Well Coordinator

**Directorate**: Services to People

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview.  Any interview questions, or additional assessments (tests, presentations etc) will be broadly based on the criteria below.

|  |  |
| --- | --- |
| **Competency** | **Essential or Desirable** |
| To work to the Council’s values and behaviours:   * To keep the people of **Stockport** at the heart of what we do * To succeed as a **team**, collaborating with colleagues and partners * To drive things forward with **ambition**, creativity and confidence * To value and **respect** our colleagues, partners and customers | Essential |
| **Skills and Knowledge** | |
| In depth knowledge of child development, and the factors that impact on developmental progress, health and wellbeing | Essential |
| **Knowledge and skills in providing support to children and their families where there are developmental differences and special educational needs** | **Essential**  **SEND specific** |
| Knowledge of evidence based intervention to promote child development in the early years | Essential |
| Ability to build positive and sustained relationships with children, young people and families in order to support effective change | Essential |
| Demonstrate empathy, resilience and persistence in working with children, families and others in challenging circumstances | Essential |
| Knowledge of risk and protective factors and ability to use these to inform assessments and interventions | Essential |
| Demonstrable skills in negotiating and advocating on behalf of others | Essential |
| Knowledge and understanding of Stockport Safeguarding Children’s Board policies and procedures | Essential |
| Knowledge, understanding and ability to use the Early Help Assessment and other designated tools to undertake skilled assessment and analysis of children’s needs and family functioning | Essential |
| Knowledge of current Government initiatives and legislation that affect children, young people and families, particularly those related to Early Years, SEND, Children’s Centres and the Healthy Child Programme | Essential |
| Ability to act as a Lead Practitioner and chair TAC meetings in an effective way using skills in restorative practice | Essential |
| Ability to reflect on and develop own and others practice and contribute to reflective practice development in group and individual supervision | Essential |
| Ability to work independently and as part of a team using own initiative, supporting others where appropriate and understanding when to seek advice from managers | Essential |
| Demonstrate high level skills in observation, recording and analysis, including report writing | Essential |
| High level of communication skills, including active listening, verbal and written skills | Essential |
| Ability to plan, manage, evaluate and continuously improve one’s own work to ensure its effectiveness and relevance | Essential |
| Demonstrable skills/ability in prioritising, organising and managing own workload including caseload management | Essential |
| Experience of working in integrated health and early years services | Essential |
| **Experience of working within children’s disability services and directly with children with special educational needs and disabilities** | **Essential**  **SEND specific** |
| Experience of working with complex and challenging children, young people and families | Essential |
| Experience of engaging, consulting and working with communities | D |
| Experience of facilitating groups and using evidence based programmes to work with parents, children and young people to achieve positive behaviour change | D |
| Substantial experience of direct work with children and families, in a variety of settings including family homes | Essential |
| Experience of effectively working to agreed targets and objectives and achieving outcomes | Essential |
| **Education and Qualifications** | |
| NVQ level 4 or equivalent or demonstrable willingness to work towards this level of qualification | Essential |