

Person Specification

Job Title	Fostering Social Worker
Grade	PO5
Service/Section	Fostering Service
Directorate	Children's Service

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

Criteria	Essential/ Desirable
Knowledge	
Consistently understand and apply knowledge of child development taking account of typical age-related development over time.	E
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.	D
Ability to observe and talk to children in fostering and other settings. Knowledge of child development.	E
Ability to recognise and address behaviour that indicates resistance to change, ambivalence, 'disguised compliance' or selective cooperation with services. Use this knowledge and skill to support foster carers in meeting the needs of children.	E
Know what a good child and family assessment and Form F assessment looks like and able to contribute to it when asked to do so, recognising the importance of direct work with the child and observation of family relationships, understanding parental capacity and capability to change and use of chronologies, genograms and other evidence-based tools that take account of individual, family history and previous support and interventions.	E
Use assessment to inform analysis, decision-making, planning and review. 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
Knowledge or and ability to recognise and address behaviour that indicates resistance to change, ambivalence, 'disguised compliance' or selective cooperation with services. Use this knowledge and skill to support foster carers in meeting the needs of children and managing risk (for example in relation to going missing or from family members).	E
Knowledge of the best permanence option for a child. Knowledge of good quality Matching Reports prioritising children's need for emotional warmth, stability and sense of belonging as well as identity development, health and education, positive peer relationships in	D

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. • Knowledge of research to draw evidence-based conclusions about the best permanence option for a child. Contribute where requested to contingency plans to eliminate drift for children by reaching the right decision within a timeframe which meets the child's best interests. • Know what a good assessment of care-giving suitability looks like and be able to consistently produce well evidenced analytical; reports presenting well-argued judgements. • Knowledge of, and understand and navigate the law and the family and youth justice systems 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. • Knowledge of the legal processes, within the statutory framework and regulatory process for achieving permanence, communicate effectively and confidently in court and offer a clear rationale for recommendations and establish effective working relationships with the children's social worker, lawyers, independent reviewing officers, CAFCASS guardians and relevant others. • Knowledge of and ability to apply imagination, creativity and curiosity to practice and share this with other practitioners in team and other professional meetings. • Knowledge of and able to use judgement and authority effectively in role and promote independence, provide support and prevent harm, neglect and abuse through using evidence informed practice interventions, drawing on research, practice knowledge and information from people who have experience of the service. • Knowledge and use systemic thinking, strengths based and secure base approaches to develop, deliver and evaluate a range of interventions showing evidence informed practice that draws on research and practice knowledge to support foster carers to provide high quality care for children.	E E E D D E E
Skills and Abilities	
• Knowledge and skills of applying problem skills where relevant information is not available or less conclusive in determining the child's needs and level of risk. • Skills of applying knowledge of child development 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	D E

styles and the impact of loss, uncertainty or change on child development. • Understanding the extent to which communication difficulties are impacting on behaviour and emotional development. • Skills and ability to observe and talk to children in fostering and other settings. • Understanding and knowledge of relevant research theory and knowledge including knowledge of child development, attachment, loss, trauma, abuse and neglect of children, and effective practice that promotes children's well-being • Understanding and knowledge of adult mental ill health, substance misuse, domestic violence, physical ill health and disability on parental capacity and, the impact on children including young carers. • Knowledge of and ability 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. Use these abilities to support and develop foster carers' capabilities.	E D E E E
Experience	
• Be a registered Social Worker with the Health Care Professions Council, understand organisational context, be able to meet the standards of proficiency for social workers, the standards of conduct, performance and ethics, and standards for continuing professional development. • Experience of carrying out a social work role in a multi-cultural community, maintaining appropriate and professional boundaries. • Experience of establishing a network of internal and external professionals as source of advice and expertise. • Evidenced commitment to the role of supervision of foster carers and continuously supporting their professional development, using supervision visits and other opportunities to reflect on carers' practice and development. • Experience of achieving positive outcomes and 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. • Experience of working with children of different ages and capabilities, their parents, foster carers, those seeking to become foster carers and other carers, creating rapport which facilitates engagement and motivation. • Experience of professional confidence in managing tensions between carers and birth families. • Experience of being emotionally resilient 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 D D E E E D 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