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| **Job Description** |
| **Post title** | Interventions Worker (Secure Services) |
| **JE Reference No** | N10142 |
| **Grade** | Grade 8 |
| **Service** | Children and Young People’s Services |
| **Service Area** | Early Help Inclusion & Vulnerable Children – Secure Services |
| **Reporting to** | The post holder will be accountable to centre manager |
| **Location** | Your normal place of work will be Aycliffe Secure Centre, Newton Aycliffe, but you may be required to work at any Council workplace within County Durham. |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | This post is not eligible for flexitime. |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

To ensure all young people have individual, needs led care plans.

To maximize the effectiveness of intervention facilitators by providing training to groups of staff, in particular with regards to the delivery of interventions.

To work in partnership with key workers (care and education) and case managers.

To contribute to the monitoring, and evaluation of intervention programmes as agreed with CCF (Cognitive Centre Foundation)

To ensure programmes offered are up to date and relevant for the young people

Role may require work to be undertaken outside of normal office hours on evenings and weekends.

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| **Duties and responsibilities** |

**Operational Relationship**

* To manage groups of young people through agreed procedures in interventions and activities in which they are engaged.
* To train staff in the facilitation of certain programmes.
* To provide guidance to other staff and facilitators.
* To collate and oversee and all intervention work delivered to young people.
* To work closely with other colleagues particularly those in education and key workers.
* To be a champion of integrated working by motivating people and staff.

**Care Planning**

* To participate in the assessment and care planning for all young people.
* To identify appropriate interventions for young people, which will meet their individual needs.
* To co-ordinate intervention delivery in age/need related groups within educations facilities.
* To ensure that all young people have appropriate life skills training.
* To contribute to multi agency team around the child meetings.
* To participate in young people’s reviews whilst resident in Secure Services
* To support and encourage young people to invest in planning for their future.

**Partnership**

* To work closely with outside agencies, families etc, in the supervision and implementation of any specific interventions identified.
* To be involved in continuous planning and facilitation of specific recommendations from all agencies, including mental health screenings.
* To ensure that all information with regards to interventions are communicated to all relevant parties.
* To develop and maintain strong links with outside agencies e.g. YOTS
* To work closely with education colleagues to ensure that all young people have identified education targets/revision and homework.

**Performance Management**

* To ensure relevant and timely reports of all interventions are prepared as required.
* To plan and ensure the delivery of weekly intervention programmes for all young people to fulfil our contractual obligations with the youth custody service.
* To carry out observations of intervention facilitators and monitor their delivery of interventions to ensure quality of delivery.
* To participate in evaluation of interventions delivered.

Any other duties deemed appropriate by the centre manager

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification |
|  | Essential | Desirable |
| Qualifications | * Relevant qualification that relates to work with children equivalent to NVQ/Diploma Level 3 (or above) in Childcare, e.g. childcare, nursing, teaching, youth work.
* Commitment towards undertaking and maintaining required training standards in accordance with the role.
 | * Dip.SW/Degree in Social Care/CQSS
* Management qualification Training qualification
* Counselling qualification
* Degree in Psychology
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| Experience | * The equivalent of at least 12 months full time relevant experience within the last three years of working with young people/adults (aged 12 – 18 years) either in a voluntary or professional capacity
* Experience of working with challenging behaviour in a professional setting
* Working with groups or 1:1 with young people
* Working within a multi-disciplinary team
* Working effectively with key stakeholder groups
* Contributing to the maintenance of records and analysing data.
* Engaging individuals/young people
 | * Supervision experience
* Experience of working with children in residential setting
* Experience in co-ordinating and organising staff resources
* Teaching or groupwork skills
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| Skills & Knowledge | * Understanding of the principles underpinning the Children Act 1989 and the Children Act 2004, and children’s homes regulations.
* Basic understanding of child development; physical, emotional, intellectual, social & educational, including effects of abuse and trauma.
* Knowledge and understanding of relevant child protection issues and procedures.
* Understanding of principles of cognitive behavioural interventions.
* Good understanding of criminogenic needs in young people.
* Good understanding of the risk factors associated with child sexual exploitation.
* Knowledge of National minimum standards for youth justice.
* Ability to plan, establish short and medium term plans of action
* Proven interpersonal skills
* Strong leadership kills – ability to influence and motivate others
* Experience of multi-agency practice
* Consistent approach to work activities
* Proven problem solving ability and skills
* Ability to be innovative and able to apply developments in practical ways
* Good role model for Young People & staff of all levels
* Ability to manage stress and conflict
* Ability to sensitively deal with emotional distress
* Ability to promote and drive change within the organisation
* Excellent IT skills
 | * To be trained in the delivery of the CCF programmes
* Knowledge and understating of care planning process and procedures.
* Knowledge and understanding of Children’s Rights..
* Committed to undertaking and maintaining up to date knowledge of workplace legislation.
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| Personal Qualities | * Self-confident approach to work activities
* Co-operative
* Of high integrity
* Emotional resilient
* Reliable
* Flexible approach to work including, evenings and weekends as per the needs of the service.
* Decisive
* Calm under pressure
* To be able to manage physically challenging behaviour and complete relevant positive behaviour support and physical intervention training.
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