

**JOB DESCRIPTION**

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| **SERVICE AREA:** | Childrens’ Safeguarding | **POSITION NO:** |
| **SECTION:** | EHASH, Localities, Disability and Permanence | **GRADE:** 11 |
| **JOB TITLE:** | Team Manager | **DATE PREPARED:**  December 2017 |
| **EVALUATION DATE:** | 8 January 2018 | **JE NUMBER:** NC4098 |

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| **ROLE & PURPOSE OF JOB:**  Team Managers will be based in one of the following service areas:   * Early Help and Safeguarding Hub (EHASH) & Assessment * Locality Based Safeguarding Teams * Children and Families Disability Team (CFDT) * Permanence Teams   The role will manage a team of Social Workers (and other staff) within a social care service and a wider Children, Young People and Families Directorate. The key purpose of the role is to ensure high quality social work practice which achieves the best possible outcomes (and progress) for children and young people in need of social work support, assessment and intervention.  The post of Team Manager will ensure that standards of practice are high and that quality, including the delivery of evidenced based systemic practice, is a consistent focus for the whole team.  Importantly, the Team Manager role will model key elements of Systemic Practice including:   * A strengths and relationship based approach * Different perspectives and collaboration * Family & Goal orientated plans which are SMART * The value of systemic tools such as; genograms | | | |
| **PRINCIPAL ACCOUNTABILITIES:** Please identify the level of accountability. | | | |
| 1 | | | **Strategy**  Team Managers are responsible for the performance and practice of the team.  Teams Managers will prioritise the quality of practice balanced alongside a focus on a set of agreed performance measures, based on statutory and inspection requirements.  Team Managers will drive key service and directorate wide priorities and ensure that the team is fully informed and engaged within its wider context – a directorate, a council and a wider partnership. |
| 2 | | | **Customer Focus**  The Team Manger will lead and drive key aspects of partnership working. The role will work in partnership with colleagues, parents and carers to ensure that child centred, purposeful systemic practice is the standard for all social work and related practice. Team Managers will routinely seek feedback from children, young people and families through Quality Assurance work, learning from complaints and compliments received.  Team Managers will set a tone which listens and values user feedback, whilst ensuring that feedback is shared and escalated when appropriate, in order to influence service design and improvement. |
| 3 | | | **Performance Management**  Team Managers will complete routine Quality Assurance workin order to ensure that learning is embedded within team culture and practice. Quality Assurance includes; case audits, observation of practice & Feedback from Children, Young People and Families.  Team Managers will monitor practice and individual / team performance using a Performance Dash Board and other Performance Reports. Importantly, Team Managers will prioritise performance management tasks and approach them in a way which sets a tone of continuos improvement, learning and development. |
| 4 | | | **Leadership**  Team Managers will be responsible for the allocation of work to team members and the transfer of work between other parts of the social care system. Team Managers will have a sound knowledge and oversight of the team caseload at any point, whilst promoting a set of system wide priorities and standards around work flow and a transfer process. Importantly, Team Managers will achieve a balanced focus between the team caseload and a priority to ensure workflow/ transition through the system in a timely way.  Team Managers will make and record their decisions around case work, ensuring that all work is well planned and purposeful in order to effect positive change for children.  Where possible, the goal will be to support children safely with the minimum of statutory intervention possible, promoting a principle of ‘normality’, family based care and early help community based services which are local and accessible.  Team Managers will prioritise decision making which is predicated on a high degree of systemic and reflective thinking. |
| 5 | | | **Statutory Obligations**  Team Managers will be required to understand, and present to their teams, a set of statutory requirements which apply to the whole social care system. In addition, Team Managers will have a higher level of understanding and directly manage a set of statutory requirements which specifically relate to the service area in which they work.  Statutory requirements, whether timescales or an explicit process, will be a key priority and accountability of the role.  Team Managers will routinely make and review decisions around complex casework, including high levels of risk.  In addition, Team Managers will play a key and important role in preparing the team for inspection and supporting team members through an inspection process, ensuring that identified learning and key recommendations are taken forward. |
| 6 | | | Team Managers will provide regular formal and individual supervision for all team members. The two key elements of supervision will be; case supervision and individual supervison. Team Managers will prioritise the supervison of staff and follow the local supervision policy.  Formal supervision and other case discussion will focus on the assessment of risk and outcomes at any given time. Team Managers will be required to provide support, challenge and direction to staff and make decisions in relation to complex and high risk cases.  Team Managers will facilitate routine, reflective team supervision. |
| 7 | | | Team Managers will be responsible for a number of management tasks and accountabilities, following local policy and procedure, including;   * Complaint investigations * Sickness monitoring * Individual Employee Performance (IEP) * Staff recruitment |
| 8 | | | Team Managers will lead and develop effective partnerships with schools, other services and agencies in order to achieve ‘a coordinated approach to ensure effective safeguarding arrangements’ (Section 10, the Children Act 2004) and support other organisations and individuals to ensure their functions and practice has sufficient regard to safeguarding and promoting the welfare of children. |
| 9 | | | The role will maintain a continued focus on developing people and systemic practice within the team, contributing to a wider team and single service. In addition to supervision, Team Managers will prioritise staff development and skill sharing within the team, in order to deliver the best possible practice and service for children and families.  Team Managers are required to set a tone that the team as a learning system, providing support and (constructive) challenge, promoting a culture which learns, is clear about accountability but does not blame.  Team Managers will work with colleagues, and their managers, to plan and deliver team and service development time, involving team members and Clinicians. |
| 10 | | | Team Managers are required to work closely with peers, their managers and within a wider system. Team Managers will attend and contribute to routine decision making panels and have oversight of all court work managed by the team. |
| **CORPORATE JOB REQUIREMENTS *(Do not delete or amend any of this section)*** | | | |
| **1. POLITICAL RESTRICTIONS**  THIS POST IS POLITICALLY RESTRICTED UNDER THE PROVISION OF THE LOCAL GOVERNMENT AND HOUSING ACT 1989 ON THE BASIS OF THE FOLLOWING CATEGORY: | | |
| **2. DIGNITY AT WORK**  To show, at all times, a personal commitment to Looked after Children and treating all service users, customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age).  Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Council’s Equal Opportunities in Employment Policy. | | |
| **3. HEALTH AND SAFETY**  The Health and Safety at Work etc Act 1974 and associated legislation places responsibilities for health and safety on Hull City Council, as your employer and you as an employee of the council. In addition to the Councils overall duties, the post holder has personal responsibility for their own health, safety and wellbeing and that of other employees; additional and more specific responsibilities are identified in the Council’s Corporate H&S policy. | | |
| **4. GENERAL**  The postholder must be flexible to ensure the operational needs of the Council are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Council. | | |
| **JOB CHARACTERISTICS: Confirm by crossing the boxes that the post has the following characteristics *(Only cross the boxes that apply).*** | | |
| * **Postholder will be required to have a range of either professional or specialist knowledge or experience.**      * **Role will have supervision and planning of other peoples workloads and/or planning or scheduling of work over the short term.**      * **HR skills can comprise of being in a managerial role requiring motivating, developing and ensuring the health and wellbeing of a dedicated staff group and/or HR skills in influencing peer and senior managers.**      * **Role has latitude to determine appropriate actions within set policies and practices. Role is subject to structured direction and supervision with set objectives.**      * **Role has requirement to identify and establish relevant policies and practices within their specific area of responsibility.**      * **Role is required to manage/monitor/direct financial plans and budgets in line with corporate policy.**      * **Role has the authority to make key decisions impacting on the Principal Accountabilities.** | | |

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| **ORGANISATION CHART:** Please provide Job Titles and Grades. |
| |  |  |  | | --- | --- | --- | |  |  | Immediate Line Manager  Group Manager (Grade 12) | |  |  |  | | Other jobs (peers) that report to immediate line manager |  | This Position  **Team Manager (Grade 11)** | |  |  |  | |  |  | Direct Reports  Advanced Social Worker, Social Worker, Family Practitioner, Team Co-ordinator | |

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| **RESOURCE MANAGEMENT:**  **Section 1 & 2 should be completed. Section 3 should only be completed if the postholder does not have direct responsibility for staffing or budgets.** | |
| 1. | **Direct responsibility for Staff:** (state numbers of staff and costs)  Responsible for a team including Advanced Social Worker, Social Workers, Family Practitioner and Team Co-ordinator. (circa £200k) |
| 2. | **Direct responsibility for Budgets:** (state key specifics budgets and monetary sums)  Responsibility for budgets (up to £30k sessional hours and non-pay) in conjuction with Group Manager. |
| 3. | **Impact on Corporate/Service/Departmental spending:**  Has a high level of impact on Corporate, Service and Departmental spending based on the decision making for complex / high risk cases e.g authorisation to proceed to panel to seek care proceedings and possible receipt of children into the care system. |

| **PERSON SPECIFICATION** | | **Cross relevant column** | | **List code/s\*** |
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| **The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. The requirements that state ‘if relevant to the job’ will be crossed as essential if applicable.**  *\*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS’s), T = Test/Assessment, P = Presentation* | | **Essential** | **Desirable** | **How identified** |
| **1.** | **Qualifications:** | | | |
| Degree or equivalent level of experience  Professional qualification in Social Work (Diploma in Social Work, BA/BSc/MA in Social Work, CQSW as required by Social Work England). |  |  | CQ |
| Evidence of continuing professional development and/or membership of professional body |  |  | AF |
| Graduate Certificate/Foundation Level qualification in Systemic Practice/Family Therapy (within 36 months of taking up role)  Registered with Social Work England.  Achieve Level 2 Practice Educator Standards Certification (within 36 months of taking up role) |  |  | CQ |
| **2.** | **Relevant Experience:** | | | |
| Experience of delivering, monitoring and planning services at an  operational level |  |  | AF/I/R/T/P |
| Experience of undertaking Change Management, planning and implementing new ways of working |  |  | AF/I/R/T/P |
| Experience of successfully managing activity and performance targets |  |  | AF/I/R/T/P |
| Ability to build and maintain effective teams ensuring the health, safety and wellbeing of all staff within the team. |  |  | AF/I/R/T/P |
| Ability to manage effective budgets/resources and enforce proper financial controls, showing sound business judgement |  |  | AF/I/R/T/P |
| Experience and understanding of planning and project management |  |  | AF/I/R/T/P |
| Experience of assessment and planning, initiating, monitoring, developing and providing outcomes-driven services in the Children’s Social Care arena. |  |  | AF/I/R/T/P |
| Experience of decision-making on complex/high risk cases within the Children’s Social Care arena. |  |  | AF/I/R/T/P |
| Experience of leading a systemic approach to practice within the Children’s Social Care arena. |  |  | AF/I/R/T/P |
| **3.** | **Skills (including thinking challenge/mental demands):** | | | |
| Motivation to work with children and young people and/or vulnerable adults (if relevant to the job) |  | N/A | AF/I/R/T/P |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults (if relevant to the job) |  | N/A | AF/I/R/T/P |
| Able to challenge constructively, to design and introduce improvements and to manage change |  |  | AF/I/R/T/P |
| Able to manage and lead a team effectively in a challenging environment |  |  | AF/I/R/T/P |
| Ability to plan ahead / organise / prioritise, implement service improvements and innovations |  |  | AF/I/R/T/P |
| Ability to synthesise and prioritise complex and potentially conflicting demands, understand and absorb information and resolve problems. Require highly developed co-ordination, time management and prioritisation skills to enable the post-holder to achieve plans and objectives in a timely and organised manner |  |  | AF/I/R/T/P |
| Ability to analyse problems, situations and information, think laterally and present innovative and feasible solutions |  |  | AF/I/R/T/P |
| Skilled in working directly with children, young people and families. |  |  | AF/I/R/T/P |
| Skilled in developing an organisation within which critical reflection and analysis takes place and is valued and supported. (Professional Capabilities Framework - Advanced Social Work Practitioner). Skilled in developing others and in providing supportive and reflective challenge to others. |  |  | AF/I/R/T/P |
|  | Skilled in systems thinking and the development of Children’s Social Care as an outcomes oriented service system. |  |  | AF/I/R/T/P |
| **4.** | **Knowledge:** | | | |
| A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults (if relevant to the job) |  | N/A | AF/I/R/T/P |
| Possesses specialist skills and well-developed knowledge to provide in-depth support to a technical or operational service |  |  | AF/I/R/T/P |
| Able to predict and drive change in a rapidly changing environment to deliver a performance based culture |  |  | AF/I/R/T/P |
| Understand how government policy/legislation impacts on council strategy and services |  |  | AF/I/R/T/P |
| Ability to analyse and solve problems with an appreciation of possible longer-term implications |  |  | AF/I/R/T/P |
| Uses knowledge of the service to be able to make  decisions on requirements of the service and it’s development |  |  | AF/I/R/T/P |
| Knowledge of the psychological, social, cultural, spiritual and  physical influence on people and human development  throughout life span and the legal framework for practice.  (PCF - Advanced Social Work Practitioner). |  |  | AF/I/R/T/P |
| A good knowledge of organisational dynamics and resource and  an ability to maximise organisational potential. (PCF - Advanced  Social Work Practitioner). |  |  | AF/I/R/T/P |
| A comprehensive knowledge of systemic practice and its  application in the Children’s Social Care arena. |  |  | AF/I/R/T/P |
| **5.** | **Interpersonal/Communication Skills:**  **Verbal Skills** | | | |
| Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults (if relevant to the job) |  | N/A | AF/I/R/T/P |
| Ability to build and manage effective relationships with stakeholders |  |  | AF/I/R/T/P |
| Strong analytical skills with the ability to process complex information and explain/present the information |  |  | AF/I/R/T/P |
| Ability to build and maintain effective teams |  |  | AF/I/R/T/P |
| High level of communication and interpersonal skills. Clearly spoken with good telephone, face-to-face and presentation skills |  |  | AF/I/R/T/P |
| Ability to influence, support and challenge across a range of contexts within and outside of Hull City Council. |  |  | AF/I/R/T/P |
| Ability to present to and develop others through coaching, training and teaching. |  |  | AF/I/R/T/P |
| Ability to deal with conflict across a range of issues and able to support others to identify solutions to problems. Ability to present complex, sensitive or contentious information to a range of audiences. |  |  | AF/I/R/T/P |
| **Written Skills** | | | |
| Ability to write structured and concise reports |  |  | AF/I/R/T/P |
| Ability to provide written presentation information of a complex, sensitive or contentious nature to a range of audiences. |  |  | AF/I/R/T/P |
| Ability to write sensitively and clearly for children, young people and families where necessary. |  |  | AF/I/R/T/P |
| **6.** | **Other:** (if there aren’t any state ‘none’) |  |  |  |
| To meet, in full, all aspects of the Professional Capabilities Framework at the level of ‘Advanced Social Work Practitioner’ in all aspects of the Consultant Social Worker role as follows:  (http://www.collegeofsocialwork.org/uploadedFiles/TheCollege/\_CollegeLibrary/Reform\_resources/PCF14-AdvancedLevelCapabilities.pdf)  Professionalism: Identify and behave as a professional social worker, committed to professional development.  Values & Ethics: Apply social work ethical principles and values to guide professional practice.  Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.  Rights, Justice & Economic Wellbeing: Advance human rights and promote social justice and economic wellbeing.  Knowledge: Apply knowledge of social sciences, law and social work practice theory.  Critical Reflection & Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.  Intervention & Skills: Use judgment and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse.  Context & 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.  Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management. |  |  | AF/I/R/T/P |
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| **The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.** | | | | |

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| **7.** | **Competencies:** | | | |
| The competencies listed below are **all** essential requirements for working at Hull City Council in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. **They are not required to be addressed in the candidate’s application form**. |  |  |  |
| Leading forward |  | N/A |  |
| Improving services |  | N/A |  |
| Analysis and decision making |  | N/A |  |
| Making things happen |  | N/A |  |
| Communicating with impact |  | N/A |  |
| Collaboration |  | N/A |  |
| Developing self and others |  | N/A |  |
| A copy of the Competency Framework can be accessed via the Council’s website – www.hullcc.gov.uk/jobs | | | |
| **8.** | **Additional Requirements:** | | | |
| Cross as an essential requirement if the candidate requires a Baseline Personnel Security Check (BPSS). |  | N/A |  |
| Able to work flexibly to meet the needs of children and families. |  | N/A | AF/I/R/T/P |
|  | Able to transport/escort service users (including children). |  | N/A | AF/I/R/T/P |
| **9.** | **Disclosure of Criminal Record:** | | | |
| The successful candidate’s appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure with DBS children’s barred list check from the Disclosure & Barring Service (if crossed as an essential requirement). |  | N/A | DBS Disclosure |
| If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record. |  | N/A | AF(after short listing) |
| If the postholder requires a ‘Basic Disclosure’ or no disclosure is required, the candidate is required to declare unspent convictions only. |  | N/A | AF(after short listing) |