

## CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

<b>DEPARTMENT:</b> Children's Services	<b>SERVICE GROUP:</b> Specialist Teaching and Support Service (STaSS), Social Communication Interaction and Learning (SCIL) Team
<b>POST TITLE:</b> Children's Community Support Team - Specialist Practitioner	<b>REPORTS TO:</b> Children's Community Support Team - Senior Specialist Practitioner
<b>GRADE:</b> S01 23-25 /S02 26-28	<b>SAP POSITION NUMBER :</b>

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The following points should be noted:

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. As a candidate/employee you will be expected to demonstrate your ability meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting.

### **Key Purpose of Post:**

The Specialist Home Support (SHS) Team provides support for families/young people (age 5-18) at home that display extreme distressed behaviours due to their Special Educational Need/Disability (SEND)

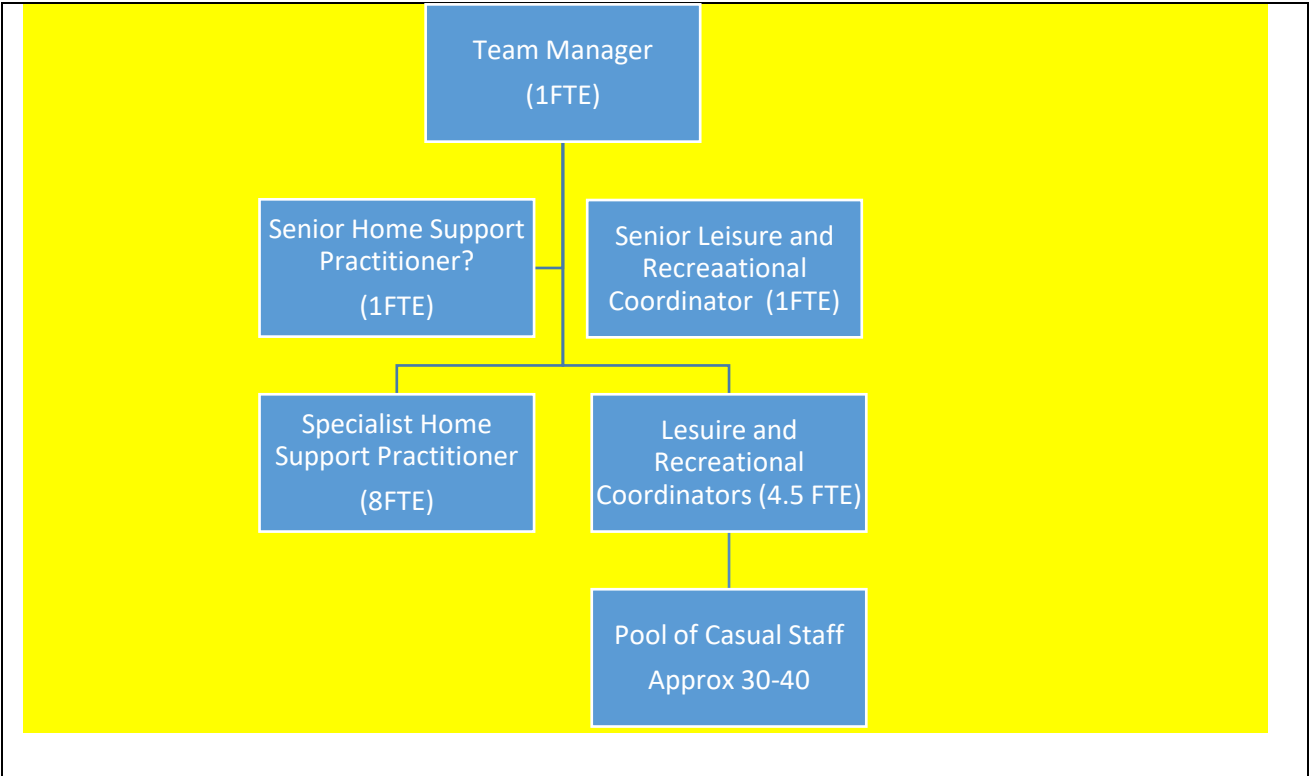
1. To deliver a specialist home support service to children and young people with complex social, communication, interaction and learning needs who present extreme distressed behaviours in their family home.
2. To work in partnership with families and other professionals to deliver tailored holistic assessments and plans which support children to remain safely within their family/carers' home and within the Local Authority.
3. To monitor, assess and review children's progress using specialist assessment tools.
4. To provide specialist home support, advice and training as part of a team and independently with families, teachers and practitioners in schools and settings to support school staff.

5. To work within legal frameworks, policies and procedures appropriate to the service area, the Department and Council.

#### **Main Responsibilities of Post:**

1. To contribute to timely advice giving, training, screening, referral and/or duty processes so children and families are supported at the right level at the right time.
2. To independently carry out a holistic assessment of needs concerning the specialist area (other than those requiring a social work assessment) and devise and implement appropriate plans for children, young people and families. Specifically, to complete behavioural, sensory and sleep, AIM2 and FASD assessments. To support the management to carry out specific assessments to determine a child's needs and to support planning and target-setting due to their sensory need.
3. To work on a peripatetic basis using professional judgement and initiative to analyse and interpret complex information and/or situation to develop and support provision for children with disabilities and distressed behaviour. To ensure training, screening, referral and/or duty process are followed to ensure young people are supported at the right level and promptly.
4. To plan and work directly with children and families in their own homes and communities, particularly children with complex social, communication, interaction and learning needs who present extreme distressed behaviours in their family home needs. To understand, convey and embed high aspirations for children and young people's achievement through clear target setting and focussed interventions. To model and mentor appropriate interventions to teachers and support staff within various settings.
5. To plan and deliver and ensure the appropriate participation of children and young people in their own assessments and plans which reduce risks and dangerous situations arising from distressed behaviours. Independently plan and deliver teaching sessions to individuals/groups of pupils as part of an agreed support package to settings/schools or at home.
6. To case hold and co-ordinate multi-agency support to deliver tailored family interventions and behavioural support. To model and mentor appropriate interventions to parents, carers, colleagues and support within various settings.
7. To arrange and chair reviews on a regular basis to track and show progress, including children, young people and families and partner agencies as appropriate. To assess, monitor and review children and young people and their families progress.
8. To maintain accurate up to date and appropriate records using identified electronic systems and equipment. To produce fluent, concise and accurate reports using ICT, including contribution to statutory assessment as required. To write reports as needed for meetings, CP/ CIN/ EHCP reviews etc.
9. To attend court as required representing the department. To personally adhere to and act within Child Protection policies and procedures, reporting any concerns about individual children's welfare to the named person.

- 10. To comply with all policies and procedures, guidelines & codes of practice as laid down by the Council, Children’s Services and contribute to reviews as required. To maintain confidentiality in relation to information about children, young people and their families. To comply with and uphold all policies, procedures, guidelines and codes of practice as lay down by the Council, Children’s Services and the Bradford Safeguarding Board especially equal rights, health and safety and safeguarding, contributing to reviews as required.
- 11. To undertake all duties commensurate to the nature and level of the post at initial place of work or at any other venue. To exercise a significant degree of initiative and personal responsibility in managing time, prioritising and carrying out duties.
- 12. To engage with professional supervision, appraisal, team and practice development in line with the Bradford Behaviours. To exercise a significant degree of initiative and participate in professional supervision, appraisal, team and practice development through training, study and research projects aimed at professional and service development.
- 13. To be responsible for your own continuing personal and professional development, and ensuring attendance at mandatory training and refreshers appropriate to their role.
- 14. Contribute to the support of students, apprenticeships, trainees and volunteers.
- 15. To deliver specialist training to families, schools and other professionals as part of agreed support package. Independently plan and deliver specialist training to families, settings/schools and other professionals.



<b>Special Knowledge Requirement:</b> Will be used for shortlisting
<b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</b>
Due to the Government's Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced threshold level (which will be implemented where the post requires a greater level of sensitive interaction with the public e.g. in children's centres) – where the person is able to demonstrate that they can during the interview: <ul style="list-style-type: none"> <li>a) Can express themselves fluently and spontaneously, almost effortlessly</li> <li>b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language</li> </ul>
Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work. Carries out the working practices, procedures and basic operations across a specialist area or number of specialist areas.
Uses a range of complex IT packages relating to area of work.
Able to understand what harm or abuse is, recognising it and successfully responding to it proportionately: <ul style="list-style-type: none"> <li>• assessing risks and emotional resilience</li> <li>• synthesising and analysing information</li> <li>• reflecting and making informed judgements</li> <li>• acting within local procedures, arrangements and resources</li> <li>• aware of own limits and boundaries and others roles</li> </ul>
Knows and understands how to use, interpret, handle and communicate Information.
Effective communication and effective communication and engagement with children, young people and their families <ul style="list-style-type: none"> <li>• building trust and establishing relationships</li> <li>• listening, building empathy and using clear language appropriate to age, ability, culture and personality summarising, explaining options, consulting and involving children and young people and carers and colleagues in decisions and courses of action. Able to assimilate and apply complex and detailed information and relay it to service users/stakeholders.</li> </ul>
Able to diffuse difficult and potentially harmful situations – working with children and young people who present distressed behaviours, parents/carers and others.
Able to manage own workload and work in an unsupported environment such as with children/young people and their families in their own home - Able to carry out multiple activities and prioritise effort while maintaining a focus on the service user and their families.
Able to understand and consistently apply best practice – to ensure every child and family accessing the service receives effective quality family support that enables them to achieve change within the home.
Able to apply anti discriminatory practice and approaches in their day-to-day interaction with colleagues, children and their families in order to challenge bias, prejudice and intolerance.

<b>Relevant experience requirement:</b> Will be used for shortlisting
Due to the Government's Fluency in English for posts where employees speak directly to members of the public the postholder is required to meet the <u>Advanced threshold</u> level which will be applied where the postholder requires a greater level of sensitive interaction with the public.
You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be assessed during the interview).
<ol style="list-style-type: none"> <li>1. Recent experience working directly with people with SEND/Disabilities' including evidence of working with distressed behaviour.</li> <li>2. Experience of working within multi-agency settings and/or across teams to draw on the strengths of professionals to improve outcomes for individuals and families.</li> <li>3. Experience in reviewing and assessing needs and drawing up comprehensive support plans for children and young people with Disabilities/SEND.</li> <li>4. You must prove that you have excellent interpersonal skills and the ability to relate to a diverse group of service users and professionals.</li> <li>5. Must hold a current driving licence unless a disability prevents this.</li> </ol>
<b>Relevant professional qualifications requirement:</b> Will be used for shortlisting
A relevant Level 3 professional qualification related to working with children, young people and families and evidence of on-going training and CDP.
<b>Core Employee competencies to be used at the interview stage.</b>
<b>Carries Out Performance Management</b>
Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.
<b>Communicates Effectively</b>
Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and sensitive information.
<b>Carries Out Effective Decision Making</b>
Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.
<b>Undertakes Structured Problem Solving Activity</b>
Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships.
<b>Operates with Dignity and Respect</b>
Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.

<b>Working Conditions:</b>		
Must be able to work evenings, nights, early mornings, weekends and bank holidays as required by the needs of the service.		
Must be able to work using own initiative as most of the work is lone working in the community within family homes.		
Must hold a valid driving licence.		
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
<b>Special Conditions:</b>		
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance Enhanced DBS check required. We will seek a third reference for this post.		
The post holder is required to have a useable car available at all times or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable.		
Disbursement of cash on occasions, access to confidential information, case records and files.		
Responsible for resources and equipment used including keys to buildings, laptop and mobile phone.		
<b>Compiled by:</b> <b>Date: Naina Hayaat and Lucy Stead</b>	<b>Grade Assessment Date:</b>	<b>Post Grade:</b>
<b>Updated: 17.3.23</b>		
<b>For HR use only</b>	<b>SAP Input Date</b>	<b>Name of Data Inputter</b>

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required

to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. Please see the separate guidance information on how to complete the form located on Bradnet.