

Family Partnership Worker: Children and Families Hub Service

Department: Children, Young People, Education & Skills

Division: Integrated Services and Commissioning

Reports to: Senior Practitioner: Children and Families Hub Service

JE Ref: CYP541.1

Grade: CS09

JE Date: 14/06/2023

Job purpose

To support children and families at an Early Help level including those with multiple or highly complex needs and, when appropriate, act as a lead worker co-ordinating the team around the child to help them make changes in their lives, to become resilient and achieve positive outcomes, as part of the Early Help approach under the Jersey's Children First Framework.

Job specific outcomes

1. Manage a caseload, including highly complex and vulnerable children at an Early Help level, with the support of the Senior Practitioner using the Jersey's Children First, family centred, strengths based approach. Provide information and coordination, alongside practical and emotional, evidence-based support which is persistent and proactive.
2. Take responsibility for ensuring that risk is clearly identified and managed utilising the Continuum of Need to inform and evidence decision making to safeguard the welfare of children, in line with organisational policy and procedure.
3. Undertake an integrated child and family assessment using a variety of tools in line with the Jersey's Children First Framework to identify the child's and family's needs.
4. Act as Lead Worker when a multi-agency team around the child approach is required, taking responsibility to co-produce with families and the team around the child, a child and family plan which identifies clear goals, actions, accountability and timeframes and ensure it is regularly reviewed.
5. Deliver and co-ordinate, in collaboration with partner agencies, a range of interventions to meet the needs of children, young people and families to promote resilience and improve outcomes.
6. Identify the need for Family Mentor involvement, working with the Senior Practitioner and Family Mentor to agree and review the interventions with families on their caseload.

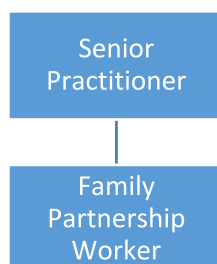
7. Chair and participate in team around the child or other relevant meetings, working collaboratively with other agencies to ensure that work with the child and family is coordinated and any specialist support is seamlessly integrated into the plan.
8. Encourage and support the inclusion of all children, young people and families to engage with community activities to build resilience, develop self-reliance and maximise opportunities.
9. Provide, promote and deliver a mixture of targeted group work and courses for children, young people and their parents/carers including evidenced based parenting programmes.
10. Use, update and maintain specialist skills, knowledge and experience to act as a resource for children and families, colleagues and partners as required.
11. Maintain up to date and comprehensive records, that ensure the service provided is both transparent and accountable, in line with legal requirements and departmental procedures and processes.

Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisation chart

Insert an organisation chart showing this role and its line managers and reports (individual names must not be included only post titles)



Person Specification

Specific to the role

Describe the knowledge, skills, experience, and qualifications required to perform the job to a satisfactory standard.

It is important to convey what the job requires, rather than what an individual might have, as these may be different. For example, you may have a postgraduate level qualification, however, an A' Level standard qualification is the requirement for the job.

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>A recognised qualification at level 4 (or equivalent), for working with children and families in a relevant field, such as physical or mental health, social care, youth work, education, criminal justice or early years.</p> <p>OR significant relevant experience coupled with the ability and willingness to undertake a level 4 qualification</p>	<p>Certified training in a parenting support / working with parents programme (e.g. 'Triple P' / 'Strengthening Families' or similar)</p>
<p>Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Understanding of local child protection policies and procedures and the importance of safeguarding children and young people</p> <p>Knowledge of local support services available for families</p> <p>Knowledge of a range of evidence based approaches and intervention tools</p>	<p>Knowledge of child development and its influence on parent/child relationships across the age range 0-19 years</p>
<p>Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>Able to keep excellent records of work</p> <p>Effective use of ICT. This would include working knowledge of Word, Outlook,</p>	

	Powerpoint and a variety of databases	
<p>General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>A positive and strengths-based perspective.</p> <p>The ability to engage and motivate resistant or 'hard to reach' families. This includes the ability to create and maintain positive relationships and professional boundaries.</p> <p>Able to work as part of a team, sharing expertise and skills as a resource for colleagues.</p> <p>Able to work flexibly. This could include some evening and weekend working (as required).</p> <p>The ability to communicate effectively and concisely and with a range of different individuals and groups.</p> <p>The ability to plan and prioritise workload autonomously.</p> <p>The confidence and ability to work with families in their own homes.</p> <p>Well-developed verbal communication skills (including the ability/confidence to lead and facilitate small group work with parents/carers and children/young people).</p> <p>Strong written communication skills with the ability to produce professional reports.</p> <p>The ability to keep abreast of issues by attending relevant courses and training/and accessing regular supervision.</p>	

	The ability to travel island-wide.	
<p>Experience <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>Extensive practical, direct experience of working with complex and vulnerable families.</p> <p>Direct experience of working in a multi-agency setting.</p> <p>Experience of using the Early Help approach to improve outcomes.</p>	<p>Specialist experience of working with children and families in one or more of the following:</p> <ul style="list-style-type: none"> ➤ complex needs ➤ counselling ➤ crime prevention ➤ disability ➤ early years ➤ education ➤ financial support ➤ housing ➤ mental health ➤ parenting ➤ physical health ➤ social work ➤ substance misuse ➤ youth work <p>Experience in challenging and supporting families to make positive choices</p> <p>Experience of supporting parents/carers in managing children and young people's challenging behaviour</p> <p>Experience of providing support to families in the community and in their own homes</p> <p>Experience of facilitating group work</p>
<p>Criteria relating to Safeguarding <i>Other requirements needed to confirm suitability to work with vulnerable people e.g. attitudes, skills, experience etc.</i></p>	<p>Understanding of local child protection policies and procedures and the importance of safeguarding children and</p>	

	young people. An enhanced DBS check.	
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Core Accountabilities, Attributes and Behaviour Indicators

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 5 core accountabilities, attributes and behaviour indicators.

The standards relevant to this tier, identified in the States of Jersey core accountabilities attributes and behaviour indicators, are to be attached in a separate document.