

**Job Description**

**Job Title: Early Help Worker (Anti-bullying)**

**Salary Grade:** Grade 5

**SCP:** 17 - 22

**Job Family:** People Care

**Job Profile:** PC 3

**Directorate:** Early Help

**Job Ref No:**

**Work Environment:** Office, agile and outreach

**Reports to:** Early Help Team Manager (RSHE and Anti-Bullying)

**Number of Reports:** None

Your normal place of work will be at the Stanfield Centre, but you may be required to work at any Company recognised workplace.

This position requires an Enhanced Disclosure and Barring Service (DBS) Check.

**Purpose:**

To work directly with children, young people and families in schools, the home and in community settings to deliver anti-bullying support.

To work with schools and academies to ensure that the right interventions are delivered to support children who are being bullied.

To work with the children and young people of Sunderland to provide optimum opportunities for them to participate in consultative activity and to ensure that the ‘Voice of the Child’ is heard.

To improve outcomes for vulnerable children, young people, and their families specifically in relation to the Company’s Key Performance Indicators and Troubled Families targets.

**Key Responsibilities for Early Help Family Support (see below for specific anti-bullying and engagement focus)**

* Carry a caseload of children, young people and their families and co-ordinate a team around that family as Early Help Co-ordinator. These cases will be of significant complexity and the majority will “step down” from CIN or CP for a period of at least 12 weeks of early help support. Some cases will be cases stepped up from the universal services where little or no progress is being made or where issues have become more complex and a fresh, more intensive approach is needed.
* Undertake outreach work, providing support for families and children in need, including home visiting, coordinating work as part of the team around the child.
* Use the operating system and early help processes to assess, plan, and review early help activity with each case.
* Monitor the progress of all plans, review progress and adjust plans as needed; ensure all information is available for Troubled Families returns and claims. Increase the number of Troubled Families claims due to ‘significant and sustained progress.’
* Liaise with colleagues in the Early Help Advice and Allocations Team when considering “step up” processes and when considering “stepping down” to the universal services.
* Deliver evidence-based child development programmes.
* Deliver evidence-based parenting support programmes.
* Deliver learning and behaviour support.
* Deliver health interventions, such as smoking cessation and C Card, where appropriate.
* Work with young people to avoid them becoming NEET.
* Work with colleagues in the Youth Justice Service to prevent young people re-offending.
* Share with any day-care setting, school, or training provider your knowledge and understanding of the developmental stages of the children and young people you support.
* Provide and implement appropriate induction for families into health, family support, social care, and education opportunities; sign-post families to support available through the universal services.

**Anti-Bullying and Engagement focus:**

* To support a better understanding of bullying within schools and settings and the impact on children and young people
* To support the Anti-Bullying Co-ordinator to facilitate anti-bullying related engagement events with large groups of children and young people across the city
* To support co-ordination of the citywide implementation of the Anti-Bullying Charter Mark
* To facilitate the presentation of citywide and localised support around anti-bullying.
* To offer advice and support to services regarding bulling and related support to children and young people
* Support the prevention and innovation team to facilitate anti-bullying related engagement events with large groups of children and young people
* To deliver groups and activities within schools and colleges, youth projects and other settings
* Ensure all work with children is recorded, monitored, and evaluated in accordance with data protection and quality assurance systems
* Accurately evaluate and effectiveness of anti-bullying agendas and provide recommendations based on analysis and evidence
* Create opportunities to enable children and young people to acquire skills and experience to become actively involved in decision-making
* Develop sustainable structures and mechanisms for children to have a voice and engage in the services and issues, which are important to them and impact upon their lives
* Ensure that children are given the opportunity to contribute to the development and the improvement of the services they choose to use and deem important
* Ensure the implications of service change or redesign on children, young people and families are communicated and considered.
* To work with internal and external partners to develop campaigns and activities which involve young people in shaping services
* To gather customer feedback from children, young people, and families.

**Safeguarding and Child Protection**

* Maintain close links with a child/family’s former social worker when working a case that has been stepped down to ensure safe transition to early help or targeted youth services and then to the universal services.
* Ensure accurate, timely recordings on the child’s individual file, analysing and reflecting on the child’s progress.
* Maintain a chronology of all significant events for children and young people on plans.
* Follow Child Protection Procedures and liaise with the team around the child / care groups.
* Develop professional, honest relationships with parents and children.
* Contribute to the targets to reduce the number of cared for children, children on child protection plans, children on child in need plans and first-time entrants into the youth justice system.

**Training**

* Be part of the team delivering multi-agency training about early help anti-bullying and engagement, the thresholds, neglect, and other aspects of support for children, young people, and families.
* Be a source of advice to colleagues and partners about early help and anti-bullying and engagement their roles and responsibilities and support them to deliver effective early help in line with those agreed responsibilities.

**Company Contribution**

* Support the Company and its partners during any relevant inspection, including Ofsted inspections, providing such performance data, documents, and analyses as are requested. You will contribute to the Self-Assessment and other preparatory activities in respect of Early Help.
* Promote the work of the Early Help Directorate among partners, celebrating success and encouraging improvements in service provision at all levels.
* Attend such staff meetings, briefings and training as required by the Director of Early Help as part of the wider Early Help offer.

**Statutory requirements:**

In line with the Together for Children’s Statutory Requirements, all employees should:

* Comply with the principles and requirements of the General Data Protection Regulation (GDPR) in relation to the management of Together for Children Sunderland’s records and information and respect the privacy of personal information held by Together for Children Sunderland.
* Comply with the principles and requirements of the Freedom in Information Act 2000
* Comply with the Together for Children Sunderland’s information security standards, and requirements for the management and handling of information.
* Undertake the duties of the post in accordance with the Company’s Equal Opportunities Policy, Health and Safety Policy and legislative requirements and all other Company policies.
* This position is a politically restricted post as identified by Together for Children and in accordance with The Local Government and Housing Act 1989 (LGHA).

**Person Specification**

**Job Title:** Early Help Worker (Anti-bullying)

**Role Profile reference:** PC3

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| **Essential Requirements** | |
| **Qualifications:**   * Level 3 or higher qualification in an appropriate discipline. * Level 2 English (Grade C GCSE or equivalent) * Level 2 mathematics (Grade C GCSE or equivalent) * At least one accredited parenting, counselling, play therapy, mental health, domestic abuse, or a relevant attendance training qualification * Must have access to transport and be able to work in the community | Application Form/Interview |
| **Significant experience of:**   * Working with children, young people, and their families * Working in a challenging and pressured environment * Multi-agency, inter-disciplinary working * Co-ordinating family support meetings (or equivalent, such as Teams Around the Family) | Application Form / Interview |
| **Knowledge and understanding of:**   * The problems faced by children, young people, and their families nationally, regionally, and locally * The legal framework pertaining to safeguarding and child protection and attendance procedures * The Supporting Families programme * SEND Code of Practice * UN Convention of the Rights of the Child | Application Form / Interview |
| **Ability to:**   * Work within regulations and agreements pertaining to confidentiality, information-sharing, GDPR, safeguarding * Engage in meaningful professional relationships with children, young people, and their families * Communicate effectively with a range of audiences and in a variety of formats (verbal and written) * Make observations during planned work with children, young people, and their families and to keep accurate recordings of these * Assess, plan, review, and measure progress towards agreed outcomes for children, young people, and their families * Work flexibly and on own initiative * Make decisions and problem-solve * Recognise and respond appropriately to risk * Respond professionally to high levels of challenge * Offer support and guidance to team members when required * Prioritise or reprioritise workload, meet stringent deadlines and targets and work to national standards | Application Form / Interview |

**Author**: Jane Wheeler

**Date**: Feb 2022