

School Based Family Engagement, Social Worker and Counsellor

Job Description

JOB CONTEXT AND PURPOSE

- Person reports to the Head of School
- Line manager for Emotional support LSA and Attendance officer
- Hours of work are 24 hours a week flexible to meet the demands of the role. At least 2 full days in school.
- Term time - 39 weeks (including 5 inset days)

The School based social worker will:

- Provide appropriate advice, support and resources to children and families within the school community who are experiencing personal difficulties to help them overcome their problems and for the children concerned to achieve their best;
- Provide appropriate advice, support and resources to school staff in order to enable them to best support children and families within the school community who are experiencing personal difficulties to help them overcome their problems and for the children concerned to achieve their best.
- Line manage a small team and provide supervision to ensure all work with families is co-ordinated and achieving the outcomes expected for the child/ren
- Provide appropriate counselling as requested by parents, staff or child to those children who are experiencing personal difficulties to help them overcome their problems and for the children concerned to achieve their best using a variety of techniques are used to encourage children to express themselves and their difficulties.

This is a non-statutory role whereby the School based social worker will work with a similar client group i.e. children and families within the school community but are not specifically responsible for enforcing the law.

EQUAL OPPORTUNITIES

We are committed to and champion equality and diversity in all aspects of employment. All employees are expected to understand and promote our equality and diversity policy in the course of their work.

Banister Primary School is committed to safeguarding and promoting the welfare of the children and young people and expects all in the school community to share this commitment.

GENERAL DUTIES AND RESPONSIBILITIES

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

To directly support children and families by:

- assessing, counselling and offering advice to parents;
- liaising with outside agencies in order that they can arrange appropriate care, resources or benefits;
- liaising with relatives, colleagues and other professionals;
- keeping accurate records and report writing in line with the school systems and procedures;
- managerial administration;
- offering information, counselling and advocacy;
- building trusting relationships with children and their families;
- attending or contributing towards court cases;
- Deputizing as a Safeguarding lead within the school.
- Providing 1:1 and group sessions with key children to help them explore their difficulties and express themselves appropriately in a safe place.
- One-to-one counselling short- and long-term tailored to individual child's needs
- Providing counselling services with clear boundaries agreed with the child which the children can voluntarily enter into to explore, understanding and overcome issues causing them difficulty, distress or confusions.
- To provide therapeutic approaches which encourages children to express themselves through art or play

To indirectly support children and families through supporting school staff by:

- providing information to relevant staff about children and families;
- Create in consultation with the Head Teacher, publicity materials to share with all stakeholders
- creating an identification process to ensure swift and early identification which are shared with all staff
- Routinely evaluating the impact of their work against the outcomes for the families and children they work with
- acting as a key worker, supporting other professionals in school;
- organizing, managing and analyzing the impact of support plans on children's outcomes;
- liaising with health professionals to develop and maintain accurate medical records and provision for children;
- liaising with Educational Welfare and school Attendance Officer to develop and deliver a coherent strategy to challenge and positively impact on children's attendance and punctuality
- liaising with Social Care to develop and maintain accurate records and provision for children that impacts positively on their outcomes
- To complete referrals as needed to gain support needed for our children and families
- To take on a lead role within the care plans for children on the schools at risk register
- liaise and report to School's Senior Leadership Team to keep them up to date
- taking part in team meetings and case conferences as required;
- responding to requests for information;
- helping to protect children from harm;
- leading Child Protection training in school for all employees;

- Keeping up to date with relevant training and guidance that impacts on Welfare and Attendance;

- Line managing the Emotional support assistant and Attendance officer to provide a coordinated approach to support to secure better outcomes for children;
- Providing supervision for SLT, Emotional support Assistant and Attendance officer;
- To lead projects to support the development and support linked to Social, Emotional and Mental Health provided by the school
- To ensure better integration with Mental Health and wellbeing support within the school and beyond it allowing for improved assessment and referrals.
- To improve families and children's confidence to speak openly about mental health issues without fear of judgement
- To act as a champion for wellbeing in school to ensure a coherent whole school approach.

This job description is a guide to the work that you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your contract of employment.

Person Specification – School Based Family Engagement Social Worker and counsellor

The person specification describes the essential criteria, (minimum requirements), that a candidate must demonstrate for appointment. The desirable criteria are used to help us select between candidates. The criteria initially tested at short listing stages may be given further consideration at later stages of recruitment.

Qualifications and training required

- A social work qualification professionally recognised by the General Social Care Council (GSCC).
- Candidates with a bachelor's degree in social work or a DipSW qualification will be considered.
- Candidates with a BSC in Psychology and practical application of theory linked to children and families
- Applicants must be at least 2 years post qualified counsellors/therapists and BACP Registered or Accredited, or registered with another recognised professional body (e.g. HPC, UKCP) or have experience of providing counselling to adults and children within their current role.

Skills, interests and qualities required:

- excellent communication and people skills;
- the ability to relate to people of all ages and backgrounds and gain their trust;
- a practical and flexible approach to work;
- tact, patience and empathy;
- an understanding of the needs of different children and families;
- a non-judgmental attitude;
- the ability to work in a team and also use your own initiative;
- the ability to assess situations and take appropriate action;
- resilience - for coping with difficult situations and challenging cases;
- good time management and organisational skills;
- computer literacy and administrative skills.

Use the application form to describe how you meet the criteria outlined below. You should explain and provide examples to outline how your experience, knowledge and skills transfer to the challenges of this post.

Criteria tested initially at short listing stage (E = Essential, or D = Desirable).

Knowledge

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| 1 | A relevant Social Work qualification (BA/MA Social Work/DipSW or equivalent) | E |
| 2 | 2 years post qualified counsellors/therapists and BACP Registered or Accredited, or registered with another recognised professional body (e.g. HPC, UKCP) or have experience of providing counselling to adults and children within their current role beyond 2 years. | E |
| 3 | Possess and demonstrate commensurate literacy and numeracy skills. | E |

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| 4 | Knowledge of relevant procedures and legal frameworks and a demonstrable ability to apply this to practice, including: safeguarding and child protection, equalities and diversity, special educational needs and disabilities, etc. | E |
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Experience

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| 5 | Experience of assessments and childcare planning for children in need and their families in a multi-cultural environment. | D |
| 6 | Experience of successful working in an integrated manner, including team working, line management and partnership. | D |
| 7 | At least two years relevant experience | D |
| 8 | Managing a case load of Child Protection Cases | D |
| 9 | Direct work with children and their families | D |
| 10 | To have undertaken appropriate training and keep up with procedure, legislation and developments in professional practice. | D |
| 11 | To liaise effectively with other agencies and, where appropriate, to be involved in multi-disciplinary work. | D |

Skills

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| 11 | Skills in written and oral communication, including competency in delivering presentations and training | E |
| 12 | Proven organisational and time management skills; including the ability to balance and prioritise a workload in an environment of unpredictable, and sometimes conflicting, demands. | E |
| 13 | To be able to develop innovative solutions to intractable family problems | D |
| 14 | To be able to work on own initiative, managing and prioritising own workload under the direction of the Head teacher. | E |
| 15 | Be a car driver | D |
| 16 | To attend Senior Leadership Team Meetings and contribute to team development. | D |
| 17 | To prepare statements and reports for the Courts and to represent the School in Court as required. | D |
| 18 | To promote Equal Opportunities and Anti-Discriminatory practice in all areas of work within and outside the School, in line with legislation of School and Local Authority policy. | D |

**You will also need to pass background checks by the Disclosure and Barring Service (DBS).
Previous convictions or cautions may not automatically prevent you from this type of work.**

Job Description and Person Specification

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| Date Signed: | |
| Signature of Employee: | |

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| Signature of Line Manager: | |
| Review Date: | |