

JOB DESCRIPTION

Post Title: Education Early Help Assessment Worker	Director/Service/Sector: Wellbeing and Community Health		Office Use	
Grade: Band 6	Workplace: Bedlington Children Centre / Hybrid working		JE ref HRMS ref:	4130
Responsible to: First Contact Team Manager	Date: March 2022	Manager Lever:		
Job Purpose: To provide support staff in education setting with training and support to use the Early Help Assessment tools and processes. Including the completion of Early Help Assessments and the use of the Team Around the Family meetings.				
Resources	Staff	Supporting other professionals in others settings – informal supervision		
	Finance	Small amounts of petty cash up to £50.		
	Physical	Handling and processing sensitive and confidential information. Case files and databases.		
	Clients	Families and multi agency partners .		
Duties and key result areas: The postholder will be part of the Early Help First Contact Team Education Support, part of the team supporting for education settings around the completion use of Early Help Assessments and TAF meeting: This will include: <ol style="list-style-type: none"> Supporting education settings to undertake Early Help Assessments through providing advice about how to complete the assessment and who to invite to a Team Around the Family (TAF) meeting. Attending initial Team Around the Family meeting to provide advice about the early help plan. If needed attending additional TAF meetings where the needs are complex, or progress is "stuck" Under the direction of the Senior Early Help Co-ordinator support the delivery of training on the Early Help Assessment and Lead Professional role. Use your skilled use of authority to offer support and modelling alongside supervision to professionals working with families where engagement has been difficult to achieve. Maximise the involvement of children, young people and their families in decisions which affect them. Be clear about safeguarding thresholds and alert managers to concerns about the increased risk for children. Be clear about the Send Code of Practice and what education providers must offer Make case recording and maintain case management records in accordance with service and professional standards using the Liquidlogic recording system (Early Help Module/ICS), including scrutiny of work trays Have oversight of the Early Help Assessments written within education in Northumberland to ensure Early Help Assessments do not drift Build up close working links with other staff and partners working with families within the county. Contribute to service development through attendance and contribution to team meetings and team development activities. To contribute to own learning and development in discussion with line managers by identifying appropriate development opportunities and attending training. Ability to support families with a broad presentation of needs and creating and supporting plans around these needs. 				

Commented [JH1]: schools ? Education workforce?

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.		
Work Arrangements		
Transport requirements: Working patterns: Working conditions:	Flexibility to be both office based and work across the county as required including attending meetings in rural locations. Flexible Requirement for lone working within the community and office based duties	

PERSON SPECIFICATION

Appendix 2

Post Title: Education Early Help Assessment Support	Director/Service/Sector: Wellbeing and Community Health	Ref: 4130
Essential	Desirable	Asses s by
Knowledge and Qualifications		
NVQ Level 3 or equivalent in childcare or related discipline Understanding of whole family approach, solution focussed practice and crisis intervention. Understanding of safeguarding Knowledge of impact of multiple disadvantage Knowledge of partner agencies and their role in supporting families Knowledge of IT systems Knowledge of child development and child protection issues Knowledge of parenting work Knowledge of education settings	Professional qualification in health, social work, education or other related field Knowledge of mental health, substance misuse, domestic violence and poverty and how these impact on families	
Experience		
Experience of direct work with families Evidence of working with families to affect change Experience of working as part of a team Experience of working with children living in complex families	Experience of being a 'lead professional' Experience of working with complex families under stress	
Skills and competencies		
Able to engage and challenge families and other agencies Skills to deliver in a group work setting High level of both written and verbal communication skills including producing Early Help Assessments and Plans.		

<p>Ability to communicate effectively both verbally and in writing with children/young people and families and other professionals.</p> <p>Ability to work as part of a multi-agency team including coordinating arrangements for families with other agencies.</p> <p>Ability to work creatively and independently to achieve better outcomes for families</p> <p>Ability to advocate for children, young people and families</p> <p>Ability to work under pressure, meet deadlines and have strategies to cope with stress</p> <p>Organisational skills including ability to work flexibly and prioritise workload</p> <p>Ability to plan up to a term in advance</p> <p>Ability to advocate on behalf of families where appropriate with other agencies</p> <p>Ability to use electronic case recording systems and follow appropriate procedures effectively</p> <p>Ability to comply with required levels of data protection and confidentiality</p> <p>IT skills appropriate to the needs of the post.</p>		
Physical, mental and emotional demands		
<p>To be able to meet the transport demands of the post</p> <p>This post will include lone working</p> <p>To be able to accommodate changes in work pattern at short notice</p> <p>To maintain a positive and professional attitude and relationship in working with other agencies and families who may present challenges.</p> <p>To be able to work at a fast pace in a high demand environment.</p> <p>Ability to work for prolonged periods of time under pressure</p>		
Other		
<p>To be committed to developing resources, services and good practice for children, young people and families</p>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits