

<b>DEPARTMENT: Children's Services</b>	<b>SERVICE GROUP: Safeguarding and Review, Commissioning and Provider Services</b>
<b>POST TITLE: Family Outreach Practitioner</b>	<b>REPORTS TO: Bradford Strengthening Families Manager</b>
<b>GRADE: Band 7 – 8</b>	<b>SAP POSITION NUMBER :</b>

The following information is furnished to help Trust staff and those people considering joining the 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 following points should be noted:

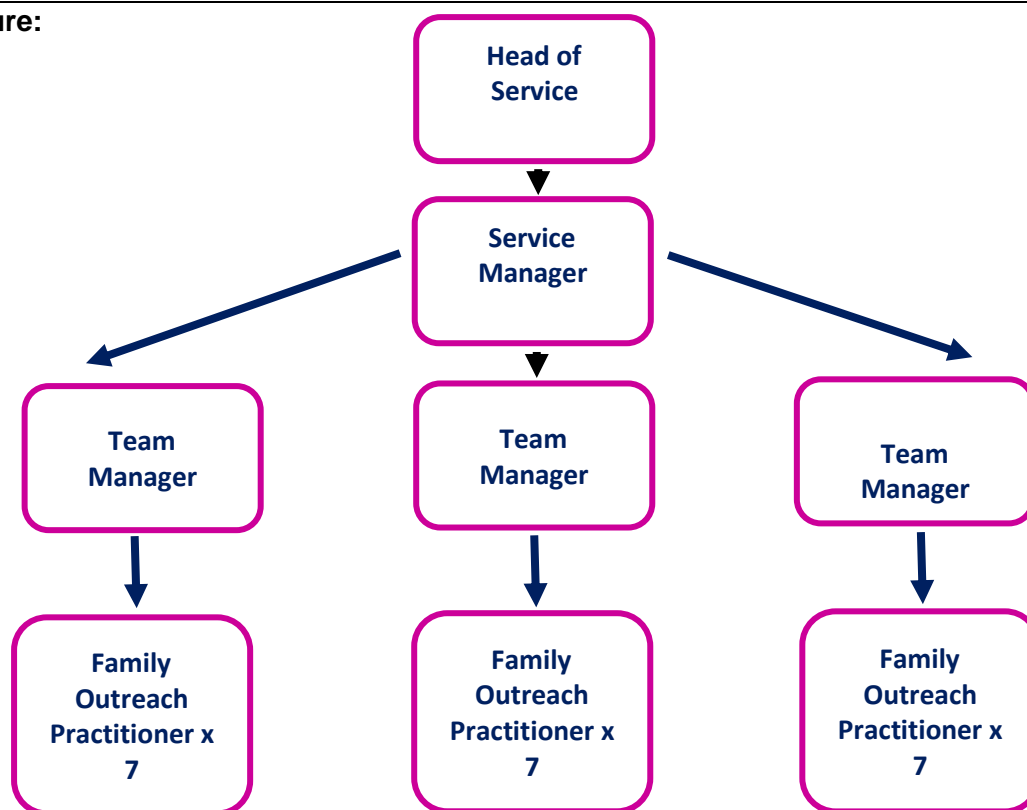
The employee competencies are the minimum standard of behaviour expected by the Trust of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. As a candidate/employee you will be expected to demonstrate your ability meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting.

<b>Key Purpose of Post:</b>
<p>To hold a small caseload of children, young people and families at Tier 4 and above alongside their allocated Social Worker, offering bespoke intensive support packages to families on the trajectory to care, with the view to preventing placement breakdown.</p> <p>To deliver intensive support, working with families to ensure measurable and improved outcomes for children and young people, so that families remain together where it is safe to do so. This includes attending multi-agency meetings including child protection conferences and multi-agency risk panels; contributing through case recording to the monitoring of team performance and audit activity; and to the development of the Bradford Strengthening Families as a whole.</p> <p>Work in partnership with families and other professionals to deliver tailored packages of support using evidence-based practice. ‘</p> <p>To work within the legal frameworks, policies and legislation appropriate to the service area, the department and Trust.</p>
<b>Main Responsibilities of Post:</b>
<p>1. Work directly with children and families in their own homes and communities, identifying the appropriate interventions/tools to deliver positive outcomes. This includes working early mornings, evenings and some weekends when the need arises.</p> <p>2. Contribute to holistic assessments of need and devise and implement appropriate plans for babies, children, young people, and families.</p> <p>3. Key work families with a range of complex needs such as drugs, alcohol, mental health, and domestic abuse to support and motivate them to make changes to improve outcomes for children and young people.</p>

4. Review our support package on a regular basis to track and show progress, including children, young people, families, and partner agencies as appropriate, working in partnership to achieve the best possible outcomes for children, young people and families.
5. Maintain accurate up to date and appropriate records using electronic systems and equipment in line with GDPR regulations.
6. Write reports and attend meetings, reviews court etc. as required, representing the department.
7. Contribute to timely advice giving, screening and referral processes so families are supported at the right time and at the right level to make and sustain changes to keep their children and young people safe. Including with appropriate supervision making decisions and recommendations regarding the needs of children, young people, and families
8. Ensure the appropriate participation of children and young people in their own plans.
9. Undertake all duties commensurate to the nature and level of the post at initial place of work or any other venue.
10. Engage in professional supervision, appraisal, team, and practice development in line with Bradford Behaviours.
11. Participate in your own continuing personal and professional development, through attendance at mandatory training and refreshers appropriate to the role, including any training, study and research projects aimed at professional and service development.
12. Comply with all policies and procedures, guidelines & codes of practice as laid down by the Trust, Children's Services and contributing to review as required.
13. Contribute to the support of students, apprenticeships, trainees and volunteers.
14. Be responsible for access to petty cash. This may also include, where required, the post holder applying for and using a Procurement Card in line with the Trust's policies and procedures. You will be responsible for access to equipment and property used in course of your duties.

**Structure:**



**Special Knowledge Requirement:** Briefly outline the elements of special knowledge required by the post holder without which they will not be able to carry out the job.

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 either the lower threshold level – where the person is able to demonstrate that they can during the interview:

- Use a wide range of simple words and a standard English sentence structure to express much of what they want to.
- Maintain a conversational flow even though they pause to think of the correct words or sentence structure to express themselves. or 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:

- Can express themselves fluently and spontaneously, almost effortlessly.
- Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language.

Uses knowledge of health, safety and environmental policies, procedures and regulations including risks in own area of work.

Uses a range of complex IT packages relating to area of work

Ability to adopt a process of continual improvement and suggest ways of working more efficiently and effectively to improve service delivery.

<p>Safeguarding and promoting the welfare of the child and young person – this requires understanding what harm or abuse is, recognising it and successfully responding to it proportionately</p> <ul style="list-style-type: none"> <li>• Assessing risks and emotional resilience</li> <li>• Synthesising and analysing information</li> <li>• Reflecting and making informed judgements</li> <li>• Acting on local procedure, arrangements and resources</li> <li>• Aware of own limits and boundaries and others roles</li> </ul>
<p>Knows and understands how to use, interpret, handle and communicate information</p>
<p>Effective communication and engagement with children, young people, their families and other professionals</p> <ul style="list-style-type: none"> <li>• Building trust and establishing relationships</li> <li>• Listening, building empathy, and using clear language appropriate to age, ability, culture and personality</li> <li>• Summarising, explaining options, consulting, and involving children, young people and their families and partner professionals in decisions and courses of action.</li> <li>• Able to assimilate and apply complex and detailed information and relay it to service users and other professionals</li> </ul>
<p>Child and Young Person Development – Understanding and using knowledge of physical, intellectual, linguistic, social, and emotional development of babies, children and young people to plan, deliver and review plans with children and families.</p> <ul style="list-style-type: none"> <li>• observing, assessing, and analysing developmental stages and their effects on behaviour</li> <li>• identifying and taking account of developmental delay and disability</li> <li>• taking appropriate account of diverse parenting approaches, family structures and behaviours</li> </ul>
<p>To understand and consistently apply best practice – to ensure every child and family accessing the service receives quality family support that enables them to achieve change within the home.</p>
<p>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 by:</p> <ul style="list-style-type: none"> <li>• identifying transitions and their potential impact</li> <li>• supporting, explaining, and developing confidence</li> <li>• working alongside parents, carers, and other professionals</li> </ul>
<p>Integrated Working- Working with others in the children and young people's workforce to put the child at the heart of decision making, offering help at the earliest point</p> <ul style="list-style-type: none"> <li>• communicating well, sharing appropriate, succinct, objective information and analysis to aid joint decision making</li> <li>• being proactive, persistent and prepared to challenge and be challenged</li> <li>• knowing your responsibilities and others roles and joint procedures</li> </ul>
<p>Gather and share information appropriately to ensure the safety and well-being of children and young people</p> <ul style="list-style-type: none"> <li>• knowing the limits of consent and confidentiality</li> <li>• distinguishing fact from opinion, appraising information and identifying gaps</li> <li>• being open and honest about information sharing with children, young people and their families.</li> <li>• Writing reports clearly and ethically</li> </ul>
<p>Manages own workload and work in an unsupported environment such as with children/young people and their families in their own home – to carry out multiple activities and prioritise effort while maintaining a focus on the service user and their families.</p>

Applies anti discriminatory practice and approaches in their day to day interactions with colleagues, children and their families in order to challenge bias, prejudice and intolerance.

**Relevant experience requirement:**

Minimum of 2 years continuous & recent experience working directly with children, young people and parents as part of a multi-disciplinary team to plan and support change in families.

**Relevant professional qualifications requirement:**

A relevant Level 3 professional qualification related to working with children, young people and parents and evidence of on-going training and CDP.

**Core Employee competencies to be used at the interview stage.**

**Carries Out Performance Management**

Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and 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 promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.

**Working Conditions:**

Must be able to work in family homes and the community, with a degree of autonomy, working in relative isolation.

Must be able to work early mornings, evenings, weekend and bank holidays as required by the needs of the families and 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.

**Special Conditions:**

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. The post holder will be required to use public transport if they do not have access to a usable car.

Disbursement of cash on occasions, access to confidential information, case records and files.

Responsible for resources and equipment used including keys to buildings, computer and mobile phone.

<b>Compiled by:</b> <b>Lisa Brett</b>	<b>Grade Assessment Date:</b>	<b>Post Grade:</b>
<b>Date: 27 July 2022</b>		
<b>For HR use only</b>	<b>SAP Input Date</b>	<b>Name of Data Inputter</b>