

London Borough of Bexley

Job Reference: ECS000049 I

Job Description

Management Grouping: Children's Services

Department/Section: Children's Social Care, Youth Justice Service

Job Title: Restorative Justice Worker

Reports to: Team Manager

Job Summary

The post is based in the Youth Justice Service (YJS) within Children's Services.

Job Purpose

- To work directly with children and young people aged 10 to 18 years open to the Youth Justice Service and victims of crime.
- To be fully conversant with the Youth Justice Board (YJB) approved Assetplus framework, delivery and arising support, guidance and assistance to children and their parents.
- To prevent offending and re-offending by children.
- To lead the service responsibility to victims, operational oversight, development and delivery of reparation projects
- To lead and apply restorative justice practice and interventions with children and victims of crime based upon jointly agreed plans.
- To make effective use of resources to meet the needs of victims and children and requirements of Children's Services and Youth Justice statutory frameworks and associated guidance and to develop a wide range of restorative and reparation opportunities.

Principal Duties

- To ensure your own practice in relation to the victim code, safeguarding and welfare of children is discharged to the highest professional expectations and standards. To report any safeguarding or risk-related issues and concerns to management in a timely and appropriate manner and record all work to a high standard on the YJS case management system 'Childview'.
- To act as a named RJ and Victim Worker and develop and implement agreed restorative and reparation plans for children and assist them to develop an understanding of how their actions have impacted upon their victims and wider community.

- To work directly with victims of crime and anti-social behaviour, assessing and responding to victim safety issues, victim support needs and delivering restorative interventions
- To meet all quality standards set by YJS, His Majesty Inspectorate of Probation inspection standards, local Children's Services policies and values, partnership agencies, National Standards for Youth Justice and case management guidance, and the Victim Code.
- To prepare RJ, victim and reparation activity reports within agreed timescales when required.
- To contribute to quarterly reporting to MOPAC by providing accurate data and reports
- To support the co-ordination of Referral Order panels as required, ensuring that panel members received reports as due, case managers attend scheduled panels and to provide support and attendance at panels to cover staff absence on occasions..
- To liaise with other agencies as appropriate in determining victim contact, RJ plans and intervention.
- To implement Restorative Justice Principles within the YJS
- To share best practice with regard to RJ principles in all interventions plans for children and with partner agencies.
- To develop and deliver restorative interventions for victims of anti-social behaviour, within schools and care placements
- To ensure that all children are able to complete their agreed or designated reparation hours in a timely way and feedback their views as part of service development.
- To manage a diverse range of reparation, victim and RJ services to victims and children subject to Orders, out of court disposals and on occasion, in targeted (preventing offending) provision and/or schools.
- To manage reparation projects and contribute to the expectations laid out within service level agreements and monitoring of outcomes.
- To support the development and recruitment of volunteers as required, and ensure this is within legislative and local frameworks, e.g. DBS and GDPR compliance and their recruitment, training, supervision and appraisal.
- To provide duty cover on a rota basis for the YJS and to assist front line pressures as required.
- To attend supervision and implement jointly agreed actions.
- To keep up to date records of work undertaken on behalf of YJS and ensure they are recorded contemporaneously on the YJS database 'Childview'.
- To participate in the analysis of management information as required.
- To comply with statutory duties and departmental policy and procedures in relation to victims, children and young people
- To work towards meeting the diverse and individual needs of children , their families and victims, including race, gender cultural, religious, maturity ability and linguistic needs.
- To attend training based on team and individual personal development which links with service and improvement plans.
- To participate in Bexley's performance conversation and appraisal process to support corporate priorities and children's services values in everything you do for children and young people. To participate and support, through collaboration across children's services the directorate departmental and service improvement priorities and strategic plans. E.g. Youth Justice Strategic Plan.
- To comply with General Data Protection Regulations, relevant information sharing protocols and service information asset registers when working with sensitive and personal data and to ensure

that volunteers understand and apply compliance and report any breaches to management

- To identify new community based services in both the voluntary and private sector which may respond to the assessed need of, and/or feedback from, children, for reparation opportunities.
- To monitor the quality and level of service provided for children referred by the YJS to any external reparation providers.
- To carry out any other duties as may be required by the YJS management team and commensurate to the post grade.

Attendance some evenings will be required for RJ conferences and the delivery of reparation activities.

Person Specification

Management Grouping: Children's Services

Department/Section: Children's Social Care - Youth Justice Service (YJS)

Job title: YJS Restorative Justice Worker

Selection Criteria	Essential/ Desirable (E/D)	Selection Method (see Key)
<p>(a) <u>Education and Formal Training</u></p> <p>Relevant qualification and/or experience e.g. in supporting victims of crime, criminal justice, or youth justice</p> <p>Proficient in IT systems or programmes</p> <p>Educated to good standard in the English language verbal and written</p>	<p>Essential</p> <p>Highly Desirable</p> <p>Essential</p>	<p>A</p> <p>A/T</p> <p>A/T</p>
<p>b) <u>Relevant Technical Experience and Knowledge</u></p> <p>Experience of working in a children and family, criminal justice or victim support setting</p> <p>Experience of co-producing plans with children and families or victims</p> <p>Working knowledge of the Children's Act 1989</p> <p>Understanding of the legislative context as well as specific relevant legislation and guidance relating to the victim code, restorative justice, youth justice, safeguarding and sharing confidential information to support children and key principles and importance of Child Protection Procedures</p> <p>Experience in undertaking comprehensive assessments, writing complex and sensitive reports</p>	<p>Essential</p> <p>essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/1/T</p> <p>A/I</p>

Experience of delivering RO panel co-ordination and/or RJ conferences and working in a multi agency setting	Highly Desirable	A/I
Experience of working with diverse groups and a commitment to anti-racist and anti-discriminatory practice	Essential	A/I

Experience with managing own workload	Essential	A/I
Understanding of the Victim Code, YJB Assetplus assessment framework and relevant guidance	Essential	A/I
Able to understand the issues that impact on victims	essential	A/I
Experience of working in a statutory framework	Essential	A/I
Experience with working with the Crime & Disorder Act 1998	Desirable	A/I
Experience of engaging and working with children and families ranging from 10 - 18 yr	Essential	A/I
Experience of working with victims of crime	Essential	A/I
Experience of developing and monitoring victim and reparation services	Desirable	A/I
Experience in conducting Intervention planning meetings, and contributing to various safeguarding, risk and planning meetings across children's social care, education and youth offending.	Essential	A/I
Understanding of trauma-informed practice and its application in a youth justice setting	Desirable	A/I
<u>English Language Requirements for Public Sector Workers:</u> <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. 	Essential	

Selection Method Key: A = Application

I = Interview

T = Ability Test

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

High Performance Indicators:

Values	Behaviours for staff	Behaviours for managers
Innovation	<p>I respond flexibly 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 demonstrate a clear sense of purpose and direction, in line with organisational objectives</p> <p>I am willing to take difficult decisions</p> <p>My personal actions promote a positive image of Bexley</p>	<p>I take responsibility for my service and for making things happen to make a difference to my service users</p> <p>I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work</p> <p>I inspire, lead and encourage staff to move forward</p>
Partnership	<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 manager, listen to them and act on them</p> <p>I empower staff to make decisions and changes to improve value for money, customer service and productivity</p>
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</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</p>
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