

## **Children with Disabilities Development Officer: Family and Community Support**

---

**Department: Children, Young People, Education & Skills**

**Division: Integrated Services and Commissioning**

**Reports to: Team Manager: Family and Community Support (Additional Needs)**

**JE Reference: CYP912**

**Grade: CS 09**

### **Job purpose**

To support the Team Manager and the Commissioning Team in the development and redesign of services and pathways for children with disabilities and their families to ensure that families get the right help at the right time.

To ensure that the offer to children with disabilities is promoted and families are supported to find the right day time short breaks and other service provision to meet their child's and family's needs.

### **Job specific outcomes**

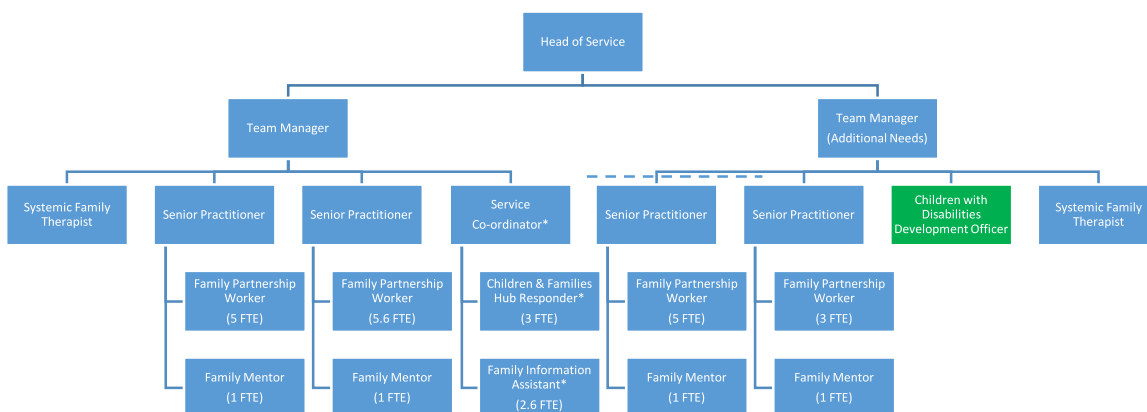
1. Be the single point of contact for daytime short breaks, promoting the offer, working with agencies to understand each child and family's needs, supporting families to find the right provision for their child, collecting data on service uptake, providing independent review of service provision.
2. Support the Team Manager in the monitoring and management of the short breaks budget, ensuring expenditure matches the agreed level of service and that value for money is achieved.
3. Develop effective relationships with short break providers. Use these relationships to coach and support providers in their efforts to provide short break services that deliver positive outcomes for children, supportively challenging them to develop and improve informed by feedback from children and families.
4. Co-ordinate work with partner agencies (including the Disability Inclusion Officers in Customer and Local Services) in the development and promotion of Jersey's offer to children with disabilities
5. Support the Team Manager and the Commissioning Team in the development and redesign of services and pathways for children with disabilities and their families through research, data collection and analysis of needs and service uptake.

6. Lead on the design of procedures for children with disabilities and their families when services are recommissioned
7. Lead on the collection of service user feedback using a variety of engagement methods with both parent/carers and children with disabilities to ensure the voice of the child is heard. In partnership with the Team Manager and the Commissioning Team ensure that these inform service review and development
8. Chair and lead on the Provider Forum to promote children with disabilities inclusion and share issues and best practice ideas
9. Work with partners to maintain accurate information about support and services for children with disabilities and their families in the Children and Families Hub online directory and through quarterly newsletters to families of children on the disability register
10. Promote and maintain the Children with Disabilities register
11. Contribute to the delivery of evidenced based parenting programmes for children with disabilities.
12. Maintain up to date 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



*\*Roles support both teams and post holders are co-located with the team they are supporting*

## 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><b>Qualifications</b> <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>Educated to degree level with evidence of continued professional development</p>	<p>Health, Social Care or Education related professional qualification</p>
<p><b>Knowledge</b> <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>Knowledge of evaluating and measuring the performance of services</p> <p>Knowledge of methods to elicit the voice of service users to inform development, improvement and re-design of services</p>	<p>Knowledge of the range of services for children with complex needs and their families provided by Government Departments and private and voluntary sector providers.</p>
<p><b>Technical / Work-based Skills</b> <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>Effective use of IT including Word, Outlook, Powerpoint and Excel</p>	
<p><b>General Skills/Attributes</b> <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>Highly developed verbal and written communication skills</p> <p>Ability to work autonomously and be highly motivated and conscientious, exhibiting the capacity to meet deadlines and work under pressure.</p> <p>Ability to engender trust and confidence and demonstrate integrity with both colleagues and service users.</p> <p>Commitment to co-production with service users and other stake holders</p>	

<p><b>Experience</b> <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>Three years' experience of multi-agency working including working with children with disabilities and their families</p>	<p>Experience of multi-agency working with children and young people with disabilities and their families</p> <p>Experience of evidence based research to evaluate different service models to inform implementation of service development and redesign.</p>
<p><b>Criteria relating to Safeguarding</b> <i>Other requirements needed to confirm suitability to work with vulnerable people e.g. attitudes, skills, experience etc.</i></p>	<p>Awareness, understanding and commitment to the protection and safeguarding of children and young people with the ability to work in accordance with Child Protection and Safeguarding policies and procedures</p>	

### 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.**