



### Job Profile

<b>DEPARTMENT: Children's Services</b>	<b>SERVICE GROUP: Prevention and Early Help</b>
<b>POST TITLE: Early Help Coordinator</b>	<b>REPORTS TO: Team Manager (Prevention &amp; Early Help)</b>
<b>SALARY RANGE: SO1/SO2</b>	<b>SAP POSITION NUMBER : Various</b>

The following information is furnished to help Trust staff and those people considering joining Bradford Children and Families Trust 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.

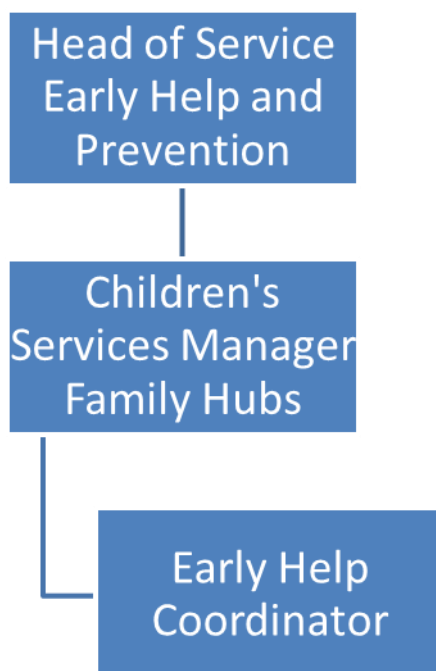
Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

• <b>Key Purpose of Post:</b>
<p>Support the implementation and embedding of Bradford's Early Help and Prevention Strategy, through improving partners' understanding of and confidence in 'Working Together 2018' and Bradford's Continuum of Need and Risk Identification Tool;</p> <p>Provide regular advice and consultation to schools and other partners in relation to their Lead Practitioner role and management of Team Around the Child, responding to their concerns about the welfare of children with reference to the Continuum of Need and Risk Identification tool;</p> <p>Contribute to reducing demand for specialist children's services through improving the quality and effectiveness of early help work undertaken by partners;</p> <p>Provide point of reference for both Early Help Gateway and Locality Hubs in their work with partners.</p>

**Main Responsibilities of Post:**

1. Proactively engage with schools and other agencies in the Family Hub in order to plan a package of support for their staff undertaking Lead Practitioner role with children and families.
2. Provide regular consultation, information advice and guidance for the Designated Safeguarding Lead and other senior school based staff in relation to pupils of concern;
3. Provide coaching, role modelling and co-working as required up to and including chairing Team Around the Child/Family (TAF) meetings at key points to ensure that assessments and plans are accurate, SMART and meets the needs of the whole family;
4. Support schools and other agencies to design, deliver and access workforce development for their staff, building confidence and skills to undertake Lead Practitioner role;
5. Embed Signs of Safety and other agreed methodologies across all agencies in Bradford;
6. Contribute to the development of support, guidance and practical tools to support practitioners to develop effective practice by adopting the assertive, persistent, time bound and challenging style of casework required when delivering Early Help;
7. Contribute to the development of local partnership working through networking with local and district wide agencies that support vulnerable families;
8. Contribute to strategic planning by providing, analysing and responding to management information about take up of consultation and outcomes for children;
9. To quality assure multi-agency Early Help activity and challenge other professionals and agencies where necessary.

**Structure:**



**Special Knowledge Requirement: Essential for shortlisting.**

**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 for posts where employees speak directly to members of the public the postholder is required to meet the <u>Advanced threshold</u> level which will be applied where the postholder requires a greater level of sensitive interaction with the public. You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be tested during the interview).	X
Demonstrable knowledge and understanding of Prevention and Early help theory and practice	X
Thorough knowledge and understanding of relevant legislation and policy, and guidance in relation to delivery of early help through family support interventions.	X
A sound understanding of the Continuum of Need and Response its associated identification or risk tool	X
A thorough working understanding of the Signs of Safety model of practice	X
Knowledge and understanding of coaching and or other adult learning approaches	X
Understanding of the development and educational needs of children and young people	X
Good standard of numeracy and literacy	X

Knowledge of the Troubled Families ( locally families First) programme and success criteria	
<b>Relevant experience requirement: Essential 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.	
Proven experience over at least 3 years of undertaking Lead Practitioner/Professional role for vulnerable children and their families using a whole family approach and leading a Team around the Family;	
Experience of action planning and leading improvements to improve outcomes for children.	
Experience of quality assurance and audit processes.	
Experience of providing high quality advice and guidance to practitioners and managers to enable them to deliver safe and effective Early Help and manage risk appropriately.	
Thorough knowledge and understanding of the importance of clear and accurate recording and use of the Early Help Module to provide evidence of intervention.	
<b>Relevant professional qualifications requirement: Essential for shortlisting</b>	
Level 4 (Working with Parents) or equivalent gained through experience and or adult teaching certificate or above Management or Practice Qualification.	
<b>Core Employee competencies at manager level to be used at the interview stage.</b>	
<b>Carries Out Performance Management</b> – covers the employees capacity to manage their workload and carry out a number of specific tasks accurately 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 treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.	
<b>Management Competencies: to be used at the interview stage.</b>	
<b>Operates with Strategic Awareness</b> Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.	
<b>Practices Appropriate Leadership</b> 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.	
<b>Delivering Successful Performance</b> 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.	

<b>Applying Project and Programme Management</b> 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.		
<b>Developing High Performing People and Teams</b> Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council's values and goals.		
<b>Working Conditions:</b>		
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		
<b>Compiled by: Clare Mulgan</b> <b>Date: 28.10.19</b>	<b>Grade Assessment</b> <b>Date: October 2019</b>	<b>Post Grade:</b> <b>SO1/SO2</b>