

Job Description

Management Grouping: Children's Services

Team: SHiFT

Job Title: Social Worker

Purpose of this Job

To build positive, supportive, and respectful relationships with children and families in order to help support children in need of help or protection. You will co-work with social workers from other teams within the department as well as case-hold children for whom there are concerns around extrafamilial harm, including criminal or sexual exploitation.

As a member of SHiFT Bexley, you will work intensively with small numbers of children, getting alongside them, their friends, families, and communities, and working with them collaboratively and systemically, to develop high trust, culturally competent and strengths-driven relationships that catalyse positive change. You will help support families to keep their children safely within their family network by supporting and augmenting their support network and intervening effectively alongside partner agencies with the spaces where harm is occurring. You will work with children and families flexibly, whenever and wherever they feel safest.

You will work alongside Bexley's Signs of Safety practice model which is used across children's services when working with children, families and the wider professional network.

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.

There are two levels of Social Worker within Bexley Children's Services. The grades are awarded (by assessment) according to the ability and skills of the individual worker. The Grades are BEXLEYSW2 and BEXLEYSW3. It is, therefore, not the job content which greatly affects these grades but the grade that affects the job content. To a large extent work is allocated to grades according to the perceived needs of the client/community. Due to the clearly identified nature of a few cases they are not allocated to certain levels on a departmental policy basis i.e. those likely to affect the liberty of clients.

Within each grade there is also an increasing degree of "professional" autonomy granted to the worker but this does not apply in the work allocation/control areas.

Grade SW2

Social Workers who with supervision and advice are expected to manage a caseload which may include the more vulnerable clients or those with complex problems and may be expected to accept responsibility for action in relation to the liberty or safety of clients in emergency situations. They may be expected to concentrate on specific areas of work where such concentration arises primarily from organisational needs and to supervise trainees or staff other than Social Workers.

Grade SW3

Social Workers who with access to advice and within normal arrangements for professional accountability are expected to accept full responsibility for managing a caseload that will include the more vulnerable clients or those with particularly complex problems in situations where personal liberty or safety is at stake. Such officers are expected to contribute to the development of other Social Workers. They may be expected to concentrate on specific areas of work requiring

more developed skills. They may be expected to contribute to the development of new forms of work or service.

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.

SHiFT Team

SHiFT Bexley is an innovative collaboration between SHiFT (a Charity that partners with public services to drive systems change) and Children's Services at the London Borough of Bexley. SHiFT Bexley works intensively and flexibly with children caught up in, or at risk of, the destructive cycle of crime and associated behaviour, doing whatever it takes to set them on a course for success. It is part of our Specialist Adolescent Services, sitting alongside the Youth Justice Service and our Targeted Youth Service.

SHiFT Bexley is expanding its multi-disciplinary practice to include new SHiFT Guide roles for social workers - colleagues who will case-hold statutory interventions and support children for whom there are concerns around extrafamilial harm, including criminal or sexual exploitation. SHiFT Social Workers will work systemically with a small number of children and families over 6 to c. 12 months.

Main Duties and Responsibilities

- To work in a respectful and professional manner with children and families that is focused on achieving what is in the best interest of the child.
- To be the first point of contact in a crisis for children, identifying the correct resource and professionals to liaise and advocate with
- To carry out a flexible, effective, intensive outreach programme with children including out of hours - finding the hook that enables them to connect and keeps them involved.
- Create and deliver bespoke, creative, and evidence-based interventions drawn from collaborative assessments, professional experience, and driven by children's aspirations and needs.
- Work with a high level of autonomy being able to prioritise and manage continually changing circumstances for the children and families, making decisions which effect service delivery and working practices.
- To be creative in the development of innovative ways of working and engaging children and professionals across different departments and services internal and external to London Borough of Bexley.
- Contribute to the continued development of the adolescent offer in Bexley, sharing what works and being open to new ways of working
- To work with children and families in a variety of diverse and complex contexts, such as mental ill health, disability, substance misuse, domestic abuse, sexual exploitation, radicalisation, poverty, discrimination, and immigration.
- To be able to apply relevant social work theories and research in a way that helps best understand the lived experiences of children, such as child development, attachment theory, impact of childhood trauma, and the cycle of grooming and sexual abuse.
- To explore contingency plans that utilise the families support network as much as possible, even when exploring other caring arrangements for children.
- To recognise the importance of working within existing laws, statutory guidance, and local safeguarding policies and procedures that govern the work we do.
- To coordinate and implement plans that are based on updated assessments and address areas of unmet safety and welfare needs for children.
- To regularly review the progress and implementation of children's plans and update these based on new assessments or significant changes in the child or family's circumstances.

- To work in partnership with the family network and the wider professional network in order to provide the best level of support and care for the children you are working with.
- To lead or chair meetings with involved family and professional members
- To make recommendations to the manager about the need to consider legal action when sufficient safety cannot be provided to a child in their current home.
- To keep contemporaneous case notes and regularly update records, reports, plans and assessments so that information and planning for the children you work with is the most relevant and current.
- To carry out and regularly update assessments of a child's needs that involve the child, relevant family members and professionals in order to ensure these are holistic and can identify areas of strength and unmet need or concern.
- To undertake or cooperate with any child protection enquiries that are carried out in order to identify any risks or concerns for a child's safety or wellbeing.
- To work in a non-discriminatory way through recognising and appreciating the differences of others and raising one's awareness through new learning or networking opportunities with organisations that help raise awareness of such issues.
- To participate in regular supervision with your line manager to review case developments and critically reflect on the work being undertaken.
- To participate in clinical supervision and reflective group supervision through Child and Family Discussions, supported by a systemic psychotherapist
- To be receptive to hearing challenge that may arise from audits, supervision or feedback from families, professionals, or managers in order to reflect on one's practice and identify areas for improvement.
- Respectfully engages with children and families in a way that seeks their input and involvement in planning for children, utilising their existing support networks and coordinating additional support where needed.
- To work within the Council's policies, procedures, values, and code of conduct at all times and to reflect these when carrying out professional responsibilities with members of the public.
- To follow and implement the decisions and directions given by managers or decision making panels.
- Where there are areas of professional or management disagreement, to utilise established escalation procedures in order for decisions to have further consideration and seek agreement on the best way forward.
- To help identify and to contribute to any areas of service improvement and delivery.
- Any other duties reasonably requested by the manager related to fulfilling the council's corporate parenting and safeguarding responsibilities to children and the smooth running of the support service provided by the team.

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.

Professional Capability Framework (PCF) Expectations for Social Workers

In the social work role the person progresses to practice effectively, exercising higher quality judgements, in situations of increasing complexity, risk, uncertainty and challenge. Through

growing understanding they expect and anticipate, but do not pre-judge, the issues that may develop. They have greater confidence and independence (whilst accessing support when needed), and use their initiative to broaden their repertoire of responses; they have expertise in one or more areas of practice, be familiar with local resource networks and be recognised by peers as a source of reliable knowledge and advice.

Person Specification

All applicants will be assessed against the following criteria of the Knowledge and Skills Statement for Child and Family Social Work using these 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 experience and capabilities in the following areas:</p> <p><u>Relationships and Effective Direct Work</u></p> <p>Experience working collaboratively, cooperatively, and respectfully with multi-agency partners and families, especially within diverse communities.</p> <p>Experience using creative means of engaging children and families according to their age, level of cognitive development, and their ability to communicate and understand (ie: words and pictures, games or activities, using interpreters).</p> <p>Highly skilled and experienced in working with adolescents with multiple and complex needs</p> <p>Demonstrable understanding of diversity and equality issues in relation to disadvantaged groups and an ability to apply strategies which promote equal access to services and opportunity and values diversity and inclusion.</p> <p><u>Communication</u></p> <p>Experience writing complex and sensitive reports, and case notes</p> <p>Experience managing your own cases and workload in an organised manner.</p> <p>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.</p>	<p>Collaboration, Open & Accessible</p> <p>Collaboration, Open & Accessible</p> <p>Collaboration, open & accessible</p> <p>Collaboration, open & accessible Listen & respond</p> <p>Listen & Respond</p> <p>Leadership</p> <p>Listen & Respond,</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AI</p> <p>AI</p> <p>A/I</p> <p>A/I</p> <p>AIT</p> <p>AIT</p> <p>AIT</p>

Selection Criteria	Council Value	Level of Need	How Assessed
<p>Ability to listen to our children and families, understand their needs, and respond clearly even in complex situations.</p>	Listen & Respond	E	AIT
<p><u>Child Development</u></p> <p>To have experience with, or a willingness to be trained and learn systemic practice principles and other practice models and principles, such as trauma informed practice, as applicable to the work with children and their families affected by exploitation or other forms of extrafamilial harm</p>	Listen & Respond, Impact	E	AI
<p>Knowledge of child development and what are typical age related physical, cognitive, social, emotional and behavioural expectations for children and young people and how health, environmental, or genetic factors can influence them.</p>	Listen & Respond, Impact, Open & Accessible	E	AIT
<p><u>Adult Mental Ill Health, Substance Misuse Domestic Abuse, Physical Ill Health & Disability</u></p>			
<p>Experience working with and understanding the impact of adult mental ill health, substance misuse, domestic abuse and physical ill health or disability can impact a parent's capacity to care for their child.</p>	Listen & Respond, Collaboration, Impact	E	AIT
<p>Ability to help identify support from professionals and within the family network that help parents facing these issues, and for young carers helping to support them.</p>	Innovation, Leadership, Impact	E	AI
<p><u>Abuse and Neglect of Children</u></p>			
<p>Experience working in a statutory child protection role (ie: child in need child protection, children with disabilities, children looked after).</p>	Innovation, Leadership, Impact	E	AIT
<p>Experience working with and supporting children who have experienced extrafamilial harm</p>	Innovation, Collaboration	E	AIT
<p>Good knowledge and understanding of criminal and sexual exploitation and effective practice principles in adolescent safeguarding</p>	Innovation, collaboration	E	AIT

Selection Criteria	Council Value	Level of Need	How Assessed
<u>Child and Family Assessment</u>			
Experience undertaking holistic assessments of children and their families	Innovation, Impact	D	I
Experience carrying out human rights assessments, especially when working with families who have no settled immigration status or are seeking asylum.	Innovation, Leadership, Impact	D	I
Experience undertaking assessments of significant risk factors that are posed to children or yourself, and developing safety plans to reduce those risks.	Leadership, Collaboration, Listen & Respond	E	AIT
<u>Analysis, Decision Making, Planning & Review</u>			
Experience with formulating a professional analysis from holistic assessments and making clear plans with children and family members and professionals to help improve the safety and wellbeing of children.	Listen & Respond, Open & Accessible	D	AI
Experience using systemic practice principles	Open & Accessible, Impact	D	I
Experience using a solution focused approach and co-producing plans with children and families which focus on a positive outcome for the child and not just the absence of the problem.	Leadership, Impact	E	AIT
<u>The Law & the Family & Youth Justice Systems</u>			
Working knowledge of the Children Act 1989, Working Together and related statutory guidance governing child protection procedures.	Innovation, Leadership, Impact	E	I
Takes initiative to research and explore relevant local policies or guidance related to working with children and families in a variety of contexts	Leadership, Impact	D	AI
Understand the importance of keeping information confidential, securely stored, used and communicated in accordance with the Data Protection Act 1998.	Leadership, Impact	E	AI
<u>The Role of Supervision</u>			
		E	I

Selection Criteria	Council Value	Level of Need	How Assessed
Experience of being jointly responsible, with the line manager, for participating in and arranging regular supervision to update on case work, review progress on children's plans, agree decisions, and critically reflect on practice.	Leadership, Listen & Respond, Impact	E	I
Demonstrates the ability to be jointly responsible, with the line manager, for recognising learning development needs and identifying training or learning opportunities to enhance professional knowledge and skills.	Leadership, Open & Accessible, Impact		
<u>Organisational Context</u>			
Possess a relevant social work qualification (ie: DipSW or CQSW or degree in social work).	Leadership	E	AI
Are registered with the professional regulator for social work (Social Work England).	Leadership	E	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
This role requires flexible working. The role-holder will be required to work out of hours, such as evenings, according to the needs of the children and families being supported	Open & accessible, impact	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>