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| Service and job specific context statement | |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Children and Families: Early Help |
| **Post title:** | Senior Early Help Consultant |
| **Grade:** | N |
| **Responsible to:** | Group Manager Early Help |
| **Staff managed:** | Manages a multidisciplinary team |
| **Date of issue:** | August 2018 |
| **Job family:** | **C&S - Care & Support** |

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| Job context |
| * As part of the Children and Young People’s Service you will be working with colleagues who have a commitment to shared values and the common purpose of developing a culture of inter-agency working; including statutory bodies, third and private sector organisations. There is a commitment to ensure that strategic visions are translated into local plans in collaboration with professionals, partners and service users. * Children and Families Early Help have a commitment to integrated working and the promotion of early intervention strategies. * North Yorkshire County Council provides frontline services, which recognises the need to respond flexibly to changing demands and circumstances. The Early Help service will reflect the needs of the communities that it serves. This will require staff being able to work flexibly. * These roles will provide managerial oversight of cases being led by different professionals in other agencies. They will, have a key influencing roles into schools and therefore school heads and will therefore need to have a high degree of knowledge and expertise. * Provide managerial and operational oversight of the delivery of the Early Help Activities in a defined locality, to meet community needs and to deliver against key performance targets, as defined in local and national performance frameworks. * Provide Managerial oversight of the delivery of supervised contact (family time) within a locality. * They are direct influencers at both operational and strategic level and will need a good knowledge of performance management including use of data and analysis. * Early Help Consultants will be the main point of contact for schools within a locality and will work alongside schools to develop and deliver services specific to the needs of children and families in the communities. Working with schools to develop a joined up early help service ensuring schools understand their role in identifying emerging problems and share information with other agencies and practitioners to support early identification and assessment thus preventing problems escalating. * The post holder will support schools to ensure processes are in place for transition points to other areas of service, both internal and external to Children & Families, to ensure that service areas work in a joined up way to ensure continuity of service and support to families * The post holder will provide appropriate oversight and challenge to decisions and practice within the team of Early Help consultants, Practice and Early Help Coordinator and the wider Children & Families Service, commensurate with the level of risk being worked across the service. * The post holder will ensure that workers have the appropriate skills, direction and oversight to effectively assess whole family needs appropriately, and arrange and deliver rapid family intervention services within budget and in line with clearly defined outcome measures. * The role requires that they will work across several locations within a defined locality but at times may be required to work across the County. * Enhanced DBS check is required. * An ability to fulfil all spoken aspects of the role with confidence through the medium of English. |
| Job specifics |
| * Direct line management of the Early Help Consultants and Practice and Early Help Coordinators monitoring of performance overseeing workload and the point of escalation if issues arise. * Drive the implementation of the Early Help Strategy raise awareness and knowledge across schools and other partner agencies of the Early Help Strategy reporting to the Head of Early Help * Support schools and other agencies in understanding and complying with their responsibilities regarding support or provision within the Early Help strategy. Offering group and individual case supervision and reflective practice opportunities to schools. * Support schools and other partner agencies to understand and use the signs of safety approach through coaching and workforce development opportunities. * To drive continuous improvement across all agencies, particularly with regard to co-ordination and effectiveness of multi-agency working. * Ensure that effective early help services for children and young people and their families are developed, delivered, monitored and reviewed across a locality. * Knowledge of statutory legislation and policy around safeguarding and thresholds. * Ensure children’s, young people and families’ voices are heard and evidenced in service planning and delivery. * Support schools understanding of the systems for obtaining support and reporting concerns in order to protect children. * Promote emotional wellbeing via planned interventions with children, young people and their parents/ carers. * Ensure children’s, young people and families’ voices are heard and evidenced in service planning and delivery. * Understand the systems for obtaining support and reporting concerns. * Understand systems in place to protect children. * Ensure continued personal development to maintain knowledge and skills around evidenced based assessments and interventions. * Undertake personal and professional development activities as agreed. |

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| **Structure** |

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| Job Description | |
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| Job purpose | The core focus of the role is to offer consultancy support to schools and other partners enabling the coordinated delivery of Early Help support and services to children and their families  As Senior Early Help Consultant the post holder will be responsible for the direct line management of the Early Help Consultants and Practice and Early Help Coordinators accountable for dealing with problems escalated to achieve resolution  Early Help Consultants will be the main point of contact for schools within that locality and will work alongside schools to support the delivery of and deliver early interventions specific to the needs of children and families in the communities. |
| Operational management | * Provide consultancy support to schools within a defined locality to enable a coordinated approach to Early Help. * Direct line management of the Early Help Consultants and Practice and Early Help Coordinator * Deal with escalating problems from the Early Help consultants & Practice and Early Help Coordinators to achieve appropriate resolution * Provide support across other agencies to enable the delivery of support to children, young people and families identified through the Early Help assessment process. * Supports schools understanding of the attendance pathway and delivery of evidence based interventions to support good attendance. * Support the delivery of evidence based intervention programmes within schools and Children’s centres. * Act as a conduit for schools to ensure strong working relationship with the Healthy Child Team Leader to ensure that the health needs of individual children, young people and their families are met and that there are effective integrated working practices in place. * Ensure that the team promotes and supports good school attendance and promotes interventions including legal sanctions, as directed by the Attendance and Enforcement Officer. * Ensure services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users. |
| Communications | * Raise awareness and knowledge of the Early Help Strategy across schools and partner agencies. * The post holder must work creatively with partner agencies to identify innovative and collaborative approaches to Early Help across the county. * The role will need to be flexible in order to gain the trust and support of colleagues and staff from external agencies. * Presentation of solutions and potential service improvements will need to be handled sensitively to maintain a good working relationship with all concerned. This includes work with challenging cases and identifying creative ways to meet the needs of children, young people and families.Ensure children’s, young people and families’ voices are heard and evidenced in service planning and delivery. |
| Partnership / corporate working | * The post holder is required to work with managers and front line staff from all partner agencies and community organisations. * Oversee the development of Early Help processes within schools appropriately challenging where schools show resistance to change. * Provide support to Early Help Consultants and Practice & Early Help Coordinators where it is necessary to intervene and challenge in order to resolve escalating issues or none engagement * Provide advice, guidance and support to head teachers and governing bodies on early intervention work. * Ensure that schools and key agencies have access to information regarding developments in early intervention work. * Working with partner agencies and partnerships at a local level, ensure that the agreed entitlement to service is delivered by partners operating in an integrated way and co-operating with each other. * To quality assure multi-agency Early Help activity, and hold professionals and agencies to account. * To drive continuous improvement across all agencies, particularly with regard to co-ordination and effectiveness of multi-agency safeguarding. |
| Resource management | * Plan, manage and monitor a budget, ensuring effective and robust financial management processes are adhered to. * Monitor and evaluate services delivered to ensure that they are effective, relevant and responsive to community needs. * Provide statistical and management information as requested. * Take responsibility for the performance of the team and manage the overall work of the team, taking responsibility for decision making of escalated issues, professional judgements and delegation as appropriate. * Ensure staff in the team are clear about what is expected of them, are kept informed about their performance and enabled to develop the necessary skills and knowledge through supervision, appraisal and development opportunities. * Recruit, motivate, train and develop staff within agreed policies and practices to maintain an effective workforce capable of meeting its objectives. * Lead on the continuing professional development of staff for whom the postholder is responsible. * Maintain a sound knowledge of relevant legislation, research and practice and take responsibility for own professional development. * Support and manage the professional standards of the team through. * Regular supervision. * Appraisal/ staff development. * Ensuring that all assessments are completed within timescales. * Support the knowledge and awareness of staff within schools in relation to early help pathways and processes. * Maintain a sound knowledge of relevant legislation, research and practice and take responsibility for your own professional development. |
| Systems and information | * Understand the importance of consent and ensure the team comply with the procedures for obtaining consent from children, young people and their families. * Share information with schools in accordance with the North Yorkshire Information Sharing Protocol. * Be competent in the use of the case Management Information Systems. |
| Strategic management | * Ensure that strategic visions are translated into local plans in collaboration with professionals, partners and service users. |
| Safeguarding | * Be responsible for promoting and safeguarding the welfare of children that you are responsible for and come into contact with. * Understand systems in place to protect children and your role in their effectiveness. * Ensure the team fulfil a duty of care to children and young people and operate in accordance with Safe Working Practice guidance. * Provide referral advice and support to staff in schools and settings, including Senior Designated Persons. |

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| Person Specification | |
| Essential upon appointment | **Desirable on appointment** |
| Knowledge   * Ability to demonstrate an understanding of the context of service delivery for an early intervention team. * A comprehensive understanding of a multi-disciplinary approach to problem solving. * Extensive knowledge and experience of effective multi-agency assessment and referrals. * Be able to demonstrate an extensive working knowledge of assessment processes, solution focussed practice and restorative responses to problem solving. * A comprehensive knowledge of child development and family dynamics. * Extensive knowledge of the principles and theories of effective assessment, planning and evidence informed interventions for children, young people and families. * Sound knowledge and experience of signs of safety approach. * Awareness of services related to children, young people and families. * An extensive knowledge of the risks and vulnerabilities applicable to children and those that work with children. * A broad knowledge of current legislation and Government guidance, particularly with regard to multi-agency duties in safeguarding, and Early Help. * A sound knowledge and experience of team management. * Understanding of policies and procedures in relation to staff management. * An extensive working knowledge of legislation relating to children and young people. * Sound working knowledge and experience of staff supervision and reflective practice. * Comprehensive understanding of legislation relating to schools systems | * Have knowledge of strategic objectives and priorities across Children & Families, the Directorate, in order to ensure the best outcomes for children and young people. |
| Experience   * Extensive experience of working within or alongside a school environment * Experience of service delivery to children, young people and families. * Previous experience of team management. * Able to demonstrate evidence of previous management of people. * Previous experience of multi-agency working. * Experience of safeguarding thresholds. * Previous service representation on interagency working groups. * Knowledge and experience of working with vulnerable children and their families * Experience of working with children and young people across a range of disciplines or agencies. | * Previous experience of Assessment Framework. |
| Occupational Skills   * Ability to influence and develop strategy and practice across a range of disciplines. * Good skills to plan and manage own time whilst meeting deadlines. * Excellent interpersonal, communication and presentation skills. * Negotiation, facilitation and influencing skills. * Ability to provide high quality structured supervision for team members. * A positive attitude and skills relevant to working co-operatively with partner agencies. * Good analytical and assessment skills. * Ability to demonstrate clear decision making. * High level recording and report writing skills. * The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. * Ability to demonstrate a practical understanding of the management and supervision of team based recording systems. * Confidence in the use of Information Technology applications and systems * Customer service orientation. | * Ability to deliver In Service training. * Training and group work. |
| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role   * Degree level qualification or equivalent in a relevant field relating to Working with children young people and families * Evidence of continued professional development and commitment to undertake further training. |  |
| Other Requirements   * Ability to travel across the County. * Ability to attend meetings outside of normal business hours. |  |
| Behaviours | [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |

NB – Assessment criteria for recruitment will be notified separately.  
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.