

Job Description

For Social Care Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Social Worker in Schools Social Worker	JEID	CSW003
Salary Grade:	Grade K/L - £31,371 - £35,934		
Team:	Social Worker in Schools (SWIS Social Worker)		
Service Area:	Early Help& Target Support		
Primary Location:	The Nuneaton Academy (and Early Help bases).		
Political Restriction	This position is not politically restricted.		
Responsible to:	Early Help Team Manager		

Section B: Generic Role Profile

The generic role profile provides a list of the main tasks that cover the broad range of duties and responsibilities performed at this level for the job role. An employee may not be undertaking all of these at any one time, but they could be expected to do so under their contract of employment.

Generic Role Details

Job Role:	Social Care Professional – Level 3
<p>It is envisaged that:</p> <ul style="list-style-type: none">• The Social worker will work in a multi-agency collaborative manner with all colleagues, but especially with The Nuneaton Academy teaching and pastoral staff, Targeted Support Officers, Family Support Workers and Targeted Youth Workers from within the locality.• Will work to connect the needs of children, young people and parents to locality resources• Work in collaboration with the feeder primary schools• The Social Worker will have the opportunity to practice and deliver:<ul style="list-style-type: none">○ Primary Prevention – delivering direct strengths-based interventions and programmes in partnership with teachers and/or parents, children and Young People○ Secondary Prevention – working to help teachers and schools help children more effectively• Will act as the primary support in school for safeguarding issues and will liaise with MASH• Will be an ambassador and role model for Restorative Practice in school and in the community	

Main Tasks

- To work within the school environment focussing on Early Help and Prevention to support children, young people and families much sooner, to prevent escalation to specialist services such as MASH
- To act as point of contact and reference for safeguarding issues in school, working collaboratively with the DSL.
- Provide direct support and training to academic and pastoral staff in relation to the issues pertaining to children young people and families
- Deliver groups in school to designated young people who have been identified as requiring extra support.
- Managed by the Early Help Team Manager, working to ensure that Early Help is understood and delivered
- Act as ambassador and model Restorative Practice and undertake restorative meetings as necessary
- To provide an outcome focussed children's Social Work service in line with Health Care Professionals Council's (HCPC) Standards.
- To work within legislative frameworks and the local authorities policies and procedures in provided a children's Social Work Service.
- To take responsibility for planning and actively participating in supervision in order to ensure that Social Work Practice is underpinned by line manager accountability, recognising the need for increase supervisions to manage highly complex cases.
- Manage a varied caseload from the initial single assessment to case closure (supporting the journey of the child to maintain a single supporting relationship for the child throughout the interventions) to support vulnerable children and their families who meet the threshold for service including those who have complex and or challenging needs.
- To undertake a wide range of complex assessment of need/risk and devise support plans to meet identified outcomes, working in partnership with children, their families, agencies and other networks.
- Identify, source and review the support and services provided to ensure this continues to meet eligible needs and identified outcomes.
- To maintain and facilitate professional working relationships with partner agencies and others for the delivery of services.
- Take a key worker role in responding to safeguarding vulnerable children and families with managerial oversight for strategy meetings conferences and review, where appropriate.
- Ensure that all recording of social work activity is carried out in accordance with policy and procedures with due regard to data protection.
- To take responsibility for own professional development in line with the HCPC Standards. Identify learning and development needs through supervision and appraisal, including expectations of the WCC Social Work Career Pathway. Contribute to the professional development of colleagues e.g. mentoring, coaching or where appropriate "practice assessing".
- To be able to respond flexibly to service need including working in another locality within the local authority.

Enhanced tasks

- Contribute to the professional development of colleagues, including students and social care workers

which will include the allocation and checking of work.

- To undertake more complex cases, which require the development of solutions over the long term.
- Whilst dealing with the more complex cases regarding the most vulnerable Children, it is likely that there will be regular intense emotional demands.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

Professional SW Qualification and current registration as a social worker with Health & Care Professionals Council.	A,I,D
Completion of Assessed and Supported Year of Employment (ASYE). Completion of those aspects of Early Professional Development (EPD) programme (as defined in WCC Career Progression Framework) or equivalent.	
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Have experience of delivering evidence-based programmes or interventions	A,I
Have experience of working in schools or strong knowledge of the education system	A,I
The ability to interpret and critically analyse varied and complete information or situations with a proposed solution or a plan of action.	A,I
The ability to utilise a range of communication skills to engage and work with vulnerable people who may present with complex and challenging needs in order to meet desired outcomes.	A,I,T
The ability to undertake assessment of a range of needs and situations, including those more complex, in developing appropriate plans in partnership with other people.	A,I,T
The ability to represent the local authority in a range of settings. Understands and keeps abreast of the complex climate in which we operate.	A,I
The ability to act autonomously within agreed levels of accountability, seeking guidance from line managers when responding to significant circumstances or situations e.g. policy, budgetary and resource implications.	A,I
The ability to work under significant pressure to meet deadlines which may be unpredictable, and deal with competing demands.	A,I
The ability and resilience to manage the intense emotional demands that arise from working with vulnerable individuals and groups	A,I

The ability work professionally and flexibly with members of your team and the wider organisation.	A,I
Non-disabled applicants must be able to drive, have a full, valid driving licence and have a vehicle available for work. Disabled applicants must be able to travel in order to perform the functions of their role (with assistance where necessary).	A,D
To be computer literate and operate a range of information technology systems in order to meet service need in relation to the social work role.	A,I
Ability to communicate fluently, in writing and verbally, with a wide and varied range of people in a manner that inspires confidence in the social work profession.	A,I
Evidence of ongoing commitment to, post qualifying continuous professional development as per HCPC requirements and TCSW Professional Capabilities framework. Specific commitment to meeting the requirements of Warwickshire's Social Work Career Pathway.	A,I,D
To be able to undertake the full range of responsibilities and duties as prescribed within the main tasks for a level 3 Social Worker.	A,I

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
<input type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
<input type="checkbox"/> Night work	<input type="checkbox"/> Regular/repetitive bending/ squatting/

	kneeling/crouching
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors
<input type="checkbox"/> Significant use of computers (display screen equipment)	<input checked="" type="checkbox"/> Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	<input type="checkbox"/> Working with challenging behaviours
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse
<input type="checkbox"/> Potential exposure to blood or bodily fluids	<input checked="" type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	