

Job Description and Person Specification

Job details

Job title: Re-engagement Unit Social Worker

Directorate: Safeguarding and Wellbeing Service

Reporting to: Re-engagement Unit Manager

Direct/indirect reports: NA

Budget responsibility: NA

Grade: PO3

Leadership level:

DBS requirement: Enhanced

Job description

Purpose of the post:

- To bring social care specialism to the team's range of disciplines
 - **To undertake interviews, observation and gather information from children, families and other agencies. To analyse, summarise and evaluate this information to provide a holistic assessment of a child's needs**
 - **To understand the context of child development, parenting capacity and family and environmental factors in which to establish the needs of an individual child**
 - **To support a non-statutory service to consider risk and protective factors and develop plans to minimise risk and develop protective factors**
 - **To provide written and verbal reports which are concise, informative and based on analysis of complex evidence**
 - **To review and reassess when necessary and be open to a change of view in response to new evidence**
 - To ensure excellent communication and close partnership between Education and Children and Families, to ensure we are able to support children and families in a holistic way whilst still addressing the most pressing need to ensure inclusion at school
 - To support the REU manager in overseeing and assessing risk
 - To support schools, the REU manager and families in minimising risk within the family and peer group of targeted children and young people
 - To play a key role in leading the REU's offer of SEMH support within all Hackney primary and secondary schools
 - To support the REU manager and the REU senior workers to deliver cohesive advice to workers around developing protective factors for children and young people both at home and in their peer group
 - To establish a high profile and positive relationship with other school and family
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- To be the lead professional in building a network around the child by working with and liaising with the child, parents, schools and any other relevant professionals.
- Undertake classroom observations, interviews and discussions with various members of staff in schools including young people, families, agencies, school leadership teams and pastoral care leaders.
- Analyse, summarise and evaluate information from a wide range of agencies to provide a comprehensive assessment of a young person's needs.
- Independently manage workload, organise their diary, paperwork and activities taking into account the need to prioritise tasks and responsibilities.

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Increase service quality and performance

- Assist the Re-engagement Unit Manager and the Re-engagement Unit Cluster Lead in developing effective inclusive models in both primary and secondary phases that can be monitored and reported on
- Assess and review schools' access and use of our service and take appropriate action where necessary to redirect their use of our support and improve their service experience, or to engage with schools not yet accessing our service and support them to do so
- Collect information necessary to monitor the performance towards the KPIs, and where poor outcomes can be foreseen to work with the management to take action and to redirect this course
- Use appropriate databases to record and monitor casework and training.

Identify opportunities for personal and professional development

- Have a good working knowledge of different support available for children and adults with SEMH difficulties to ensure effective signposting prior, during and after any intervention.
- Maintain up to date with professional requirements of a registered social worker

Identify opportunities for innovation/new business development

- Design, plan and deliver bespoke training for schools according to their needs.

Make best use of resources

- Create and review a clear, creative, time-bound, intervention plan taking into consideration the view and resources of a range of stake holders including teaching assistants, learning mentors, class teachers and head teachers.
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- Carry out planned interventions, in line with statutory guidance, using a range of evidence informed interventions. Actively reflect on practice and the impact of intervention plans, adjusting as necessary in a timely, purposeful and sensitive manner.

Develop strong relationships across teams and with partners

- Communicate effectively with schools, young people and families, ensuring their views are heard, recorded accurately and acted upon.
- Complete tracking documents to chronicle work in accordance with best practice expectations. Use internal recording systems in a timely and professional manner.
- Take a collaborative approach within professional networks.

Reflect best practice and ensure compliance

- Provide practical classroom based strategies to help support children with Attachment and Neurodevelopmental difficulties.
- Provide individual and group supervision sessions to school staff ensuring that all recommendations are evidence based.
- Assess and balance risk, vulnerability and protective factors to safeguard and promote the welfare of young people. Promote the use of up to date safeguarding policies in schools.
- Encourage and support young people's engagement in informal education and positive activities, accompanying them if necessary to access local borough provisions or out of school activities.

General requirements:

- Enhanced DBS
 - The post holder must at all times carry out his/her responsibilities with due regard to our policy, organisation and arrangements for Health and Safety at Work.
 - It is your responsibility to carry out your duties in line with our policy on Equality and Cohesion and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
 - Undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.
 - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
 - All Hackney Education Staff are expected to demonstrate and work towards developing the Hackney Education Leadership Qualities which are:
 - A strong sense of direction and purpose
 - Creativity
 - Resilience
 - Credibility
 - Presence
 - Connecting
 - Self-Awareness
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Person Specification	Essential	Desirable
Qualifications	✓	✓
1. Health and Care Professions Council (HCPC) recognised social work qualification	✓	
2. HCPC registered	✓	
3. Qualifications or equivalent knowledge gained through significant professional experience in Attachment Disorder, Trauma informed Teaching and Neuro-developmental difficulties	✓	
Experience	✓	✓
4. Experience of working in or with schools to support pushed out children	✓	
5. Successful experience of working with children and the systems around them to implement positive changes in behaviour	✓	
6. Successful experience of building relationships and working effectively with partner agencies to effect change for children and young people	✓	
7. Evidence of coaching experience and partnership teaching to help support teachers improve their practice		✓
8. Good understanding of Solution Focussed approach		✓
9. Successful experience of building relationships and working effectively with young people and their families to effect change	✓	
10. Experience of delivering training to a wide range of professionals		✓
11. Experience of delivering specialist family interventions	✓	
12. Knowledge and experience of Solution Focused planning		✓
Knowledge/Skills	✓	✓
13. Ability to work on own initiative and take responsibility for the effective planning and educational intervention for a vulnerable child	✓	
14. Ability to use and maintain effective IT systems for the collation of notes, tracking interventions, measuring outcomes and holding action owners to account	✓	
15. Ability to create effective partnerships with a range of people including children, families, school leaders, support staff, classroom teachers and external agencies including CSC and CAMHS	✓	
16. A high level of consultative, interpersonal, positive communication and negotiation skills including the ability to deal with complex issues in a sensitive and appropriate manner	✓	

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17.	Knowledge of childcare legislation and statutory guidance around safeguarding and wellbeing	✓	
18.	High level of understanding of the impact of early life trauma and Attachment theory on child development	✓	
19.	Secure current knowledge of best practice including inclusion, SEN and managing behaviour		✓
20.	Secure and current knowledge of safeguarding practice	✓	
21.	Ability to work under pressure, maintain focus and clarity of vision in complex situations with conflicting needs	✓	
22.	Secure knowledge of Attachment Disorder, Trauma informed Teaching and Neuro-developmental difficulties		✓
23.	Ability to identify appropriate stakeholders, be proactive in forming relationships, looking for joint understanding to support children and families	✓	
	Knowledge of relevant information sharing legislation and ability to make informed decisions about relevance and proportionality	✓	
	Consciousness of and willingness to contribute proactively to the team's common goals and objectives	✓	
	Provide clear, effective guidance which are time bound and hold appropriate action holders to account	✓	
25.	Ability to prioritise tasks, manage and organise a significant workload and be accountable for case work	✓	
26.	Commitment to individual and group training and willingness to undertake training	✓	

Re-evaluation - approval (for re-evaluations, get approval to proceed from an SLT member)

I confirm approval to proceed:

SLT Member:	Signature:	Date:
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