

Job Description

Management Group: Children's Services

Department: Leaving Care

Job Title: Senior Personal Adviser

Reports to: Team Manager, Leaving Care

Main purpose of the job: Young People/Young adults

- The leaving care team works with young adults aged 18-25 who were previously in care. Following ongoing assessments, the team provides information, advice, guidance and support to enable young adults to make a successful transition into adulthood.
- To hold an allocated caseload of more complex young adults with various needs. To signpost and support colleagues with their young adults that are leaving care to access direct appropriate services according to departmental policies and procedures and statutory guidance.
- To lead, champion and support the Bexley's vision including the implementation of our Strategic Improvement Plan for Children's Services; the young adult's plan and specific improvement initiatives related to external regulation.

Major Duties and Responsibilities:

- Senior Personal Adviser will be responsible for delivering high quality practice in all allocated cases to improve outcomes for young adults 18+, ensuring where possible a multiagency approach is facilitated to safeguard and support all young adults with particular regard to those with complex needs and vulnerabilities.
- Support, line manage and develop the team in key areas that we believe are essential to personal advisers.
- To ensure compliance with organisation ethos and quality standards.
- To support the Operations Manager to ensure that the organisation is able to fulfil its contractual, legal and moral obligations through the implementation and evaluation of quality systems and procedures.
- To promote high aspirations, and seek to secure the best outcomes, for those young adults.

The key roles of a Leaving care senior Personal Advisor are to:

- To identify, organise, deliver in house training to colleagues enabling them to carry out their role in line with their Job Description.

- To arrange periodic shadowing of, and being shadowed to share appropriate working practices and set best practice across the team, department and external partners.
- To develop regular training sessions/workshops for professionals (keyworkers, Staying Put carers, HOST and across the service) to ensure that they are fully engaged with appropriate independent living schemes such as leading on independence skills.
- Publicise, promote and participate in events, ensuring that information is available in a range of accessible formats and to arrange interpreting, translating and other support requirements in order for interested parties to take full advantage of independent living schemes and the support service provided.
- To support our participation team with events and various activities planned.

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- Support the development of Personal Advisers within the leaving care service through co-ordination of induction, mentoring and sharing of practice expertise, joint case working and taking a lead on young adults' participation and with team or service developmental activity for young adults.
- To ensure that as a mentor, new starters are well supported within the team and provide adequate advice and guidance.
- To promote and champion a learning culture in line with Bexley's work force strategy plan and develop ambition in a thriving environment.
- Working closely with colleagues in the Children in our Care teams to ensure successful transfer of young people between the services. To establish and develop positive engagement and working relationships with young people. Work with other colleagues in the leaving care service to ensure the provision of a seamless service to the leaving care as well as with specialist services such as adult social care.
- To develop, organise and deliver training for new starters from children in our care team to ensure that they have a good understanding of our service and when transferring young people to our service.
- To maintain effective and co-operative working relationships with relevant bodies and be actively involved in project meetings and to produce detailed minutes/reports as appropriate.
- To manage a caseload of young adults with more complex needs, prioritise workload, manage diaries, visit and record all contact using Signs of Safety model (training given) and within set deadlines.

- To produce high quality of practice and reflect Bexley practice model, are clear, succinct and written so as the child, young adult or family member can understand.
- To have sound knowledge of Bexley Policies and procedure and being able to provide information to personal advisers.
- To ensure young adults are informed of their entitlements and part take of key development areas related to our local offer by organising forums, events and in partnership with our participation team.
- Maintain effective and co-operative working relationships with relevant bodies and be actively involved in project meetings and to produce detailed minutes/reports as appropriate.
- To support colleagues in identifying their young adult's ambition and progress and work closely with partner agencies including Job Centre+, colleges and employers to support young people to access suitable employment, education or training opportunities.
- Coordinate, with our career adviser, programmes of education, training and support to individual young adult as part of their Pathway Plan, updating the plan in consultation with the young adult when required.
- To develop and maintain a detailed understanding of independent living toolkit; play an active role with our participation team with respect of activities for young adults in our care that will help our young adults to live independently.
- To chair a meeting or support a young adult to manage a formal meeting and advocate on their behalf when necessary. This could include supporting their attendance at court, in a tribunal hearing, placement meetings or mental health and medical assessments and being prepared to provide professional feedback.
- To have working knowledge of the benefit system in order to offer information and advice to the young person if required and liaise with the appropriate benefits agencies within the local authority of Bexley and local authorities outside of the borough.
- To undertake any other duties deemed appropriate for the role.
- In order to deliver the service effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the post.
- Travelling is an integral part of this role. Drivers must hold a full driving licence, which allows them to drive in the UK and Class 1 Business Use Insurance and must abide by the Use of Private Vehicles for Company Business Policy at all times. Non-drivers must be able to arrange the necessary travelling, giving consideration to the needs of the role and the incompatibility of public transport.

- To work with the Social Work Operational and Group Managers of the service to monitor and evaluate the quality of the service and, where appropriate, make suggestions for improvement via supervision or the team meetings.
- Have good knowledge regarding Equality, Diversity and Inclusion Strategy 2020 to 2024 describes how equality, diversity and inclusion are essential to the way that we operate, both as the UK’s competition authority and as an employer. As a competition authority, we have a duty to further the interests of citizens and consumers.

TRAINING AND DEVELOPMENT:

- Take responsibility to inform and raise awareness of key issues involved in working with people from diverse ethnic, cultural, and socio-economic backgrounds and role model best anti-discriminatory practise.
- To be available for supervision and appraisal with line manager in order to assess the progress of work, make decisions about the management of cases, plan future activity and provide information about work undertaken.
- Undertake training, and attend and participate in conferences in agreement with the team manager and learning and development panel, in order to further individual professional development, keep updated regarding research and practice, and
- Contribute to the development of the service and the Organisation learning culture and attend mandatory in-house training and externally attend mandatory local safeguarding children and vulnerable adults training and keep updated regarding hospice and local policies and procedures.
- Ability to attend Signs of Safety training and continue to champion Sign of Safety model across the team.

Person Specification

Management Group: Children’s Services

Department: Leaving Care		
Job Title: Personal Advisor Selection Criteria	Essential/ Desirable (E/D)	Method of Assessment (A/I/T)*
(a) Education and Formal Training NVQ3 in Health and Social Care or equivalent professional qualification. At least 5 GCSE’s, including maths and English	E	A

<p>(b) Experience and Knowledge</p> <p>Experience of face-to-face work with young adults in a formal or informal setting.</p> <p>A thorough grasp of the issues affecting young adults and young adults in leaving care setting</p> <p>I am able to plan and lead activities of group work and working with adults, parents and carers in a respectful and service user lead approach. Working with other agencies to support young people.</p> <p>Significant experience of direct work with teenagers and young adults with complex needs.</p> <p>Extensive experience of working in health or social care.</p> <p>Experience of coaching and mentoring staff</p> <p>Experience of developing child-centered plans and strategies</p> <p>Knowledge of relevant legislation related to young adults leaving our care, asylum seeking young adults and welfare reform as well as entitlement</p> <p>Good knowledge of adult safeguarding and adult social care</p> <p>Knowledge of child development and the potential impact of neglect and abuse on young people and young adults in our care.</p> <p>Experience of working with young adults who have been the victims of, or who are vulnerable to sexual exploitation, gang involvement, drug and alcohol misuse or criminal activity.</p> <p>Experience of delivering high quality interventions to vulnerable children, delivering a high-quality service to young people and young adult</p>	<p>E</p>	<p>A/I</p>
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<p>(c) Skills and Abilities</p> <p>Ability to work effectively with others, co-operate with colleagues and help the team to achieve its goals.</p> <p>Showing effective leaders by ensuring projects, initiatives or other work functions are performed successfully.</p> <p>To have strong interpersonal and communication skills and an ability to be flexible and adjust to changing factors, conditions or environments.</p> <p>Ability to reflect constructively on past experience as a means of understanding young adults' development.</p> <p>Ability to work sensitively within a variety of contexts and adapt the way you work as appropriate.</p> <p>Ability to lead, manage and motivate a team Excellent communication skills, written and oral.</p> <p>The ability to maintain appropriate and high-quality records and an understanding of information security and governance.</p> <p>Demonstrable ability to prioritise and complete a range of complex tasks such as report writing, detailed assessments, financial calculations and giving presentations.</p> <p>English Language Requirements for Public Sector Workers:</p> <ul style="list-style-type: none"> • Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. • Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. • Ability to listen to customers and understand their needs. • Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations. 	E	A/I
<p>(d) Other Additional Requirements</p> <p>Full driving license and access to own transport.</p> <p>Ability to travel throughout the Borough, nationally and overseas (with overnight stays where necessary).</p> <p>Ability to work unsociable hours when required.</p>	<p>D</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>

Selection Method key:

I = Interview A = Application Form AT = Ability Test

Applicants will be assessed against these criteria and high performance indicators throughout the recruitment process.

Values	Behaviours for staff	Behaviours for managers
Innovation	<p>I am highly able to be flexible and adapt to changing demands</p> <p>I am prepared to take managed risks to achieve better outcomes</p> <p>I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo</p>	<p>I routinely look for innovative and cost-effective ways to improve performance and customer service</p> <p>I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future</p> <p>I take calculated risks based on available evidence and my professional judgement to learn and try new things</p>
Leadership	<p>I am an effective professional who is can make decisions quickly with the information I have. I have a high level of Integrity and reflect upon practice to be provide quality service to young adults.</p> <p>I am creative, patient, positive and able to teach and mentor and transmit knowledge.</p> <p>I am skilled at problem-solving issues that arise on the job and identifying a step-by-step solution and support colleagues.</p> <p>I am able to follow through a plan and keep promises.</p>	<p>I take responsibility for my service and for making things happen to make a difference to my service users</p>
Collaboration	<p>I show respect for others and value contributions from internal and external partners and customers</p> <p>I recognise the right solution, regardless of who initiated it</p> <p>I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver</p>	<p>I encourage the feeling that the team is a collective unit with shared goals</p> <p>I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council</p> <p>I network internally and externally</p>
Listening and Responding	<p>I acknowledge other people's viewpoints and work with them to find a win-win solution</p> <p>I prepare and present information anticipating questions and problems</p> <p>I adapt my style to the audience and their needs, using the most appropriate communication channels</p>	<p>I seek regular service user feedback and review customer data to shape service improvements</p> <p>I ask staff for ideas on how to improve our service and how I can improve as a senior practitioner, listen to them and act on them</p>

		I empower staff to make decisions and changes to improve value for money, customer service and productivity
Open and Accessible	<p>I see issues from the customer / user perspective</p> <p>I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs</p> <p>I seek to build and maintain positive relationships with customers and partners</p>	<p>I am accessible to my service users, customers, staff and Members</p> <p>I communicate and share a clear vision for the bigger picture as well as specific service areas</p> <p>I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations</p>
Impact	<p>I prioritise my activities and resources to focus on those which have the most impact for residents</p> <p>I take responsibility for making things happen and achieving my objectives as well as the council's vision.</p> <p>I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence</p>	<p>I design services that provide value for money and deliver our outcomes, informed by evidence</p> <p>I produce, prioritise and adapt plans to meet changing requirements</p> <p>I set interim goals to achieve notable wins on the way to larger objectives</p> <p>I deal with poor performance and support individuals to improve practice by providing support.</p>