

**JOB DESCRIPTION & PERSON SPECIFICATION – CAREER GRADE**

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| **SERVICE AREA:** | Children & Family Services | **POSITION NO:** |
| **SECTION:** | Children& Family Services (Social Care) | **GRADES:**  **Grade** *7*  **Grade** *8*  **Grade** *9* |
| **JOB TITLE:** | Social Worker | **DATE PREPARED:** |
| **EVALUATIO DATE:** | 9 July 2013 | **JE NUMBERS:** Grade 7 NC3247  Grade 8 NC3248 Grade 9 NC3249 |
| **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. | | |

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| **PURPOSE:**  **Grade 7:**  To provide and support the delivery of high quality social work activities within the Hull Social Care Practice Model as part of a team. Works within the Access & Assessment, Locality, Disability or Looked After Children Service across a range of specialisms e.g. fostering, adoption, children with disabilities, children’s residential, child protection, children in need, with the aim of achieving the best possible outcomes for children and young people in need and their families.  This is a developmental role aimed at Newly Qualified Social Workers during the Assessed & Supported Year in Employment (AYSE).  **Grade 8, all of the above plus:**  To provide and support high quality social work practice with increasing decision-making autonomy in situations of increasing complexity, risk, uncertainty and challenge.  **Grade 9, all of the above plus:**  To provide and support expert and effective social work practice in complex situations, assessing and managing high levels of risk and providing expert opinion in relation to decisions surrounding complex cases. |

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| **PRINCIPAL ACCOUNTABILITIES:**  ***Please note decision making must be included within the Principal Accountabilities*** | |
| **Grade 7** | |
| 1. | To promote and safeguard the welfare of children, young people and/or vulnerable adults *(Service Area to include where appropriate)* |
| 2. | Contributes to the overarching strategy in Hull Children’s Social Care Services – to ensure that the team actively plans for safety, permanency and stability for children and young people regardless of the setting in which they live and to actively support children to live at home safely. |
| 3. | Works in partnership with colleagues, parents and carers, ensuring that child-centred, systemic practice is the principal standard and framework for all work undertaken with children, young people and families. |
| 4. | Engages in critical reflection and constructive challenge within the course of working with colleagues, other agencies and with children, young people and families. |
| 5. | Undertakes specific pieces of direct work with children, young people and families both individually and co-working with colleagues as directed by the Team Manager. |
| 6. | Actively engages in weekly team meetings ensuring focused and purposeful social work is undertaken with all cases. |
| 7. | Works with colleagues in the team to ensure that children, young people and families are regularly and actively communicated with. |
| 8. | Works with colleagues in the team to ensure that case recording is up to date and that required information is available for a variety of purposes e.g. core groups, multi-agency meetings, strategy meetings, panels, court, case conferences and looked after children reviews. |
| 9. | Engages in the professional decision-making process with colleagues in relation to complex/high risk cases. |
| 10. | Actively engages in the professional development framework for Hull Children’s Social Care Services (including attendance at practice development groups) and continuous learning as per relevant level of the Professional Capabilities Framework for the role. |
| 11. | 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 that of other employees; additional and more specific responsibilities are identified in the Council’s Corporate H&S policy. |
| **Grade 8, all of the above plus:** | |
| 12. | Engages in and advises on the professional decision-making process with children, young people and their families and colleagues in relation to complex/high risk cases. |
| 13. | Prepares for and attends relevant decision-making panels on specific cases where there may be a requirement for additional resources e.g. Resource Allocation Panel. |
| 14. | Prepares for and attends court as required in relation to specific cases where the engagement of legal processes is necessary. |
| 15. | Provides co-working support and advice to other staff members within the team. |
| **Grade 9, all of the above plus:** | |
| 16. | Engages in and advises on the professional decision-making process with children, young people and their families and colleagues in relation to complex/high risk cases. Occasionally deputises for the Team Manager and liaises with children, young people and families and the Group Manager when necessary in relation to decisions on cases of a complex/high risk nature. |
| 17. | Provides day-to-day supervision and contributes to practice education of any social work student attached to the team. Provides professional supervision (monthly) to the Family Practitioner. |
| 18. | Actively supports and engages in practice development groups and the provision of information/professional opinion as required e.g. for policy amendments, newly developed ways of working. |
| **GENERAL:**  The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. 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. | |

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| **DIMENSIONS:**  **All sections should be completed – if there aren’t any state ‘none’** |
| **1. Responsibility for Staff:**  **Grade 7:**  No formal responsibility for staff other than contributing to and promoting the learning system within the service.  **Grade 8, all of the above plus:**  Provides co-working support and advice to other staff members in the team. Contributes to and promotes the learning system within the service.  **Grade 9, all of the above plus:**  Provides monthly supervision to Family Practitioner. Provides day-to-day supervision and contributes to the practice education of any social work student attached to the team. Contributes to and promotes the learning system within the service. |
| **2. Responsibility for Customers/Clients:**  **Grade 7:**  Responsible for contributing to the welfare and protection of service users within the context of the Hull Children’s Social Care Practice Model. Works directly with children, young people and families within a systemic framework as directed by the Team Manager. Communicates sensitive and sometimes contentious information to customers/clients co-worked with social worker/experience social worker.  **Grade 8, all of the above plus:**  Engages in and advises on the professional decision-making process with children, young people and their families in relation to complex/high risk cases. Communicates sensitive and sometimes contentious information to customers/clients.  **Grade 9, all of the above plus:**  Occasionally deputises for the Team Manager and liaises with children, young people and families and the Group Manager when necessary in relation to decisions on cases of a complex/high risk nature. |
| **3. Responsibility for Budgets:**  **Grade 7:**  Supports and promotes the most effective and efficient deployment of resources within the context of the Hull Children’s Social Care Practice Model.  **Grade 8, all of the above plus:**  Reasonable requests for additional resources/specialist support e.g. sessional hours and equipment purchases on a case-by-case basis in order to support the overarching strategy to maintain safety, permanency and stability for children, young people and families.  **Grade 9, all of the above plus:**  Autonomous decisions/permissions to provide additional resources/specialist support up to the value of £500 per case in relation to ‘children in need’ cases. Provides professional opinion in relation to request for resources over and above £500. Occasional deputising for the Team Manager in conjunction with the Group Manager to make decisions on up to £30k sessional hours and non-pay expenditure). |
| **4. Responsibility for Physical Resources:**  **Grade 7:**  Contributes to the maintenance of a healthy working environment and ensures that equipment used by the team is maintained and/or maintenance needs reported.  **Grade 8, all of the above plus:**  As above.  **Grade 9, all of the above plus:**  As above. |
| **WORKING RELATIONSHIPS:**  **All sections should be completed – if there aren’t any state ‘none’** |
| **1. Within Service Area/Section:**  **Grade 7:**  High quality, systemic working relationships within the team (including Team Manager, Social Workers, Family Practitioner, Clinician and Team Co-ordinator). High quality, systemic working relationships with ‘buddy’ team, colleagues within the immediate service area and Group Manager as required. High quality, systemic working relationships with colleagues providing ‘early help’ support services eg. Children’s Centres.  **Grade 8, all of the above plus:**  High quality, systemic working relationships with ‘buddy’ team, colleagues within the immediate service area and colleagues in other service areas (Access & Assessment, Locality, Looked After Children Services) and Group Managers/Integrated Service Managers as required. High quality, systemic working relationships with Assistant City Managers eg. Resource Allocation Panel.  **Grade 9, all of the above plus:**  High quality, systemic working relationships with colleagues in Education, Youth Service, City Safe, Adults Social Care, Learning & Development, Complaints, Operations and Information Systems Team. |
| **2. With Any Other Council Areas**  **Grade 7:**  High quality working relationships with Legal Section and Housing.  **Grade 8, all of the above plus:**  High quality working relationships with colleagues across all directorates where an element of community/social support is pertinent in relation to case work.  **Grade 9, all of the above plus:**  As above. |
| **3. With External Bodies to the Council**  **Grade 7:**  High quality working relationships with Voluntary and Community Sector agencies, Health, Education and Police within the locality/across the city and with other local authorities and social care departments.  **Grade 8, all of the above plus:**  As above.  **Grade 9, all of the above plus:**  As above. |

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| **ORGANISATION CHART:** |
| |  |  |  | | --- | --- | --- | |  |  | Immediate Line Manager  **Team Manager (Grade 11)** | |  |  |  | | Other jobs (peers) that report to immediate line manager  **Advanced Social Worker (Grade 10)** |  | This Position  **Social Worker (Grade 9)**  **Social Worker (Grade 8)**  **Social Worker (Grade 7)** | |  |  |  | |  |  | Direct Reports  Social Work Students (Grade 9)  **Family Practitioners??** | |

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|  | | ***Tick relevant level for each category*** | | | | | |  |
| **Not applicable** | **Low** | **Moderate** | **High** | **Very High** | **Intense** | **Supporting Information for each level**  **(if applicable)** |
| **PHYSICAL DEMANDS:** Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment). | **G7** |  |  | 🗸 |  |  | N/A | Occasional exposure to physical demands over and above that normally incurred in a day to day office environment eg. packing belongings/ cleaning. |
| **G8** |  |  | 🗸 |  |  |
| **G9** |  |  | 🗸 |  |  |
| **WORKING CONDITIONS:** Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). | **G7** |  |  | 🗸 |  |  | N/A | Occasional exposure to noxious conditions eg. poor environmental home conditions and substance misuse paraphernalia. |
| **G8** |  |  | 🗸 |  |  |
| **G9** |  |  | 🗸 |  |  |
| **EMOTIONAL DEMANDS:** Exposure to objectionable situations over and above that normally incurred in a day to day office environment. | **G7** |  |  |  |  | 🗸 |  | Newly qualified staff to work in high conflict/socially challenging situations alongside experienced colleagues. |
| **G8** |  |  |  |  |  | 🗸 | Social Workers (at over one year post qualifying) will work in high conflict/socially challenging situations both individually and alongside experienced colleagues. |
| **G9** |  |  |  |  |  | 🗸 |

| **PERSON SPECIFICATION** | | | **Tick 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.**  *\*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:** | | | | |
| **Grade 7:** | |  |  |  |
| Professional qualification in Social Work (Diploma in Social Work, BA/BSc/MA in Social Work, CQSW as required by Social Work England. | | 🗸 |  | **CQ** |
| Registered with Social Work England. | | 🗸 |  | **CQ** |
| Full driving licence. | | 🗸 |  | **CQ** |
| **Grade 8, all of the above plus:** | |  |  |  |
| Evidence of continuing professional development eg. Post-qualifying awards. | | 🗸 |  | **AF/CQ** |
| Graduate Certificate/ Foundation Level qualification in Systemic Practice/Family Therapy (Within 36 months of taking up role) | | 🗸 |  | **CQ** |
| **Grade 9, all of the above plus:** | |  |  |  |
| Achieve Level 2 Practice Educator Standards Certification (within 36 months of taking up role) | | 🗸 |  | **CQ** |
| **2.** | **Relevant Experience:** | | | | |
| **Grade 7:** | |  |  |  |
| 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 working within the legal framework for Children’s Social Care. | | 🗸 |  | **AF/I/R/T/P** |
| **Grade 8, all of the above plus:** | |  |  |  |
| Experience of decision-making on complex/high risk cases within the Children’s Social Care arena. | | 🗸 |  | **AF/I/R/T/P** |
| Experience of working within and providing information/input to a range of activities related to the Children’s Social Care legal framework eg. case conferences, court, looked after children reviews, strategy meetings. | | 🗸 |  | **AF/I/R/T/P** |
| **Grade 9, all of the above plus:** | |  |  |  |
| Experience of embracing and supporting a systemic approach to practice within the Children’s Social Care arena. | | 🗸 |  | **AF/I/R/T/P** |
| **3.** | **Skills (including thinking challenge/mental demands):** | | | | |
| **Grade 7:** | |  |  |  |
| Motivation to work with children and young people and/or vulnerable adults *(service area to include where appropriate).* | | 🗸 |  | AF/I/R/T/P/FPR |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults *(service area to include where appropriate)*. | | 🗸 |  | AF/I/R/T/P/FPR |
| **Grade 8 and above** The ability to maintain effective teams ensuring the health, safety and wellbeing of all staff within the team. | | 🗸 |  | AF/I/R/T/P/FPR |
| **Grade 8, all of the above plus:** | |  |  |  |
| Skilled in routinely and efficiently applying critical reflection and analysis to increasingly complex cases. (Professional Capabilities Framework (PCF) – Social Worker Level). | | 🗸 |  | AF/I/R/T/P |
| **Grade 9, all of the above plus:** | |  |  |  |
| Skilled in modelling critical reflection and evidence-based decision-making, and support others in developing these skills (PCF – Experienced Social Worker Level). | | 🗸 |  | 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 |
| **.** | **Knowledge:** | | | | |
| **Grade 7:** | |  |  |  |
| A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults *(service area to include where appropriate).* | | 🗸 |  | AF/I/R/T/P/FPR |
| Possesses specialist skills and well-developed knowledge to provide high quality support to children, young people and families eg. child development. | | 🗸 |  | AF/I/R/T/P/FPR |
| **Grade 8, all of the above plus:** | |  |  |  |
| Knowledge of the psychological, social, cultural, spiritual and physical influences on people and human development throughout life span and the legal framework for practice (PCF – Social Worker Level). | | 🗸 |  | AF/I/R/T/P |
| Knowledge of the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience. (PCF – Social Worker Level). | | 🗸 |  | AF/I/R/T/P |
| **Grade 9, all of the above plus:** | |  |  |  |
| 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** | | | | |
| **Grade 7:** | |  |  |  |
| Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people. | | 🗸 |  | AF/I/R/T/ FPR |
| High level of communication and interpersonal skills. Clearly spoken with good telephone, face-to-face and presentation skills. | | 🗸 |  | AF/I/R/T/P/FPR |
| **Grade 8, all of the above plus:** | |  |  |  |
| 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 complex, sensitive or contentious information to a range of audiences. | | 🗸 |  | AF/I/R/T/P |
| **Grade 9, all of the above plus:** | |  |  |  |
| Ability to deal with conflict across a range of issues and able to support others to identify solutions to problems. | | 🗸 |  | AF/I/R/T/P |
| Ability to present to and develop others through coaching, training and teaching. | | 🗸 |  | AF/I/R/T/P |
| **Written Skills** | | | | |
| **Grade 7:** | |  |  |  |
| Ability to write structured and concise reports and case record information. | | 🗸 |  | AF/I/R/T/ FPR |
| **Grade 8, all of the above plus:** | |  |  |  |
| 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 |
| **Grade 9, all of the above plus:** | |  |  |  |
| As above. | | 🗸 |  | AF/I/R/T/P |
| **6.** | | **Other:** | | | |
| If there aren’t any state ‘none’ |  |  |  |
| **Grade 7:** |  |  |  |
| To meet, in full, all aspects of the Professional Capabilities Framework at the level of ‘Assessed & Support Year in Employment and Early Professional Development’ in all aspects of the Social Work role as follows:  <http://www.tcsw.org.uk/uploadedFiles/ASYEsocialworkwithchildrencapabilities.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 |
| **Grade 8, all of the above plus:** |  |  |  |
| To meet, in full, all aspects of the Professional Capabilities Framework at the level of ‘Social Worker in all aspects of the Social Work role as follows:  <http://www.tcsw.org.uk/uploadedFiles/PCF11NOVSocialWorkLevelCapabilities.pdf> | 🗸 |  | AF/I/R/T/P |
| **Grade 9, all of the above plus:** |  |  |  |
| To meet, in full, all aspects of the Professional Capabilities Framework at the level of ‘Experienced Social Worker’ in all aspects of the Social Work role as follows: | 🗸 |  | AF/I/R/T/P |
| **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.** | | | | | |
| **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](http://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 | 🗸 |  | AF/I/R/T/P |
|  | | Able to transport/escort service users (including children) | 🗸 |  | 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 & Barring List Disclosure from the Disclosure & Barring Service (if ticked 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) |