

Person Specification

Job Title	Children Social Worker Housing Post (for 16/17-year-olds)
Grade	Level 2-3
Service/Section	Children Services / Housing
Directorate	Children Services Social Work Directorate and Housing & Safer Communities Directorate

Shortlisting Criteria: Essential criteria assessed via application form should be used to shortlist.

Criteria	Essential/ Desirable
Knowledge	
Knowledge, analytical skills and judgement Consistently understand and apply knowledge of child development (KSS CFP 2) taking account of typical age-related development over time. Recognising normative developmental tasks are different for each child taking into account assessed influence of cultural and social factors, different parenting styles and the impact of loss, uncertainty or change on child development. Explore the extent to which communication difficulties are impacting on behaviour and emotional development.	E
Consistently able to observe and talk to children in different environments alone and with parents, carers, friends and peers.	E
Able to apply and evidence use in own practice relevant research theory and knowledge including knowledge of child development, attachment, loss, trauma, abuse and neglect of children (KSS CFP 5), and effective practice to change parenting behaviour, family relationships and promote children's well-being	E
Consistently able to understand and apply knowledge of adult mental ill health, substance misuse, domestic violence, physical ill health and disability (KSS CFP 4) on parental capacity and, the impact on children including young carers. Able to identify concerning adult behaviours that may indicate risk or increased risk to children and, act on escalating needs and risks ensuring vulnerable adults are safeguarded and that children are protected.	E
Consistently able to carry out child and family assessment (KSS CFP 6) addressing needs and risks, informed by direct work with the child and observation of family relationships, emphasising parental capacity and capability to change drawing on evidence based practice, using chronologies, genograms and other evidence based tools that take account of individual, family history and previous support and interventions. Able to recognise and address behaviour that indicates resistance to change, ambivalence, 'disguised compliance' or selective cooperation with services.	E

Use assessment to inform analysis, decision-making, planning and review (KSS CFP 7) establishing the seriousness of risks and any harm suffered by the child, balanced with family strengths and ways of strengthening protective factors and mitigating risk and, exploring options for meeting the assessed needs of each child in the family and addressing difficulties leading to parenting capacity concerns. Be able to test out multiple hypotheses about what is happening in families and to children using evidence and professional judgement to make timely decisions, recognising that levels of need and risk are dynamic.	E
Consistently able to decide on the best permanence option for a child (KSS AP 1) in a timely way prioritising children's need for emotional warmth, stability and sense of belonging as well as identity development, health and education, positive peer relationships in making realistic child centred plans that manage and reduce identified risks, strengthen protective factors and meet the child's needs, that draw in multi-disciplinary input. Use research to draw evidence-based conclusions about the best permanence option for a child. Have contingency plans to eliminate drift for children by reaching the right decision within a timeframe which meets the child's best interests, recognising that different interventions are sometimes required to secure the impact needed for the child.	E
Understand and navigate the law and the family and youth justice systems (KSS CFP 8) applying the profession's ethical principles and legislative framework, in particular the Children Act 1989, the Adoption and Children Act 2002, the Leaving Care Act 2000, the Children & Young Person's Act 2008 and statutory regulations relating to assessment and children in need, looked after children and care leavers, and privately fostered children and the Crime and Disorder Act 1998 as it relates to children and young people who offend.	E
Able to negotiate the legal process (KSS AP 2), operate within the statutory framework and regulatory process for achieving permanence, navigating the pre-proceedings phase, communicate effectively and confidently in court and offer a clear rationale for recommendations and establish effective working relationships with lawyers, independent reviewing officers, CAFCASS guardians and relevant others.	E
Skills and Abilities	

Communication, relationships & effective direct work (KSS CFP 1 & 2) and emotional resilience. Consistently communicate clearly and sensitively with children of different ages and abilities and their families, creating rapport which facilitates engagement and motivation. Act respectfully when people are angry, hostile and resistant to change. Show persistence, determination and professional confidence in managing tensions between parents, carers and family members. Listen to the views, wishes and feeling of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Able to quickly identify children and adults who are experiencing difficulties expressing themselves. Promote speech. Language and communication support. Able to communicate clearly in writing and orally, with an ability to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 [regulatory requirement]. Able to understand, maintain and model for others personal and professional boundaries and demonstrate professionalism in presentation demeanour, reliability, honesty and respectfulness. Be emotionally resilience in the face of the pressures and demands of the job, and recognise your personal limitations and how to seek advice, and modelling this for others.	E E E E E D
Problem solving and intervention <i>Able to apply imagination, creativity and curiosity to practice in order to achieve positive changes for children and share this with other practitioners in team and other professional meetings.</i> <i>Use judgement and authority effectively to intervene with children, families, communities and promote independence, provide support and prevent harm, neglect and abuse (PCF7) through using evidence informed practice interventions drawing on research, practice knowledge and information from people who have experience of the service.</i> <i>Be able and confident in applying problem skills where relevant information is not available or less conclusive in determining the child's needs and level of risk.</i> <i>Able to develop, deliver and evaluate a range of interventions showing</i>	D E D

<i>evidence informed practice that draws on research and practice knowledge to secure improved outcomes for children and their using systemic thinking and strengths based approaches.</i>	E
<i>Drawing upon relevant research including the secure base thinking and research, be able to recognise that interventions are not achieving timely change for children and try different evidence informed interventions where appropriate or make timely confident professional judgements and sound decisions about how to best safeguard and promote the welfare of the child.</i>	D
Help children find permanence without unnecessary delay (KSS AP 3), consistently acting purposefully to identify a permanent home for the child without unnecessary deliberations which cause delay, giving due consideration to the child's preferences providing a clear rationale for when they cannot be acted upon, produce accessible, high quality, well-argued, evidenced and sensitively presented assessments and provide high quality communications.	E
Support children and families in transition (KSS AP 4) consistently ensuring the reasons for any move is communicated clearly, openly and sensitively with children (taking into account their age and capacity), parents, carers and other relevant others. Support parents and other carers to prepare children for changes in where they are living and arrangements for contact.	E
Support the placement, including managing disruption and breakdown (KSS AP 5) consistently identifying the most effective types of support using the best evidence, and applying this to the provision of flexible, on-going arrangements, identifying indicators and early warning signs that a permanence home is under strain and be clear and decisive in situations where children are unable to remain at home and, apply any lessons learnt.	E
Partnership working <i>Understand the contexts and organisations you work with (PCF 8) to inform how you lead, co-ordinate, support and challenge the other professionals you work with and use a coaching and strengths based approach to resolving professional differences of approach or judgement, keeping the focus made on the impact of support and interventions on the child's welfare and life chances.</i>	E
Share information appropriately and respectfully and in accordance with agreed information sharing agreements and protocols adhering to Data Protection Principles.	E

<i>Show professional leadership in your team and provide leadership with other professionals working with the child, communicating the social work role and framework for safeguarding and promoting the welfare of children, keeping other professionals informed about the involvement of the service with the family and progress of the case.</i>	D
Be confident in your role and agile in working with parents and carers (including foster carers, special guardians and adopters) adapting to the child's needs and circumstances, maximising their effectiveness in meeting the child's needs, their understanding of the child's progress in terms of health, education and relationships and transition to adult life.	D
Case recording Consistently produce accurate, comprehensible, succinct and timely records on a child's case file that are well argued, child focused and jargon free showing the impact of support and interventions on safeguarding and promoting the child's welfare.	E
Able to produce reports to managers, panels and court that are child focused, needs led and focused on improving outcomes for children and specifically produce high quality case records about the child's permanence process which are well argued and sensitively presented (KSS AP 1).	E
Able to use electronic case recording systems to record and track work providing an account of the work undertaken and a 'life story' narrative for the child of their journey through the service and reasons for judgements and decisions affecting them.	E
Able to report and record professional analysis and judgements about a wide range of cases, including contingency plans for safeguarding and promoting the child's welfare.	E
Experience	
Professionalism, experience and education. Be a registered Social Worker with the Health Care Professions Council, understand organisational context (KSS CFP 10) able to meet the standards of proficiency for social workers, the standards of conduct, performance and ethics, and standards for continuing professional development.	E
Experience of carrying out a social work role in a multi-cultural	

community, maintaining appropriate and professional boundaries.	E
Able to establish a network of internal and external colleagues as source of advice and expertise.	D
Evidenced commitment to the role of supervision (KSS CFP) and continuous professional development, using supervision and other opportunities to reflect on own practice.	D
Have a record of achieving positive change for children through effective social work practice showing experience of carrying out the social work role with autonomy and less management guidance about procedures and practice standards.	D
Equal Opportunities	
Understanding of and commitment to the Council's equal opportunities policies and ability to put into practice in the context of this post.	E
Understanding of and commitment to achieving the Council's staff values and ability to put into practice in the context of this post.	E