

## Job Description

**Management Grouping:** Children's Services  
**Team:** Referral & Assessment  
**Job Title:** Team manager

### Purpose of this Job

The team manager will be responsible for supervising, leading, and supporting a team of social work practitioners, personal advisors and support staff within a statutory service area (ie: child in need, child protection, children looked after, young adults leaving care). Due to the nature of the work, you will be expected to work in an often stressful working environment and dealing with a variety of complex, risky, and diverse issues when supporting and safeguarding the young adults we work with.

You will be responsible for risk management and decision making within the team. This requires you to have extensive knowledge and experience with professional standards for social work as well as the laws, statutory guidance, and local policies and procedures and to ensure these are being modelled and adhered to within the team.

In line with our Signs of Safety practice model, it is expected you will have previous training and/or experience working with a solution focused approach. This will highlight the importance of respectful and collaborative working relationships with families and professionals in order to bring about improved safety and outcomes for the children we serve. You will recognise both areas of strength and safety, as well as worries and danger which will then help inform the next steps in a child's safety and support plan.

You will be expected to have a good breadth of experience working with children and young people and supervising other members of staff. You will be responsible for maintaining a staff compliment congruent with the workload of the team, as well as assisting with recruitment, retention, and support the ongoing learning and development of those within the team.

You will also contribute to the strategic oversight and development of the service. This will involve making contributions and giving feedback in management meetings on performance as well as promoting and implementing any agreed service or strategic improvement plans.

You will have a proficient ability to communicate in English and be able to influence others in an effort to help coordinate services and supports in the best way possible to keep children as safe and well cared for as possible.

You will have the passion, enthusiasm and commitment to manage a team supporting young adults leaving care. You will understand the unique needs of this group of young people and will have extensive knowledge of the legislation supporting our work with and for them. This knowledge will include findings from Ofsted inspections, research and good practice guidance from other local authorities and organisations supporting this group of young people.

### Main Duties and Responsibilities

- To have experience with, or a willingness to be trained and learn, the Signs of Safety practice model and support this approach in all aspects of the work carried out by the team.

- To have previous management or supervisory responsibilities of other practitioners working within children and families services, including the Leaving Care service.
- To keep apprised of the changing contexts, research, practice theories and statutory procedures that govern work with young adults leaving care at the local and national level and to implement these within the team.
- To contribute to the development and implementation of local policies and service improvement strategies and support their implementation within the team and service.
- To provide specialist social work and child protection knowledge and advice to the team, service, and other multi-agency professionals that helps them better understand the diverse experiences of the young adults leaving care with whom we work.
- To liaise, network, influence, and coordinate with other multi-agency partners to provide the best level of multi-disciplinary support to young adults leaving care and where appropriate their children.
- To represent the local authority in a professional and competent matter, especially when making representations at court, with families, or with other agencies.
- To work within the Council's policies, procedures, values, and code of conduct at all times and to help ensure others within the team are aware of and follow these expectations.
- To ensure that timely response and action is carried out by the team to any contacts, referrals, allocations, complaints, information requests, child protection enquiries, court directives received, and plans for children.
- To ensure the practice and management oversight of all work and performance in the team is compliant with relevant laws, statutory guidance, and local procedures that govern children's safeguarding, adult safeguarding, the social work profession, health and safety, employment law, human rights, and data protection.
- To maintain regular supervision and appraisal of worker performance in the team that includes case management oversight, timely decision making, the effective implementation of pathway plans, reflective space, respectful challenge, recognising areas of good and bad practice and supports the ongoing learning and development of workers.
- To regularly audit and review case work and records so that case notes are contemporaneous and sufficiently detailed, case summaries and chronologies are up to date, assessments and reports are completed to a good standard and are holistic, that plans are being actioned and monitored for progress, contingency plans are in place and utilised when necessary, the voice and best interest of the child is consistently evident, and decision making takes place at key points in the planning and review process for children.
- To chair strategy, review, planning, professional, and network meetings as required.
- To authorise, review, and manage expenditures within the prescribed budget so that a good balance is struck between supporting what is in the best interest of the child and spending public funds in the most responsible, effective and efficient manner.
- To keep the team fully staffed by supporting the recruitment and interview process for new practitioners, both within the team and across the service, and monitoring this in relation to changing circumstances (ie: workload fluctuations, worker illness or absence).
- To be available after hours as necessary to support workers who may be dealing with crisis and casework responsibilities to safeguard young adults.
- To work within the Council's policies, procedures, values, and code of conduct at all times and to ensure you and the team reflect these when carrying out professional responsibilities with members of the public.
- Other duties as required necessary to carry out the smooth functioning of the service and to meet our corporate parenting and safeguarding responsibilities to children.

## Learning and Development

- To regularly review and reflect on professional practice along with colleagues and your line manager to identify areas of further professional learning and development.
- To enrol and engage in regular training and learning opportunities, both internally and externally, in order to promote further professional development and practice.
- To identify and engage in opportunities to share professional practice and experience with other colleagues, students and professionals to promote an ongoing learning environment.
- To identify and support any learning and development needs for workers in the team.

## Professional Capability Framework (PCF) Expectations for Social Work Managers

Social work managers lead, motivate, nurture and manage a team (social workers and others), ensuring the service provided is effective, and delivering positive outcomes. They do so by managing performance and quality assurance, resources and budgets, in partnership with others and key stakeholders. They are knowledgeable about managing social workers and others within single or multi-professional teams. They contribute and support the development of practice, procedures and policy and specifically the professional development of the team they lead. They are accountable for the practice of social workers within the team they manage, and provide or ensure effective professional and practice supervision, as well as performance appraisals, takes place. They support mentoring and coaching to enhance the quality of practice. They investigate complaints as needed. They seek to ensure team experience influences and informs the work of the organisation and that of other service providers, supporting and managing change as needed within their area of responsibility.

## Person Specification

All applicants will be assessed against the following criteria and performance indicators throughout the recruitment process.

**E = Essential**

**D = Desirable A = Application**

**I = Interview**

**T = Test**

Selection Criteria	Council Value	Level of Need	How Assessed
<p>Candidates should be able to demonstrate competent experience and capabilities in the following areas:</p> <p><b><u>Promote and Govern Excellent Practice</u></b></p> <p>Ensure that the safety, welfare and best interest of the young adult is central to the work undertaken by the team and its members.</p> <p>Promote and support the use of the Signs of Safety solution focused practice principles in all work undertaken within the team and in decision making.</p> <p>Promote and maintain a high standard of professional practice in the team through modelling good practice, regular management oversight, and motivating the team to perform at their best.</p> <p>Review, revise, provide feedback and endorse key aspects of work undertaken by practitioners in the team (ie: assessments, CSE assessments, S.47 enquiries, reports, court statements, pathway plans).</p> <p>Promote, share and use research and professional practice theories within the team to inform the assessments and work undertaken with children and families.</p> <p>A working familiarity with relevant laws, statutory guidance, local safeguarding procedures, or internal policies and procedures that govern the work that we do with young adults leaving care. Where this is not always known, a demonstrated ability to seek out advice and guidance on where to find the relevant procedures.</p> <p>Possess a relevant social work degree qualification (ie: DipSW or CQSW or degree in social work).</p>	<p>Innovation, Leadership,</p> <p>Innovation, Leadership</p> <p>Leadership, Collaboration</p> <p>Leadership, Impact</p> <p>Innovation, Collaboration</p> <p>Innovation, Leadership</p> <p>Leadership</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AIT</p> <p>AI</p> <p>AIT</p> <p>AIT</p> <p>AI</p> <p>AIT</p> <p>A</p>

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Are registered with the professional regulator for social work (Health and Care Professions Council – HCPC).	Leadership	E	A
To possess an advanced social work or management qualification.	Innovation, Leadership	D	AI
Have a good understanding of and ability to use IT systems, such as case recording systems (ie: Liquid Logic), word processing (ie: Microsoft Word), Email and Calendars (ie: Microsoft Outlook), Internet search engines (ie: Google or Bing), computers, mobile phones, and secure remote working systems (ie: Wifi, Citrix or Cisco VPN systems).	Innovation, Impact	E	AIT
<b><u>Developing Excellent Practitioners</u></b>			
Have extensive experience working in a statutory children’s services setting (i.e child protection, children looked after or leaving care) and at least one year experience supervising practitioners within this setting.	Innovation, Leadership, Impact	E	AI
Models and supports a continual learning environment that promotes the sharing of good practice, challenges weak practice, draws upon latest research or guidance, and creates a respectful culture of professional challenge.	Innovation, Listen & Respond, Open & Accessible	E	AIT
Explores creative ways practitioners can learn from one another in the team and promote ways for sharing these learning experiences (ie: shadowing or joint case working).	Innovation, Listen & Respond, Open & Accessible	E	AI
Consistently identifies and recognises areas of good practice in supervision or when it occurs, not assuming this will always be known or appreciated.	Leadership, Listen & Respond	E	AI
Encourages practitioners to stretch themselves and their abilities through seeing their potential for further development and supporting this through regular feedback or learning opportunities.	Leadership, Listen & Respond	E	AI
Considers the importance of the child and family’s diverse cultures, faiths, abilities, identities, and experiences in helping to understand the situation from their perspective to inform the best practice approach and support for the child and family.	Listen & Respond, Impact	E	AIT

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<b><u>Shaping and Influencing the Practice System</u></b>			
Promotes the use of Signs of Safety practice principles by creating an environment where workers feel valued, respected, and motivated, and translate these same values into their work with children and families.	Innovation, Listen & Respond, Open & Accessible	E	AI
Uses feedback received from young adults, their families, professionals, and social workers on where things can be improved, reinforce what we do well, and encourage the team to work together to bring about positive service improvements and professional capability.	Listen & Respond, Collaboration, Open & Accessible	E	AI
Contributes to the shaping, implementation, and review of relevant policies and statutory guidance whenever possible to help reduce unnecessary bureaucracy and promote professional judgement and good working practice.	Innovation, Leadership, Impact	E	AI
Ability to develop and sustain multi-agency networks that help coordinate a diversity of support and understanding around the challenges children and families may face and how to best approach and support improved outcomes for them.	Collaboration, Listen & Respond	E	AIT
<b><u>Effective Use of Power and Authority</u></b>			
Models a professional approach that promotes respectful challenge, allows others to admit mistakes, recognises good practice, and supports continual learning and development environment within the team.	Leadership, Open & Accessible	E	AI
Makes the best informed decisions by inviting the views of all relevant people (ie: the young adult, family, involved professionals, and social worker) wherever possible.	Leadership, Collaboration	E	AIT
Able to exercise statutory powers to safeguard children by seeking legal advice and initiating legal proceedings where necessary in order to adequately protect a young adult from significant abuse or neglect.	Innovation, Leadership, Impact	E	AIT
Chair meetings and make decisions that seek genuine engagement from participants, collaborative working, and maintains a focus on	Leadership, Collaboration, Open & Accessible	E	AI

Selection Criteria	Council Value	Level of Need	How Assessed
the best interest of the young adult (ie: strategy meetings, core groups)			
<b><u>Confident Analysis and Decision-Making</u></b>			
Maintain management oversight of all cases within the team to promote good practice, timely decision making, defensible decisions, and that children's plans are implemented and regularly reviewed for progress.	Leadership, Impact	E	AIT
Provide regular supervision that balances case management decision making with reflective space to explore the emotional and personal impact of practice and interactions with others, including dilemmas that may arise.	Leadership, Listen & Respond, Open & Accessible	E	AI
Using a Signs of Safety analysis to support defensible decision making (ie: exploring the worries, what's working well, and what needs to change for a young adult in justifying decisions made).	Innovation, Leadership	E	AI
Ensures contingency planning or the "what if" scenario is always explored with young adults and families and accounted for in pathway plans, including when things may get bad enough to warrant statutory intervention.	Leadership, Collaboration, Impact	E	AIT
Promote professional judgement and decision making by practitioners in the team wherever appropriate and avoids micro or direct managing of cases wherever possible.	Leadership, Listen & Respond, Open & Accessible	E	AIT
Able to recognise which decisions are within the remit of team manager to make, and when decisions require further input or endorsement by more senior managers or decision making panels.	Leadership, Collaboration	E	AIT
<b><u>Purposeful and Effective Social Work</u></b>			
Ensure consistent use of solution focused questioning and a Signs of Safety approach in all areas of work.	Innovation, Listen & Respond	E	AI
Ensure workers consistently review assessments and update plans in light of any progress or change of circumstances and be receptive to changing professional views and plans according to the changing needs of the young adult.	Innovation, Listen & Respond, Impact	E	AI

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Solicits regular feedback from the young adults, their network and professionals we work with and being receptive to their views, acknowledging mistakes, and learning ways to continually improve practice and make things right.	Collaboration, Listen & Respond, Open & Accessible	E	AI
Investigating and providing timely responses to any complaints raised by young adults or anyone acting on their behalf or professionals. Being confident to acknowledge when mistakes have been made and recognising areas where things could improve. Being focused on the young adult so as to not allow complaints to diverge from the good, timely and safe planning.	Listen & Respond, Open & Accessible, Impact	E	AI
Ensures all relevant family members (including fathers) and professionals are included, welcomed and their views listened to when working together in order to provide the best outcome for young adults.	Collaboration, Listen & Respond, Impact	E	AIT
Promotes the use of solution focused outcomes within children's plans that are SMART, identify clear timescales and those responsible, and use of scaling questions to gauge the progress and effectiveness of support being offered.	Leadership, Open & Accessible, Impact	E	AI
Conveys clear expectations to the young adults and their families we work with about what support or intervention we are providing. These are planned for and clearly explained, and ensuring that when the team support ends at the age of 25 young people are clear about where to go for support when needed and are ready to become confident and happy adults.	Innovation, Leadership, Open & Accessible	E	AIT
Have a proficient ability to speak, write, and read in English, with confidence and accuracy, whilst using the right kind of vocabulary appropriate to a given situation without a great deal of hesitation.	Listen & Respond	E	AIT
Ability to listen to our young adults, understand their needs, and respond clearly even in complex situations.	Listen & Respond	E	AIT
Ensure that resources and finances are deployed in the most effective and efficient way that provides the best level of support to young people possible within the allocated budget for the team.	Innovation, Leadership, Impact	E	AI



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<b><u>Emotionally Intelligent Practice Supervision</u></b>			
Able to demonstrate a high level of resilience in stressful or crisis situations to be available to support workers and the team with clear guidance and direction.	Innovation, Leadership	E	AI
Explore issues of potential emotional or personal bias with the line manager or in own supervision, be open to reflect upon how this may impact decision making, and be receptive to respectful challenge that may shape or change ones perspective or thinking.	Innovation Leadership, Open & Accessible	E	AI
Able to remain calm and respond in challenging or confrontational situations rather than reacting in a harsh or disrespectful manner.	Leadership, Listen & Respond	E	AI
Identify where there may be issues of professional practice that is having adverse emotional or mental implications and to seek support for this (ie: occupational health, counselling support).	Leadership, Innovation, Open & Accessible	E	AI
Attuned to the emotional impact that the stress and demands of this work can pose to workers within the team and provide an empathetic, supportive, and pragmatic response and support.	Leadership, Listen & Respond, Open & Accessible	E	AI
Be receptive to and identify areas of unnecessary bureaucracy or hierarchical pressures that unduly frustrate or impede good practice from taking place and help create strategies to reduce or remove these.	Innovation, Leadership, Listen & Respond	E	AI
<b><u>Performance Management and Improvement</u></b>			
Consistently reviews previous decisions at regular intervals (ie: in supervision or on an ad hoc basis) to ensure they are actioned accordingly to avoid drift and delay in planning for children.	Leadership, Impact	E	AIT
Regularly monitors and provide feedback on the practice of workers in the team and identifying any learning or professional development needs that may need further support or development.	Leadership, Listen & Respond	E	AI
Managing performance through regular audits, supervision, review of reports and plans, and use of performance indicators. Providing regular management reports highlighting areas of good practice, areas of weak practice, and progress on	Innovation, Leadership, Open & Accessible	E	AI

Selection Criteria	Council Value	Level of Need	How Assessed
next steps in order to bring and maintain all areas of practice within the team to a good standard.			
Manage consistently weak performance through constructive feedback, respectful challenge, and identifying areas of support or learning to be worked on.	Innovation, Leadership, Open & Accessible	E	AI
Does not hesitate to take issues relating to consistently weak or unprofessional practice further through HR and disciplinary procedures if necessary, recognising that this sort of practice undermines the good service our children and families should always receive.	Innovation, Leadership, Open & Accessible	E	AI

This position is exempt from the main provisions of the Rehabilitation of Offenders Act 1974. This means the Act permits the disclosure of any “spent” or “unspent” convictions, cautions or reprimands that are not “protected” as defined under the Exceptions Order 1975 (2013). This is due to this position is working with vulnerable children and adults and is thus deemed a “regulated activity” as defined by the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedoms Act 2012. This means checks will also be made against barring lists related to working with vulnerable children and adults.

We recognise the contribution that ex-offenders can make as employees and volunteers and welcome applications from them. A person’s criminal record will not, in itself, prohibit that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

All cases will be examined on an individual basis and will take the following into consideration:

- Whether the conviction is relevant to the position applied for.
- The seriousness of any offence revealed.
- The age of the applicant at the time of the offence(s).
- The length of time since the offence(s) occurred.
- Whether the applicant has a pattern of offending behaviour.
- The circumstances surrounding the offence(s), and the explanation(s) offered by the person concerned.
- Whether the applicant's circumstances have changed since the offending behaviour.

We will not undertake a DBS check unless an offer of employment is made. It is important that applicants understand that failure to disclose any convictions, cautions, reprimands or final warnings that are not “protected” could result in withdrawing an employment offer, or later disciplinary proceedings or dismissal. For further information on which disclosures are considered “protected” and thus may be “filtered” from a disclosure, please visit

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>