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|  | | | JOB DESCRIPTION | | | Form JD1 |
| JOB TITLE: Consultant Social Worker attached to the Frontline Social Worker Trainee Programme | | | | **POST NUMBER:** | | |
| **REPORTS TO:** Group Manager Quality Assurance and Safeguarding | | | |  | | |
| **DEPARTMENT:**  Children’s Specialist Services | | | | GRADE: 11 | | |
| **JE REF:** | | 4173 | | PANEL DATE: | 23/04/2019 | |
| **1.** | **MAIN PURPOSE OF JOB**  The CSW role is to lead four or five “participants” (trainee Social Workers), supervising and developing these individuals.  You will work systemically with families and coordinate the work of four/five Frontline participants to develop them into outstanding social workers who will affect positive change for children. The Consultant Social Worker will manage the Social Workers, applying systemic and other evidence based approaches. The role is made up of the following core components: Practice Expert, Leadership, Practice Educator, and Management.  The Consultant Social Worker must have a track record of developing supportive relationships with families that bring about positive changes. The CSW must also possess leadership qualities in order to overcome various challenges relating to working with families and within the workplace.  **Frontline programme**  Participants (trainee Social Workers) undertake a two year programme which comprises an intensive Summer Institute (a five week course teaching the theory and foundational skills underpinning good social work), two years in a local authority frontline social work team, and leadership development throughout. The Consultant Social Worker role is pivotal to the participants’ first year on the programme. | | | | | |
| **2.** | Following the Summer Institute, participants will be placed in units of four (‘participant units’) in child in need /child protection services. Each participant unit will be led by the Consultant Social Worker. It is this formative experience of frontline social work that will shape the practice of these participants. It is therefore the crucial role of the Consultant Social Worker to model good practice and lead participants in their learning. The Consultant Social Worker also plays a role in assessing and grading practice. At the end of the first year the participants will be ready to qualify as social workers with a Postgraduate Diploma in Social Work. At this point participants join social work teams as employees in the same local authority as newly qualified social workers. During their ASYE stage they undertake a master’s degree.  **CORE RESPONSIBILITIES, TASKS & DUTIES:**  **Practice Expert**   * Consistently model good and outstanding social work practice and skill to participants on the programme. * Consistently model high quality social work by: identifying and managing risk, being curious and analytical, hypothesising, building strong relationships and using evidence-based interventions to help families change. * Be the named case holder of all cases assigned to the trainees and ensure statutory requirements are complied with. * Provide ongoing support and guidance to participants on their cases, being the main point of contact for participants, answering questions they have. * Take responsibility for decisions in case work (in accordance with your line management responsibility). This includes consistently demonstrating confidence in being able to explain to participants your decisions and the way these have been made. * Support participants to develop leadership qualities in practice, building on their leadership training, encouraging participants to set a vision with families, coordinating professional networks toward a common goal, and working effectively with conflict.   **Practice Educator**   * Create good learning opportunities for participants by identifying appropriate cases throughout the year. * Use your judgment to expose participants to increasingly complex and varied casework at the appropriate level, increasing their autonomy as they demonstrate progress. * Support the participants to apply the practice models they have learnt (systemic approach; social learning theory and motivational interviewing) in case discussions and work with children and families. * Regularly observe the participants in their direct work with families, giving developmental feedback. At specific observation points in the year, you will assess and grade the practice observed. * Prepare progress review reports on each participant in January and July each year, providing evidence and analysis of each participant’s progress through the programme. | | | | | |
|  | **Management and Leadership**   * Have management responsibility for the trainees, including day to day responsibility for the work allocated to them. * Lead the weekly meetings which incorporate systemic thinking about family cases, encourage the participants to hold multiple hypotheses, encourage peer challenge and critical reflection in decision making. * Hold regular one-to-one supervision sessions with participants, encouraging reflexive practice and self-awareness. * Where performance issues arise, you will address these in a professional way, holding high standards whilst supporting the participant to resolve issues. * Manage the workflow and allocation of case work to the trainees. * In conjunction with Frontline, organise the logistics and planning required for the Frontline programme to operate smoothly. * Ensure all elements of the practice assessments are completed in a timely fashion and regular deadlines are met by participants throughout the year. * Contribute towards wider service planning within the local authority, thinking about how the Frontline programme can contribute towards developments in practice across the local authority.   **Assessing Practice**   * The CSW Is organised and manages their own time effectively, planning ahead systematically well in advance. * Able to organise and plan the arrangements and learning opportunities for up to four participants over the course of the year. * Able to ensure that all the requirements of the CSW role are delivered within required timescales. * Able to support and organise the participants so that they deliver what is required within timescales. * Able to monitor systematically the compliance of the programme and Local Authority policies, procedures and statutory guidance. * Willing and able to challenge and address any non-compliance. | | | | | |
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| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  Number of staff reporting to jobholder and nature of supervision  eg full line management responsibility or day to day supervision of work  Direct: Up to four/five trainee Social Workers. | | | | | |
| **4.** | **CREATIVITY & INNOVATION**  The Consultant SW will demonstrate a high level of creativity and a wide range of influencing and management styles and approaches in ensuring the delivery of a consistently high standard of learning experience and opportunity for student social workers in the Frontline programme. They will need to be creative and innovative in their approach to developing their role within the authority in ensuring that pre-qualifying learning and development prepares student social workers on the programme for practice. This includes working closely with the PEC and Principal Social worker.  The Consultant social worker will fulfil the 4 key roles identified within Section 2 above namely, Practice Expert, Practice Educator, leader and manager and practice assessor.  The Consultant SW will be responsible for establishing a Frontline ‘student unit’ within the Authority, supporting between 4 and 5 student social workers at any one time. Successfully establishing the ‘unit’ and ensuring a consistent training experience for social work students throughout will require a creative and innovative approach and skills in influencing and shaping services. The Frontline programme is innovative and the Consultant SW will be responsible for sharing the learning to inform the development of a new Practice Model underpinned by the Frontline theoretical principals. The role therefore extends beyond supporting students on the programme.  The Consultant SW will act as a role-model, demonstrating the personal qualities required of students:   * **Initiative**: The ability to demonstrate initiative, engage others and enable them to achieve their goals. * **Adaptability**: Resilience and flexibility in changing circumstances with the ability to work under pressure and deal with uncertain or unexpected outcomes. Managing workplace stress, an organised work style and the ability to prioritise to meet deadlines are also important. * **Motivation**: A personal commitment to improving people’s lives through better mental health, with an understanding of the positive impact of social work and Think Ahead’s mission. * **Relationship building**: Empathy and respect for all individuals, with the ability to build relationships and understand people’s motives and perspectives. * **Problem-solving**: The ability to objectively analyse situations, using evidence and clear judgement to generate effective solutions. * **Self-awareness**: The ability to understand, and reflect critically on, both your own personal development and how your actions affect others. | | | | | |
| **5.** | **CONTACTS & RELATIONSHIPS**   * **Internal** * Daily contact with social work students within their ‘unit’. They will provide management oversight, supervision, support and assessment of those within their ‘unit’ and work closely with the PEC in ensuring that their are linkages to other students in the authority. * Daily contact with practice educators and prospective practice educators. * Regular contact with other team members and staff in other Council directorates about issues relating to the care of children and access to relevant services, e.g. children centres, Adult Services, Mental Health Services, Housing Department, schools and the Youth Offending Team. * Contact with the Legal Services Department on matters of child protection, family law, the law relating to adoption, human rights legislation and disclosure of confidential information. * Contact with designated workforce development staff in order to deliver consistent and effective placement experience and opportunities. * Regular contact with the Principal Social Worker * Frequent contact with first line managers. * Regular contact with senior managers * Intermittent contact with SMT providing updates on the programme.   **External**   * Contact with staff at York, Huddersfield and Warwickshire Universities * Frequent Contact with Front line programme staff. * Contact with the PEC in adult services | | | | | |
| **6.** | **DECISIONS – discretion & consequences**   * Plans and prioritises own workload, ensuring the effective delivery of a high level of learning experience and development of student social workers. * Have management responsibility for the unit, with management and day to day responsibility of the participants in the local authority. * Responsibility for management oversight of student social workers’ case work within the ‘student unit’. * Ensure the delivery of high quality support and services to service users, subject to the requirements of children’s and human rights legislation, the Council’s and nationally determined policies and procedures. * The jobholder needs to be able to exercise professional judgement in supporting students in assessing individual needs against eligibility criteria, determining risk and producing, implementing and monitoring care plans for vulnerable children and their families with complex problems. * A high level of analytical reasoning ability is required in interpreting and evaluating complex information and producing positive outcomes. * Provide professional and emotional support to social workers on the programme to help them successfully complete it and become outstanding social workers * Inappropriate support and advice could lead to claims and consequential financial and reputational risk for the Council. * Inappropriate levels/ quality of support and guidance given to student social workers could result in actions being taken against the council by students who have failed to demonstrate their capabilities in their placements. * Lead the weekly unit meetings which: incorporate systemic thinking about family cases, encourage the participants to hold multiple hypotheses, encourage peer challenge and critical reflection in decision making. * Hold regular one-to-one supervision sessions with participants, encouraging reflexive practice and self-awareness. * Where performance issues arise, address these in a professional way, holding high standards whilst supporting the participant to resolve issues. * Manage the workflow and allocation of case work coming into the unit. * In conjunction with Frontline and the principal social worker, organise the logistics and planning required for the participant unit to operate smoothly. * Ensure all elements of the practice assessments are completed in a timely fashion and regular deadlines are met by participants throughout the year. | | | | | |
| **7.** | **RESOURCES – financial & equipment**  *(Not budget, and not including desktop equipment.)*  Description Value  Normal office equipment.  Pool car. | | | | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context** Work demands  * The jobholder’s work is subject to constant review and he/she has to deal with conflicting demands, changing deadlines and requirements. * This role is critical to the success of implementing new and innovative social work approaches into children’s services and to the development of a highly skilled and well supported workforce. The pressures and demands of achieving these outcomes are significant and complex.  Physical demands  * Normal office environment. * Considerable time spent working on a p.c**.**  Working conditions  * Normal office environment. * Frequent home visits with students in often-unpleasant domestic circumstances.  Work context  * Normal office environment. * Supporting student social workers in dealing with vulnerable people in distress with the potential for verbal abuse and physical threats. * Due to the sensitive nature of the work and the stressful situations facing families worked with, the post holder will be supporting social work students who may be exposed to verbal aggression, either on the telephone or in person. Occasionally there will be a risk of physical threats. This may be the first time the student social worker has experienced this type of behaviour and they will need to be supported in learning skills in de-escalating volatile situations. On occasion this will include the need to provide emotional support to student social workers who have become distressed or discouraged by such experiences. * The post holder will be supporting social work students who will gather information on a daily basis that may be of a distressing nature for example, relating to abuse of vulnerable children and serious health issues faced by some children. Appropriate supervision and support will need to be provided to the students in dealing with this. | | | | | |
| **9.** | **KNOWLEDGE & SKILLS**  **Practice Skill and Knowledge**   1. Demonstrates a high standard of practice skill in direct work with children in need and their families (including children in need of protection), with a track record in improving outcomes for children and families. This includes relationship building, communication skills and analysis. 2. Has a thorough knowledge of statutory frameworks within children’s social care. 3. Has a good knowledge of theories, conceptual frameworks, practice models and research findings that underpin effective social work practice, including awareness of current issues and debates in the social work profession and in social work academia. 4. Applies evidence-based models of social work into practice in a statutory children’s social care setting. 5. Sound knowledge of law and social policy in relation to social work practice. Understanding of Practice Educator Professional Standards, HCPC Standards of Education and Training, Professional Capabilities Framework, Knowledge and Skills Statements. 6. HCPC Registered Social worker.   **Analysis and Decision Making**   1. Is comfortable in managing risk in a high pressure, human services environment. 2. Has confidence in their own decision making and ability to work autonomously, balanced with an ability to self-reflect and seek advice when necessary. 3. Is able to critically evaluate information in the context of high complexity and risk, understanding the role of evidence and one’s own intuition in decision making. 4. Can critically evaluate and effectively manage risk in complex cases, recognising how bias and evidence influence risk management. 5. Can develop multiple hypotheses about cases that make sense to families, and help people make decisions about what action to take.   **Developing and Assessing Practice**   1. Able to model professionalism through practice skill, personal presentation, behaviour and self-reflectivity. 2. Is committed to shaping the learning of others and to developing outstanding social workers to lead change for families. 3. Is able to observe, analyse and give feedback on practice, identifying areas of strengths and areas for development.   **Communication**   1. Possesses high quality skills in written (e.g. reports), verbal and non-verbal communication with children and families. 2. Able to provide clear and comprehensive analysis in both written and verbal form underpinning decisions, making sure the rationale for why and how decisions have been made is comprehensive and well expressed. 3. Able to use their excellent communication skills to confidently provide analytical, constructive feedback to others to develop their practice.   **Ability to converse and provide advice and guidance to members of the public, in spoken English, to Common European Framework of Reference for Languages (CEFR) - level C1** - Effective operational proficiency or advanced - Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.  This post requires the post holder to undertake an enhanced – child workforce (with barred list check) criminal record check via the Disclosure and Barring Service. | | | | | |
| **10.** | **Position of Job in Organisation Structure**  Job reports to: Group Manager – Quality Assurance and Safeguarding/Principal Social Worker  Service Manager – IRO and LADO, APSW – CSE/Missing  THIS JOB  Social Workers x 4 on the Frontline programme. | | | | | |