**SUNDERLAND FOSTERING PANELS**

**Person Specification for Panel Members**

**Essential requirements**

**Experience and Qualifications**

 Experience either professionally or personally or both, of the placement of children in foster care and/or kinship care via connected carer routes.

 Qualifications commensurate with the experience brought to panel.

**Knowledge**

 An appreciation of the effect of separation and loss on children.

 Awareness of the richness of diverse kinds of families and their potential for meeting children’s needs.

 An understanding of the purpose and function of the Panel and of the Fostering Service Provider which the Panel is serving.

 An understanding of the Regulations and National Minimum Standards underpinning fostering and of the legislative framework for the work of the Panel, or a willingness to develop this knowledge through additional reading and training.

 An understanding of basic computer skills, enabling you to access the Panel reports on Together for Children’s Sharepoint.

**Abilities**

 The ability to demonstrate good listening and communication skills.

 The ability to communicate respectfully with those attending Panel and other Panel members.

 The ability to process and analyse large amounts of complex and sometimes distressing information.

 The ability to identify key issues and make an assessment and form a view based on the evidence presented.

 The ability to work co-operatively as part of a multi-disciplinary team.

 The ability to participate, with other Panel members, in advising on policy and procedural matters which fall under the Panel’s remit.

 The ability to prepare and participate in an annual appraisal of your performance as a Panel member, with the Panel Advisor and Panel Chair.

**Attitudes**

 A commitment to ensure that the best possible outcomes are achieved for children in care.

 A commitment to ensure foster carers are well supported in their role of caring for children with a range of needs.

 A valuing of diversity in relation to issues of ethnicity, religion, gender, disability and sexual orientation.

 An understanding of and a commitment to the need for confidentiality.

 A willingness to increase knowledge and understanding of issues through reading, discussion and training.