

Abingdon Primary School and Children's Centre

EMPLOYEE

JOB DESCRIPTION

| | |
|--------------------------------|--|
| Post Title: | School Readiness t Worker |
| Grade and Salary Scale: | Grade E - £17,772 (37 hours) |
| Department and Service: | Abingdon Primary School and Children's Centre |

Purpose of the Post:

To directly deliver Early Help Support to children, young people and families using evidence based interventions to increase family resilience and improve outcomes.

Duties and Responsibilities:

1. Make contact, engage and support children, young people and families using a range of methods and evidence based interventions, including making contact with them in their own homes.
2. Plan, deliver and review activities in a range of different settings, working in partnership with colleagues and all other relevant agencies to ensure the needs of children, young people and families are met.
3. To complete high quality assessments, plan, monitor and evaluate as required within a case management approach.
4. Responsible for accurate inputting and updating of information on relevant Council IT systems (within school and the Children's Centre) including updating records of all work undertaken following relevant policies and procedures.
5. Develop and maintain knowledge of resources available and provide advice, information and guidance to enable children, young people and families to make informed choices.
6. To work within and promote Middlesbrough Safeguarding Children Procedures.

Corporate Responsibilities:

- In accordance with the Equality Act 2010 where a post holder is disabled, Middlesbrough Council will make every reasonable effort to supply the necessary employment aids, equipment or adaptations to enable employees to perform the full duties of the job.
- All employees are expected to demonstrate a commitment to the principles of equality of opportunity and fairness of treatment in relation to employment issues and service

delivery, and adhere to the policies of the Council relating to these issues in the performance of their duties.

- All employees are expected to respect all confidentiality and principles and practices of the Data protection Act.
- All employees are required to comply with Health and Safety policies and legislation.
- Abingdon primary School and Children's Centre is committed to continuous organisational employee development. The employee is required to participate fully in all initiatives which facilitate continuous improvement in both service quality and employee development and performance, including Investors in People.
- The above duties and responsibilities cannot totally encompass or define all tasks which may be required of the employee. The outlined duties and responsibilities may, therefore, vary from time to time without materially changing either the character or level of responsibility: these factors are reflected in the post.

Abingdon Primary School and Children’s Centre

PERSON SPECIFICATION

Middlesbrough Employee Competency Framework forms part of the overall strategy for achieving the Council’s Vision, Purpose and Values. It defines the competencies expected of all Middlesbrough Employees.

The framework is a key building block that links our People Strategy and People Management policies together. It aims to enhance both individual and organisational performance; it is an integral part of recruitment, learning and development, performance appraisal and support talent and succession planning. The framework defines the effective core competencies that all staff across the Council are expected to demonstrate in their day to day work regardless of their specific role.

For the purposes of recruitment you will only be assessed against the criterion which are marked as essential, under Section 1, and the competency indicators marked with an X under Section 2, both shown below.

The Council is committed to the employment and career development of disabled people and Care Leavers. Applicants who identify themselves on the relevant section of the application form as having a disability under the Equality Act 2010, or have identified themselves as a Care leaver, and have supplied the name and contact details of their Young Person’s Advisor will be automatically guaranteed an interview providing they meet all the essential criteria.

| Section 1 | Essential X | Desirable X |
|---|----------------|----------------|
| QUALIFICATIONS: | | |
| 1. Level 3 qualification relevant to Stronger Families. | X | |
| KNOWLEDGE & EXPERIENCE | | |
| 2. Knowledge of Child Protection issues. | X | |
| 3. Evidence of working with children young people and families. | X | |
| 4. Evidence of the ability to plan and review work and keep appropriate records. | X | |
| 5. Ability to provide direct work with individual and/or groups of children, young people and families. | X | |
| 6. Effective communication skills, both written and verbal. | X | |
| 7. Evidence of the ability to identify problems and to seek appropriate solutions. | X | |
| 8. Ability to work alone and as part of a team. | X | |
| 9. To travel in order to meet the needs of the service. | X | |
| 10. To work evenings and weekends when required. | X | |
| 11. Ability to accurately update IT systems. | X | |
| 12. Effective interpersonal skills and a demonstration of empathy with children, young people and families. | | X |
| 13. Knowledge of adults and children’s learning development, children and young people’s development and related legislation. | | X |

| | | |
|--|--|----------|
| 14. Experience of working with children and/or young people and/or families who present challenging behaviour | | X |
| 15. Ability to work in a multi-disciplinary and multi-agency environment. | | X |
| 16. Knowledge of the resources available to provide information, advice and guidance to children and young people and families | | X |
| 17. Experience of undertaking Health and Safety risk assessments. | | X |
| 18. Experience of working flexibly across different service areas. | | X |
| 19. Ability to analyse information and use that to inform work with children, young people and families. | | X |
| 20. Ability to compile and present reports. | | X |

Middlesbrough Employee Competencies

| Section 2: Competency Indicators | | |
|--|--|-----------------------------------|
| Adapting to Change <i>Continuously seeks out opportunities to create positive change, is responsive to, and helps others in understanding change.</i> | | Selection Criteria (Mark X) |
| Work effectively in complex, ambiguous, rapidly changing environments. | | |
| Present well thought through proposals regarding efficiencies and continuous improvement. | | |
| Positively influences others to understand change and overcome their fears. | | |
| Remove barriers to change in others. | | X |
| Identify key stakeholders (colleagues, customers, strategic partners) and builds commitment to change. | | |
| Accountability and Responsibility. <i>Values responsibility and takes ownership for outcomes within own areas of work and encouraging others to do the same.</i> | | Selection Criteria (Mark X) |
| Understand how your objectives contribute towards the goals and objectives of the Council. | | |
| Assist others in planning their time and resources in order to successfully manage their workload. | | |
| Anticipate any potential threats to achieving your objectives – actively takes steps to rectify / overcome. | | X |

| | |
|---|-----------------------------------|
| Working Collaboratively <i>Recognising the contribution of others and taking responsibility for positively managing working relationships, offering help and compromise where appropriate to achieve positive outcomes.</i> | Selection Criteria (Mark X) |
| Proactively seek to build relationships with external bodies and multi-agency partnerships to achieve Council objectives. | X |
| Motivate and inspire others. | |
| Seek to resolve conflict between others, acting appropriately to address friction and tension. | |
| Make others aware of individuals' contributions. | |
| See developing and coaching others as part of your job. | |

| | |
|---|-----------------------------------|
| Thinking Critically and Acting Decisively <i>Asks challenging questions and sees the bigger picture. Plans, organises and makes intelligent decisions taking into account all relevant information and resources.</i> | Selection Criteria (Mark X) |
| Offer solutions to complex problems thinking through options, consequences and steps along the way when making decisions | |
| Identify and manage risks appropriate to your role. | X |
| Demonstrate an understanding of the broader organisational issues and how these impact on the task at hand. | |
| Seek to improve policies and procedures, challenging best practice and protocols as appropriate. | |

| | |
|---|-----------------------------------|
| Communicating and Influencing Effectively <i>Communicates with clarity and conviction, using appropriate means to gain support, commitment and understanding.</i> | Selection Criteria (Mark X) |
| Use advanced tools and techniques to enhance communication eg reading and responding to body language. | |
| Share information with the broader organization eg during project meetings. | |
| Influence the broader organisation, seeks to gain commitment. | |
| Demonstrate a thorough understanding of others' positions, influences others where necessary to achieve objectives. | X |

| | |
|---|-----------------------------------|
| Customer <i>Identifies and handles the requirements of customers appropriately and in a timely manner.</i> | Selection Criteria (Mark X) |
| Analyse the quality and standard of service offered, constantly striving to improve learning from previous experiences. | X |
| Look for opportunities to improve the quality of the customer service. | |
| Look for opportunities to embed a customer focused culture. | |
| Anticipate customer needs, putting plans in place to minimise customer issues. | |