

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Integrated Front Door	SERVICE GROUP: Children’s Social Care
POST TITLE: Consultant Social Worker	REPORTS TO: Team Manager
GRADE: P03	SAP POSITION NUMBER:

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 organisation. 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 behaviour 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 organisation.

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

Key Purpose of Post
<p>The role of the Consultant Social Worker is that of a professional Social Work Practitioner, with the ability to authorise and give case direction in regard to the overall delivery of Children’s Statutory services within Bradford Council.</p> <p>The role provides professional expertise at a number of levels including complex areas of direct service delivery and it is seen as part of the management team providing assistance to Integrated Front Door Team Managers.</p>

Main Responsibilities of Post

Strategic Management

1. Listen, discuss and negotiate with partners, ascertain their concerns and agree a pathway for the child to ensure their needs are met, making safe decisions at the earliest opportunity.
2. Chair Strategy Discussions, attend MARAC, MAPPA and other meetings, with internal and external partners effectively to ensure professional agreement and the right outcome for the child and their family.
3. To take on or develop a specialist role in specific areas of practice for the Team or Operational Division (e.g. Child Sexual Exploitation, Child Criminal Exploitation, Missing Children, Female Genital Mutilation, Domestic Abuse etc.)

Performance

4. To ensure practice is compliant with relevant legislation, national and local policies, procedures and guidance. Contribute to the development of procedures and policies as required.
5. To take the lead on behalf of the children's directorate to ensure that teams understand any issues that may have arisen out of a Bradford City Council /national lessons learned from serious case review/audits in order to improve practice and outcomes for children, young people and their families.
6. To actively be a positive role model, promote and maintain high standards of professional social work practice to embed consistent good practice across the team.
7. Actively mentor and provide professional guidance and development to support of Newly Qualified (NQSW) and Assessed and Supported Year of Employment (ASYE) Social Workers, support to students undertaking a placement in the team as well as mentoring and supporting others such as social workers and admin staff.
8. To be responsible for completing case audits on individual social worker's case files and to participate in safeguarding and other types of audits.
9. To conduct initial investigations, along with colleagues in other agencies, of Child Protection referrals and to initiate statutory protective action where required.
10. To intervene effectively in crisis situations and where appropriate to seek to provide alternatives to the need to accommodate children and young people
11. To participate in consultation with the relevant manager on call and to ensure that the manager is made aware of any issues of major importance or concern
12. Escalate to Team Manager evidence of ineffective safeguarding arrangements within or outside the Children's Advice and Duty Service.

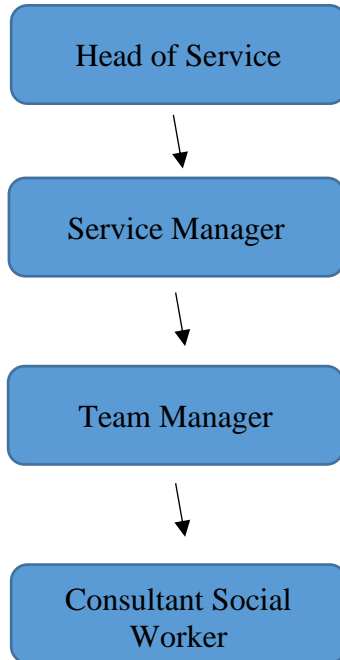
Resource Management

13. Lead on ensuring clear, concise, and accurate recording of work is undertaken, and good electronic and paper file management (where necessary) is maintained across the team.
14. To lead on and provide advice, guidance and coaching to partner agencies and other Children's Services Teams.

Communications

- 15. Immediately report to the Team Manager or Service Manager where issues require escalation, or the case is likely to become subject to press or public interest.
- 16. To provide information to children and their families through liaison with internal and external agencies to enable service users to access relevant services, and to encourage their participation.
- 17. To collect and report the views of children, parents, team members and multi-agency partners to contribute to improving practice and procedure.
- 18. To ensure all partner agencies consider consent (unless to do so, compromises the child’s safety) and take a holistic look at the family issues/needs.

Structure:



Special Knowledge Requirement: Essential for shortlisting.	
<i>See Appendix A for Professional Capabilities Framework for Social Work (PCF)</i>	
Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column	
	Essential
Due to the Government's 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) Express themselves fluently and spontaneously, almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language.	x
Be able to apply and consolidate knowledge of social sciences, law and Social Work practice theory, and be able to demonstrate a comprehensive understanding and use of this knowledge related to the area of Social Work in Children's Services; including demonstrating how this knowledge has expanded to inform the connections between different Social Work settings, and areas of practice. (PCF 5)	x
Ability to identify risk and support needs applying continuum of needs and 'Working Together 2018' in order to inform and provide a rationale for professional decision-making, and model the application of critical reflection and evidence based practice to make appropriate decisions in regard to children and young people	x
Highly developed communication skills with the ability to communicate effectively orally and in writing and effectively gather information, in complex and high risk situations and model and help others to develop communication skills.	x
Highly developed interpersonal skills with proven influencing and negotiating skills	x
Ability to set targets and work within deadlines set	x
Ability to chair and co-ordinate meetings effectively	x
Operate effectively within multi-agency and inter-professional partnerships and settings, working within the organisation's remit, and demonstrate sound working knowledge of all relevant legal requirements and their implication for practice. (PCF8)	x
Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice. (PCF 5)	x
Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice, and inform, guide and model good practice in the application of understanding of identity and diversity in practice. (PCF 3)	x

Excellent Assessment skills and be able to record accurate information, and write records and reports using electronic recording systems, including recording of analysis and judgements (ICS) and use of other recording systems. (PCF 7)	x
Be able to anticipate, assess and manage risk, including in more complex cases, and support others to develop risk management skills. (PCF 7)	x
Engage in critically reflective supervision that covers practice, organisational and management aspects of the role, and act as a role model in demonstrating professionalism and workload management. (PCF1)	x
Be able to recognise the requirements of professional accountability and information sharing and understand and apply Social Work ethical principles and legislation confidently and critically. (PCF 2)	x
Ability to be a team player within the context of service operational structure as well as ability to work on own initiative	x
Ability to develop and maintain positive working relationships with peers, practitioners and managers	x
Ability to give clear concise and constructive advice to team members regarding complex cases	x

Relevant experience requirement: Essential for shortlisting
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.
Substantial post qualifying experience as a Qualified Social Worker. A minimum of 2.5 years qualified Social Work experience.
Comprehensive knowledge of all relevant statutory legislation, policy and procedures in regard to the delivery of a Childrens Social Work and support
Experience of delivering complex assessment and plans in regard to Child In Need, Child Protection and those in Care
Experience of working with a number of partner agencies and families in regard to delivering a holistic, effective intervention to children and families
Knowledge of permanency and planning as set out in 'Working Together 2018'
Knowledge of Child Protection procedures as set out in 'Working Together 2018'
Knowledge of Early Help & Protection
Knowledge of Child Sexual abuse
Other relevant experience working with children and families is welcomed.
Relevant professional qualifications requirement: Essential for shortlisting
DIPSW/ CSS /CQSW (Social Work qualification)
Post qualifying Award/ Practice Educator/ Further Evidence on continuous professional development
Registered with Social Work England

Core Employee competencies at Manager level		
Carries Out Performance Management – covers the employees’ capacity to manage their workload and carry out a number of specific tasks accurately to a high standard.		
Communicates Effectively - 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.		
Carries Out Effective Decision Making - 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.		
Undertakes Structured Problem Solving Activity - 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.		
Operates with Dignity and Respect - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.		
Management Competencies		
Operates with Strategic Awareness Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.		
Practices Appropriate Leadership Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do.		
Delivering Successful Performance Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes.		
Applying Project and Programme Management Our manager’s work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning.		
Developing High Performing People and Teams Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals.		
Working Conditions		
You must be able to work evenings, weekends and Bank Holidays as required by the needs of the service.		
Special Conditions		
There is a requirement for the post holder to have DBS checks. 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.		
Compiled by: Sharon Woodcock and Lisa Turner Date: 21 st September 2022	Grade Assessment Date: 29 th September 2022 (Julie Cowell)	Post Grade: P03

Appendix A

Professional Capabilities Framework for Social Work in England **The 2018 Refreshed PCF**

Experienced Social Worker

Social Workers at experienced level are skilled, effective practitioners acting with considerable autonomy. They are likely to have in depth knowledge and skill in one or more fields of practice which may have been developed through a formal post-qualifying training and development activity. They may undertake Practice Educator training and take student social workers. They may have a postgraduate qualification and role in specialised practice e.g. AMHP, BIA. They may have a largely autonomous role as sole or lead practitioners in a team or service. They have developed capability to integrate professional knowledge, the views of people using services and research/evaluation evidence routinely in their practice. They demonstrate expert and effective practice in complex situations, assessing and managing higher levels of risk while promoting enablement and self-determination. They network and liaise with a wider range of professionals and other colleagues, including at more senior or strategic levels. They manage complex caseloads and offer expert opinion within the organisation and to others.

They undertake capacity-building with individuals, families, communities, user groups and voluntary organisations, and contribute their views on service provision to commissioners. They apply, promote and uphold the Code of Ethics and demonstrate to other their ongoing development in all domains of the PCF. They develop their capability to integrate professional knowledge, the perspectives of people using services and research/evaluation evidence in their practice.

They may undertake complex tasks such as chairing significant meetings, offering expert support and advice to case conferences, producing high quality and more specialised assessments and reports for a range of functions, undertaking local peer audits of quality. They model good practice, setting expectations for others. They start to take responsibility and accountability for the practice of others e.g. mentoring newly qualified social workers and supervising the work of more junior staff.

PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development

Social Workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

I....

- am able to meet the requirements of the professional regulator

- aim to be a role model for social work, set expectations for others and contribute to the public face of the organisation and/or profession
- apply in practice and promote my understanding of social work as an international profession with a global definition supporting my professional identity, ethics and practice with diverse communities in England
- expect and seek supervision that covers practice, organisational, leadership and management aspects of role, applying critical reflection throughout
- model and help others to demonstrate professionalism and excellent practice
- model and help others with effective workload management skills
- model and help others to maintain professional/personal boundaries and skilled use of self
- aware of my own professional limitations and knowledge gaps and seek to continuously develop across all domains of the PCF.
- establish a network of internal and external colleagues from whom to seek advice and expertise
- contribute to creating and sustaining a learning environment for self, team and colleagues within and beyond social work. I may undertake Practice Educator training. (see also capability 9)
- recognise and seek ways to promote well-being and self-care for team and colleagues
- promote up to date standards of excellent practice, identifying and helping resolve poor practice and promoting continuous improvement.
- understand my accountabilities and the dilemmas that can arise in complex contexts. I ensure the welfare, experience and outcomes of people using services are at the heart of my practice and decisions

2. VALUES AND ETHICS – Apply Social Work ethical principles and values to guide professional practices

Social Workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services.

We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law

I...

- demonstrate confident and critical application of professional ethical principles (using the Code of Ethics) to decision-making and practice, supporting others to do so using a legal and human rights framework
- model and support others to reflect on and manage the influence and impact of own values on professional practice and the skilled use of self
- provide guidance and support to analyse, reflect on and work with ethical dilemmas
- ensure my practice is underpinned by commitment to working in partnership with people who use services, carers, families, communities and networks, wherever possible. I

negotiate and establish boundaries to underpin such partnership, using transparency and honesty.

- promote service user and carer participation in developing service delivery.
- promote and advance wherever possible individual's rights to autonomy and self-determination, providing support, guidance and challenge to others to promote human and citizenship rights and entitlements
- demonstrate skills in the sensitive exploration of issues of confidentiality, privacy and information-sharing in complex or risky situations, offering support and guidance to colleagues in managing such dilemmas.

3. DIVERSITY AND EQUALITY – Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social Workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

I...

- inform, guide and model good practice in the application of understanding of identity, diversity and equality to practice; identifying and taking up issues when principles and legal requirements are contravened in my organisation or work setting
- model critically reflective practice and support others to recognise and challenge discrimination, identifying and taking professional action (individually or collectively) to challenge breaches and limitations in the ability of my own or others' organisations' to advance equality and diversity and comply with the law
- demonstrate and model the effective and positive use of power and authority, whilst recognising and providing guidance to others to avoid oppressive practice.

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING – Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

I...

- provide guidance and challenge to others about applying the principles of social justice, social inclusion and equality to decision-making

- demonstrate ability to interpret and use current legislation and guidance to protect and/or advance people’s rights and entitlements, balancing use of different legislation to achieve the best outcomes; support colleagues (both inside and outside the organisation) to do so
- am able to communicate legislative issues to other professionals and agencies
- model best practice in applying human and civil rights, providing support to others and challenge where required
- support others to enable individuals to access opportunities that may enhance their economic status (e.g. education, work, housing, health services and welfare benefits)
- promote access to independent advocacy, ensuring best practice and critical review, and contribute to the evaluation of independent advocacy.
- promote, and guide colleagues to support strengths, agency, hope and self-determination in people using services, carers, families and communities. Support them in raising their own challenges and finding solutions to inequality, social injustice and rights violations.

5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

I...

- develop knowledge in one or more specialist areas of my practice. I continue to expand and consolidate my knowledge to inform connections between my specialisms and other settings or fields of practice
- demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. Apply legal reasoning, using professional legal expertise and advice appropriately, recognising where scope for professional judgement exists
- demonstrate, apply to practice and advise colleagues on a working knowledge of human growth and development throughout the life course
- recognise the short and long-term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice
- understand the value of systemic approaches and how they can be used to work with a person or family in their environment, social context and relationships, and inform my practice and that of others

- have an advanced understanding of the centrality of relationships for people’s wellbeing and how to apply key concepts of attachment, separation, loss, change and resilience
- apply my understanding of forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice
- demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them, and have a more specialised understanding of models and approaches most critical to work setting or role
- demonstrate and apply a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
- recognise the contribution and develop application of research and other evidence (e.g. practice evidence and evidence from experts by experience) to inform and improve my practice
- demonstrate a critical understanding of research and evaluation methods
- value and take account of the expertise of service users, carers and professionals and seek their feedback on my practice/role
- confidently apply knowledge and understanding of the opportunities and risks of new technologies, digital resources, online communications, virtual environments and social media in Social Work.

6. CRITICAL REFLECTION AND ANALYSIS – Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

I...

- routinely and effectively apply critical reflection and analysis to increasingly complex cases
- draw on a wide range of evidence sources to inform decision making
- ensure hypotheses and options are reviewed to inform judgement and decision making
- demonstrate confidence and skills to provide professional opinion to social workers and other professionals.
- apply and encourage in others use of imagination, creativity and curiosity in practice, exploring options to solve dilemmas and problems. Involve people who use services in reflections and creativity wherever possible

7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress.

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

I...

- communicate skilfully and confidently in complex or high risk situations. I model and help others to develop excellent communication skills in diverse contexts
- sustain and model engagement with people in fluctuating circumstances and capacities, including where there are negative responses, rejection of help, hostility and risk
- be able to gather information quickly and effectively so as to inform judgement for interventions including in crises, and in response to challenge, or in the absence of complete/sufficient information
- use assessment procedures discerningly to inform judgement
- maintain and expand a range of frameworks for assessment and intervention
- demonstrate skilled use of a range of frameworks for assessment and intervention
- actively support, initiate and co-produce community groups and networks for the benefit of people using services, carers and families.
- support the development of professional groups and networks
- contribute to the development of my organisation's information strategy and systems
- model and help others with appropriate information sharing
- model and help others to manage changing circumstances
- recognise and appropriately manage the authority inherent in your position
- anticipate, assess and manage risk, including in more complex cases, and support others to develop risk management skills
- undertake assessment and planning for safeguarding in more complex cases, and help others with safeguarding skills.

8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice.

Operate

effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work.

We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

I...

- keep abreast of changing policy, political and professional contexts at local and national level, and take account of these in practice and my workplace
- work effectively within my own organisation, and identify and influence relationships between my organisation's culture and procedures, the demands of practice and wider changes in my context (e.g. changes in local communities and wider society)
- work to and explain the relevant legal structures in the organisation, including basic case law; know when and how to access support and appropriate legal advice and consultation
- explore, identify and communicate to supervisors, leaders and managers how organisational practice can improve to support better social work practice and citizen outcomes
- keep abreast of changing roles and services in the organisation, recognise, value and engage with other specialist perspectives
- am confident about your role in the team, working positively with others. I draw on and contribute to team working and collaborative support wherever possible and provide social work advice to support colleagues' practice.
- take an active role in inter-professional and inter-agency work, building own network and collaborative working.

9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/management roles. We promote organisational contexts conducive to good practice and learning. We

work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

I...

- contribute to professional and organisational developments in my context, including developing skills to evaluate the value new and existing models and interventions
- promote and develop social work's purpose, practice and impact within my organisation, with colleagues including those of other disciplines, and more widely where appropriate
- play a leading role in practice development in the team and help sustain a learning culture

- provide supervision to colleagues as required and appropriate, continuing to develop supervisory skills. Support others to manage and prioritise work
- assess and manage the work of social work students and ASYE
- may undertake Practice Educator training Standards Stage 2: Domain B and C
- contribute to collective/collaborative professional leadership through. participating in or initiating purposeful (e.g.) peer support, social work forums, involvement in professional organisations and meetings within and/or outside
- seek, plan and undertake ongoing professional development and use diverse platforms and opportunities for learning within and outside my organisation/work setting.