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## CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

<b>DEPARTMENT: Children's Services</b>	<b>SERVICE GROUP: Prevention and Early Help</b>
<b>POST TITLE:</b> <b>Parenting Worker</b>	<b>REPORTS TO:</b> <b>Parenting Co-ordinator</b>
<b>GRADE: BAND 6/7 (bar at top of band 6)</b> A minimum of 2 years spent on Band 6 prior to progressing to Band 7 and then only with a minimum of 2 years' experience of being trained in and regularly delivering parenting programmes. Trained in 4 programmes (full time staff), 2 programmes (part time staff)	<b>SAP POSITION NUMBER :</b>

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organization. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behavior expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organization.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

### **Key Purpose of Post: Max 3 sentences**

- Contribute to the co-production and co-delivery of evidence based prevention and early help programmes in designated areas, working in partnership with parents, children, young people and wider partners to improve outcomes.
- To ensure that programmes address the educational needs of children and young people and thereby secure their take up of early education/childcare and regular attendance at school or on other alternative learning programmes.
- To deliver an evidence based offer in response to targeted needs and which supports families around:
  - Early childhood development particularly building language and social development
  - Healthy lifestyles and self-care
  - Supporting positive parenting skills and aspirations across the age ranges, per-birth to adulthood
  - Positive activities and choices with young people

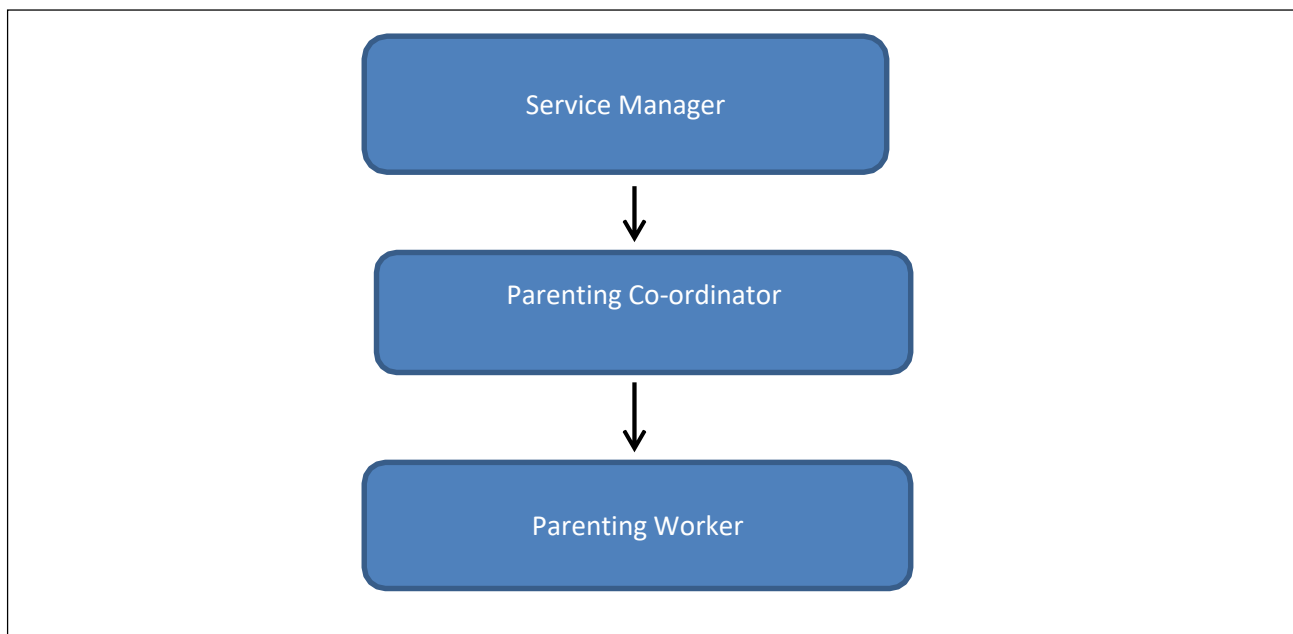
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Postholders will be expected to take a practice lead in regard to one or two of the areas above.

**Main Responsibilities of Post: Max 15 Bullet points**

- Able to train in, deliver and pass evidenced-based programmes and activities within community locations.
- To pro-actively work with key partners, schools, childcare and community settings to make best use of wider local resources to reach targeted groups and secure co-delivery and take-up of key programmes.
- Actively support the development of children and young people's language and communication skills as foundational skills for life.
- Understand, model and embed high aspirations for children and young people's achievements in all areas of work.
- Seeking out and utilising a range of funding sources and delivery models to extend the reach of targeted programmes.
- To deliver and record group work programmes and activity in a manner which builds in feedback and evaluation so we know and show the impact on babies, children and young people.
- Identify and respond appropriately to any identified child protection and/ or safeguarding concerns relating to children and their families in line with service policy.
- To support volunteers and parent to contribute to service planning and co-delivery as part of their own progression and development.
- To undertake all duties commensurate to the nature and level of the post at initial place of work or at any other venue.
- To engage with professional supervision, team and practice development in line with the Bradford Behaviours.
- Participate in training, study and research projects aimed at professional and service development and pass accredited programmes.
- To comply with all policies and procedures, guidelines & codes of practice as laid down by the Council, Children's Services and contributing to review as required.



<b>Special Knowledge Requirement. Will be used for shortlisting. Max 10</b>	
	<b>Essential</b>
<b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</b>	
Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced threshold level (which will be implemented where the post requires a greater level of sensitive interaction with the public e.g. in children's centres) – where the person is able to demonstrate that they can during the interview: a) Can express themselves fluently and spontaneously , almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language	x
Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work.	x
Uses a range of complex IT packages relating to area of work.	x
Ability to adopt a process of continual improvement and suggest ways of working more efficient and effectively to improve service delivery.	x
Knows and understands how to use, interpret, handle and communicate Information.	x
Knowledge of <i>applying</i> problem solving and solution focused interventions, including assessment, planning and review.	x
A broad knowledge of <i>and</i> ability to work within safeguarding/child protection procedures.	x
Understands and uses knowledge of physical, intellectual, linguistic, social and emotional development of babies, children and young people.	x
Demonstrable experience of working with, or understanding the diversity of the community in Bradford and how this directly affects engagement and take up of universal and targeted services.	x
Supporting Transitions- between common stages of development, services or particular life changes such as loss and separation, asylum, pregnancy, mental health, disability or consequences of crime <ul style="list-style-type: none"> <li>• identifying transitions and their potential impact</li> <li>• supporting, explaining and developing confidence.</li> </ul>	x
<b>Relevant experience requirement: Will be used for shortlisting</b>	
The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the Advanced threshold level outlined under Special Knowledge above.	
Recent experience of working with vulnerable children and young people and their families including the delivery of evidenced-based programmes with groups.	
Evidence of training in, and responding to safeguarding issues.	
<b>Relevant professional qualifications requirement: Will be used for shortlisting</b>	
NVQ 3 or Diploma 3, in Health & Social Care, including knowledge regarding children's development, or equivalent child related qualification GCSE English and Maths or equivalent. Equivalent must include work based assessed competencies working with children and families.	

<b>Core Employee competencies to be used at the interview stage.</b>		
<b>Carries Out Performance Management</b>		
Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.		
<b>Communicates Effectively</b>		
Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and sensitive information.		
<b>Carries Out Effective Decision Making</b>		
Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work.		
<b>Undertakes Structured Problem Solving Activity</b>		
Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships.		
<b>Operates with Dignity and Respect</b>		
Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.		
<b>Working Conditions:</b>		
Must be able to work evenings, weekends and bank holidays as required by the needs of the service.		
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
<b>Special Conditions:</b>		
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required.		
The post holder is required to have a useable car available at all times or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable.		
Disbursement of cash on occasions, access to confidential information, case records and files.		
Responsible for resources and equipment used including keys to buildings, opening and closing buildings as and when required, computer and mobile phone.		
No direct supervisory responsibilities but may offer guidance and support to colleagues, students, trainees and apprentices.		
<b>Compiled by: MA</b>	<b>Grade Assessment</b>	<b>Post Grade:</b>
<b>Date:</b>	<b>Date:</b>	
<b>Updated:</b>		