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| **Job title** | **Grade** | **Directorate** | **Location** |
| Senior Early Help Practitioner | 3C | **Children’s Services** | City-wide |

#### Note to applicants

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

**(\*See grid overleaf)**

| **Essential criteria** | **Necessary requirements – Experience, knowledge, skills etc** | **\* M.O.A.** |
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|  | Extensive experience of delivering evidence based work with children, young people and families with complex needs. | A, I, P |
|  | Detailed understanding of current legislation and policy regarding safeguarding for children and families and the legislative and policy context for early help for children and families and the ability to embed this within front line practice. | I |
|  | A detailed understanding of the spectrum of children, young people and family-based services with an ability to coach, mentor and advise front line practice. | A,I,P |
|  | Ability to assess complex family needs and work with families and agencies to form a comprehensive plan of action and to support front line staff where necessary. | A,I,P |
|  | Able to demonstrate a good track record of skills that promote the role of children, young people and parents in the planning and formation of services to meet their needs. Able to demonstrate skills, attitudes that promote and foster children, young person and family centred working and the development of trust between practitioners. Proven record of using initiative to tackle problems and prevent escalation of risk. | A,I,P |
|  | Experience in using and supporting the use of the Family Assessment Framework and other appropriate assessment tools to understand the strengths/needs of children, young people and their families and to measure progress. | A,I |
|  | Experience of working within a multi-agency/multi-disciplinary team/context with excellent ability to initiate, maintain and promote good working relationships with partner agencies. Be able to set, maintain and monitor professional boundaries within front line practice. | A,I,P |
|  | Demonstrate high level of influencing and negotiation skills and ability to track progress of interventions, evaluate outcomes and assess impact. Be confident and assertive and be able to challenge colleagues and partners when necessary. | I |
|  | Ability to plan, organise and prioritise workloads at an individual and team level. Have good recording skills and ability to keep accurate client records and embed support front line practice. | A,I |
|  | Acts with high levels of personal accountability, responds positively to change and demonstrates a commitment to ongoing personal and professional development. Ability to support front line practice in identification of best practice, development needs of the service and professional development for staff. | A,I,P |
|  | Excellent time management skills and ability to work to deadlines, on own, with partners and on behalf of an operational team. | I,P |
|  | Excellent IT, written and verbal skills. Ability to support front line staff with effective recording and communication. | I,P |
|  | Ability to present self in a professional manner in a variety of settings. Able to work alone and be prepared to work with families in their own home. | A,I |
|  | Ability to reflect on own practice, undertake training advice and constructive feedback and to embed this within front line practice. | A,I,P |
|  | Ability to coach, mentor and support day to day reflective supervision of staff. | A,I,P |
|  | Able to demonstrate flexibility in working hours to meet the demands of the service. Some evening and weekend working may be required. | I |

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| Desirable criteria | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
|  | A relevant professional qualification or NVQ Level 3 equivalent gained in setting associated with children or young people and families | A |
|  | (Must have driving licence and use of a vehicle for work purposes OR be able to otherwise travel around the City in an efficient manner) | A |

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| **Completed by** | **Date** | **Approved by** | **Date** |
| **Rebecca Bibby** | **Oct 2017** |  |  |

**Method of assessment (\* M.O.A.)**

**A =** Application form**, C =** Certificate**, E =** Exercise**, I** **=** Interview**, P =** Presentation**, T =** Test**, AC =** Assessment centre