



<b>DEPARTMENT: Childrens Services</b>	<b>SERVICE GROUP: Fostering</b>				
<b>POST TITLE: Supervising Social Worker</b>	<b>REPORTS TO: Team Manager</b>				
<b>GRADE:</b> Level 3 – PO3	<b>SAP POSITION NUMBER :</b> <table border="1"> <tr><td>11003364</td></tr> <tr><td>50213956</td></tr> <tr><td>50213957</td></tr> <tr><td>50213958</td></tr> </table>	11003364	50213956	50213957	50213958
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**Key Purpose of Post:**

Within the Fostering Service we have four Supervisory and Support Teams, alongside a dedicated Family and Friends Assessment Team and Mainstream Assessment Team. These posts are across the four teams.

Following successful approval at fostering panel, Foster carers are required to be supervised regularly to ensure the standard of care they provide to children is appropriate.

All approved foster carers require supervising social workers to support their care of Looked After children in Bradford. Foster carers require support, guidance and on going monitoring to ensure they continue to meet the Fostering Standards through annual reviews.

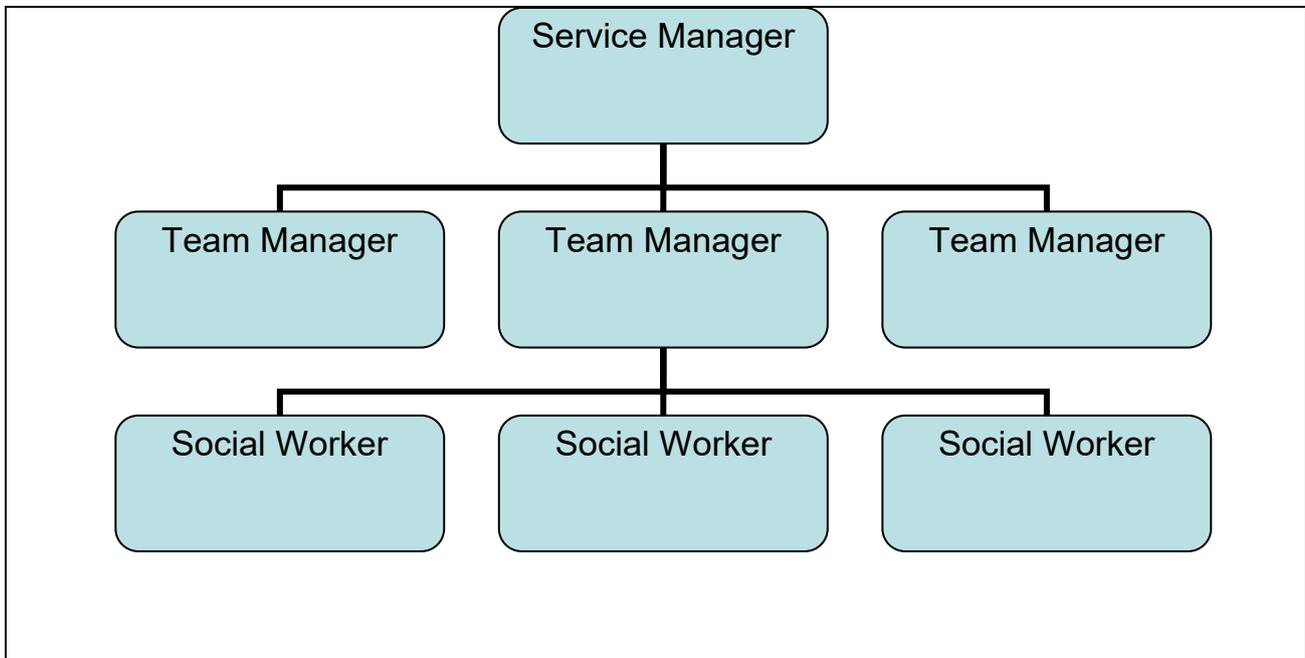
This is a specialist role for skilled and experienced social workers who are able to understand children in the context of their life story and attachment history and identify foster placements which are able to meet their needs. It will involve identifying and building packages of support to increase the resilience of placements and with that, the likelihood of placements remaining stable and children being able to achieve and succeed in all areas of their lives.

**Main Responsibilities of Post:**

1. To work in the Fostering Service as part of the Supervisory and Support Team, to identify the most suitable placements for children in response to requests from other professionals, taking account of their ethnicity, language, religion, disability, identity, education, health, family and social relationships, the wishes and feelings of the child and family, and any other identified needs, including safeguarding concerns.
2. To work with the professionals involved in the caring/planning for children to make

- the best use of the available resource based on what is in the child's best interest and offering placement choice wherever possible.
3. To ensure excellent joined up working with key professionals to ensure there is a consistent team round the child approach to any decision making/planning within a child's journey to permanence, in accordance with the statutory, regulatory and policy frameworks for childcare, fostering, care planning, placement and review, PLO process.
  4. To have the expertise to undertake effective consultation with foster carers to build a profile of their skills and abilities so that placements meet the assessed needs of children needing to be looked after.
  5. To participate in training staff/foster carers groups from time to time
  6. To involve children and young people, parents, foster carers and other professionals in the ongoing development of the Fostering Service.
  7. To be able to collate and analyse information in accordance with the priorities of the service to identify trends/gaps in service and contribute to the wider development of the Fostering Service. To keep abreast of relevant research and developments in the field of family placements and to initiate innovations when appropriate.
  8. Supervise and support fostering arrangements in Local Authority approved foster carers (cases), undertaking initial and full assessments when required of prospective foster carers / family and present the reports with recommendations whether or not to be approved to the appropriate panels.
  9. To investigate complaints about foster carers and make recommendations to managers and/or Fostering Panels in line with Department policy.
  10. To liaise with other parts of the Department and specifically act as link with area colleagues to ensure the provision of specialist information on policy, legislation and resources in respect of fostering.
  11. Undertake preventative work with service users to diminish safeguarding concerns, investigating concerns of significant harm and making appropriate use of legislation to safeguard and promote the welfare of service users.
  12. To provide a social work service to individuals, their families and carers by assessing and identifying their needs and meeting them through direct therapeutic work, care planning and management. Be able to integrate a theoretical approach with practice.
  13. Manage a caseload, exercising complex decision making in line with professional criteria and making sure that case work is appropriately planned, critically evaluated and reviewed.
  14. Engage effectively with situations of increasing complexity and challenge including multi agency input, complex family organisational dynamics, multiple problems/disadvantage, multiple significant risk factors, and the need to take into account the public interest.
  15. Present and complete robust assessments for court or panel purposes and where requested attend court to provide oral evidence within care proceedings.

**Structure:**



<b>Special Knowledge Requirement:</b> <i>Please see appendix of PCF alongside the special knowledge requirements</i> <b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</b>	
	<b>Essential</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 either the Lower threshold level – where the person is able to demonstrate that they can during the interview: a) Use a wide range of simple words and a standard English sentence structure to express much of what they want to. b) Maintain a conversational flow even though they pause to think of the correct words or sentence structure in order 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: 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
Be able to apply critical reflection and analysis to inform and provide a rationale for professional decision-making and intervention. (PCF 6)	x
Use judgement to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse by engaging effectively with people and gathering information in complex situations, developing and using a range of interventions and routinely explain professional reasoning, judgements and decisions. (PCF 7)	x
Operate effectively within multi-agency and inter-professional partnerships and settings, working within the organisations remit, including building your own network and collaborative working (PCF 8)	x
Understand the impact of developmental trauma on children and young people and those that care for them, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and having applied it to	x

practice. (PCF 5)	
Have a robust understanding of attachment theory and its application in this field, being able to effectively communicate this concept to others. (PCF 5)	x
Have an understanding of working with and the ability to apply models of therapeutic parenting and the different types of therapeutic input and support available for children, young people and their families. (PCF 5)	x
Recognise diversity and apply anti discriminatory and anti oppressive principles in practice, recognising discriminatory practices and develop approaches to support and appropriately challenge service users, colleagues or senior staff. (PCF 3)	x
Be able to record accurate information, and write records and reports using electronic systems (ICS), including recording of analysis and judgements and use of other recording systems. (PCF 7)	x
Engage in regular effective supervision, identify and act on own learning needs through CPD, and manage workload independently seeking support and suggesting solutions. (PCF1)	x
Be able to recognise the requirements of professional accountability and information sharing and understand and apply social work ethical principles and legislation (PCF 2)	x
<b>Relevant experience requirement: essential to shortlisting</b>	
Experience of working in a social work settings through practice placements, volunteering and employment (depending on experience)	
Professional or personal experience of working in adoption/fostering contexts/situations.	
Experience of working with children and young people.	
Ability to meet the PCF requirements of an experienced social worker.	
<b>Relevant professional qualifications requirement : essential to shortlisting</b>	
MA in Social Work, Degree in Social Work, DIPSW/ CSS /CQSW (social work qualification)	
Registered with the Social Work England	
<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>	
You must be able to work evenings, weekends and bank holidays as required by the	

<p>Needs of the service.          You must be willing to undertake visits outside of the Bradford Metropolitan District Area. This may occasionally involve overnight stays.          You 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.</p>		
<p><b>Special Conditions:</b></p> <p>There is a requirement for the post to have DBS checks          You need to have a full driving licence and a car available for work, unless a disability Prevents this.</p>		
<p><b>Compiled by: PL</b></p> <p><b>Date:</b></p>	<p><b>Grade Assessment Date:</b></p>	<p><b>Post Grade: Senior Social Worker</b></p>
<p><b>For HR use only</b></p>	<p><b>SAP Input Date</b></p>	<p><b>Name of Data Inputter</b></p>

Appendix

## **Professional Capability Framework - Experienced Social Worker Level Capabilities**

*Experienced social workers* are more autonomous in their role. They demonstrate expert and effective practice in complex situations, assessing and managing higher levels of risk, striking a balance between support and control, liaising with a wide range of professionals, including more senior levels. They manage complex caseloads, and offer expert opinion within the organisation and to others. They chair a range of meetings, offer expert support to case conferences, and produce high quality assessments and reports for a range of functions. They model good practice, setting expectations for others. They start to take responsibility and be accountable for the practice of others, mentoring newly qualified social workers, and supervising the work of junior staff. They undertake capacity-building with individuals, families, communities, user groups and voluntary organisations, and contribute their views on service provision to commissioners.

*Where capability statements are in italics this indicates that they should have been met at a previous level and do not need to be met again. However, the expectation should be that social workers will maintain capability in that area of practice.*

## **1. Professionalism: Identify and behave as a professional social worker committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

- Be able to meet the requirements of the professional regulator
- Model the social work role, set expectations for others and contribute to the public face of the organisation.
- Expect supervision that covers practice, organisational and management aspects of role, applying critical reflection throughout
- Model and help others to demonstrate professionalism
- Model and help others with effective workload management skills
- Model and help others to maintain professional/personal boundaries and skilled use of self
- Maintain awareness of own professional limitations and knowledge gaps. Establish a network of internal and external colleagues from whom to seek advice and expertise.

- Contribute to a learning environment for self, team and, colleagues ***Practice Educator Standards Stage 2 Domain D (see also capability 9)***
- Recognise and seek ways to promote well-being for team and colleagues
- Promote up to date expectations about practice norms, identifying and helping resolve poor practice issues.

## **2. Values and Ethics: Apply social work ethical principles and values to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

- Demonstrate confident and critical application of professional ethical principles 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
- Provide guidance and support to analyse, reflect on and work with ethical dilemmas
- Demonstrate confident application of an understanding of the benefits and limitations of partnership work, support others to do so, and 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.
- Demonstrate skills in the sensitive exploration of issues of privacy and information-sharing in complex or risky situations, offering support and guidance to colleagues in managing such these dilemmas

## **3. Diversity: 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 and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may

include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

- Inform, guide and model good practice in the application of understanding of identity and diversity to practice; identifying and taking up issues when principles of diversity are contravened in the organisation
- Model critically reflective practice and support others to recognise and challenge discrimination, identifying and referring breaches and limitations in the ability of your own or other organisations' ability 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 as to how it may be used oppressively

#### **4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

- 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
- Be 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 & welfare benefits)
- Promote access to independent advocacy, ensuring best practice and critical review, and contribute to the evaluation of independent advocacy

#### **5. Knowledge: Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

Develop knowledge in one or more specialist areas of your practice. Expand your knowledge to inform the connections between this and other settings or areas 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 and apply to practice 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
- Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice
- Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
- 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

- 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
- Demonstrate 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 begin to make use, of research to inform practice
- Demonstrate a critical understanding of research methods
- Value and take account of the expertise of service users, carers and professionals

## **6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

- Model critical reflection and evidence-based decision-making, and support others in developing these
- Provide professional opinion, giving the rationale and knowledge-base

## **7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

- Communicate skilfully and confidently in complex or high risk situations. Model and help others to develop communication skills
- Sustain and model engagement with people in fluctuating circumstances and capacities, including where there is 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 information..
- Use assessment procedures discerningly so as 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 and initiate community groups and networks, including professional ones
- Contribute to the development of the 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 contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this

responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

- Contribute positively to the dialogue about opportunities and constraints for social work practice arising from changing local and national contexts and model proactive responses
- Model and demonstrate the ability to work within your own organisation, and regularly work with relationship between the organisation, practice and wider changing contexts
- Demonstrate sound working knowledge of all relevant legal requirements, and their implications for practice; support and advise others to interpret and use the law
- Engage positively with and contribute to organisational development
- Identify the need for the development of specialist roles and their contribution to team learning
- Model and encourage positive working relationships in the team, promoting strategies for collaboration and a supportive team culture. Maintain and develop liaison across agencies at a more senior level

## **9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

- Contribute to organisational developments.
- Play leading role in practice development in the team and help sustain a learning culture.
- Provide supervision to colleagues as organisation determines. Support others to manage and prioritise work
- Assess and manage the work of social work students and ASYE.
- *Practice Educator Standards Stage 2: Domain B & C (see also capability 1)*