**Job Title:** Social Worker

**Department:** Schools, Children and Family Well-being Service

**Responsible to:** Schools, Children and Family Well-being Service Manager

**Salary:** Spinal Point SP18 £29,269 to SP25 £33,945

**Our Service**

We believe it is a fundamental right of every child to reach their full potential and enjoy a good quality of life. We also recognise that each individual is different and that some children, young people and families will need support to overcome difficulties at home, school, in their communities and everyday life.

To help schools fulfil their commitments to their children and young people, we offer a dedicated team of school social work professionals who provide a child centered responsive service. This encompasses advice, support and evidence-based interventions designed and implemented in collaboration with the child or young person and their parents/carers. We also deliver support to school professionals.

Our priority is first and foremost to achieve improved outcomes for the children and young people we support and we are committed to making a difference to the child or young person’s physical, emotional, intellectual and spiritual wellbeing and most often work in partnership with families, school professionals and other services to achieve this.

Our work includes long term support with children and young people negotiating a complex range of challenges. Sort term work focusing on a specific matter identifying skills and strategies to support improved outcomes. Group work where issues which affect larger numbers of children and young people can be supported and improved collectively e.g. positive relationships, self-esteem, transitions. Being actively involved with children, young people and the families we work with we also provide a gate-keeping role where concerns about safety can be identified at an early stage and appropriate actions can be taken. We also offer listening and supporting services to school staff. Our service further supports school professionals in managing safeguarding responsibilities in their school communities.

Our social workers have continuous management support and guidance, peer support, reflective supervision, peer supervision and knowledge and skills development.

Our service is delivered from within schools across West and North Yorkshire with our social workers being assigned to the same schools on a weekly basis enabling them to become an integral part of the pastoral and safeguarding support team for the school and its community.

**Purpose of the Role**

* To fulfil all aspects of the service our charity offers within designated schools providing a child centered, collaborative response which supports improved outcomes for children, young people, their families and the school community.
* To respond correctly to safeguarding responsibilities ensuring they are communicated and managed in accordance with statutory guidance and the charities policies and procedures.
* To carry out this role in accordance with Catholic Care’s Values and the Social Work England Professional Standards.
* To work in partnership with school professionals, other agencies, children, young people and their families.

**Key Responsibilities**

1. Develop and maintain positive, empathic, and supportive, relationship based working relationships with children, young people and their families, school and other professionals to promote best possible outcomes for children and young people.
2. Undertake direct work with children, young people and families in a one to one or group work setting.
3. Develop and creatively apply a comprehensive tool kit of social work theories and methods that inform assessment of need, interventions and approaches which are evidence based and align to the desired outcomes of the child or young person.
4. Have trauma informed practice and resilience development at the foundation of all intervention.
5. In partnership with the child or young person, their parents or carers, and other key individuals, assess and plan appropriate interventions to support the positive outcomes identified.
6. Safeguard and promote the welfare of children and adults at risk regardless of gender ethnicity, disability sexuality, beliefs or age ensuring safeguarding practice complies with statutory responsibility and Catholic Care policy and procedures.
7. Demonstrate the values of Catholic Care and work in accordance with the charity’s policies and procedures.
8. Carry out all work in accordance with statutory guidance, Social Work England professional standards, policy and procedures.
9. Maintain timely, accurate and respectful records relating to each case in accordance with the charity’s guidance.
10. Engage fully with, and make best use of, reflective supervision to critically reflect on your practice, to explore alternative approaches, and to clarify professional boundaries and boundaries of accountability.
11. Participate in Performance Development Planning, training and development opportunities to ensure continuous enhancement of your capability.
12. Take part proactively in team meetings, contributing to a positive and supportive team culture.
13. Understand and support difference ensuring equality working in an anti-discriminatory, accessible, inclusive way at the same time respecting appropriate boundaries of confidentiality are respected and observed.
14. Deliver a high-quality partnership service to schools aligned to the Service Level Agreement in place including regular school case review meetings.
15. Provide information aligned to monitoring and evaluating service delivery within the framework provided by the charity.

**Person Specification**

**Job Title:** Social Worker

**Department:** Schools, Children and Family Well-being Service

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| --- | --- | --- |
|  | Essential | Desirable |
| **Qualifications** |  |  |
| Social Work qualification (Degree, DipSW, CQSW) | 🗸 |  |
| Registration with Social Work England on commencement of Employment and maintain registration | 🗸 |  |
| Full UK Driving License | 🗸 |  |
| **Experience** |  |  |
| Working in a child, family or school centric setting | 🗸 |  |
| Working in a child centered, outcomes led setting | 🗸 |  |
| Responding to Safeguarding matters in line with statutory guidance | 🗸 |  |
| **Skills** |  |  |
| Able to respond flexibly and responsively across a range of presenting issues. | 🗸 |  |
| Able to effectively assess, plan, and evaluate intervention plans with children, young people, parents/carers, school and supervisor | 🗸 |  |
| Able to plan and time manage own workload | 🗸 |  |
| Able to communicate professionally and effectively, both verbally and in writing, across a diverse audience  | 🗸 |  |
| Able to build positive, supportive and professional relationships across a diverse range of people | 🗸 |  |
| Able to maintain accurate, concise and respectful records electronically | 🗸 |  |
| Able to apply individual judgement, assess risk and seek advice and support when appropriate  | 🗸 |  |
| Counselling skills |  | 🗸 |
| Person centered listening and responding skills | 🗸 |  |
| Group work skills with adults and children |  | 🗸 |
| **Knowledge** |  |  |
| A range of Social Work and therapeutic theories and models which can be utilized in outcomes focused work with children, young people, families and groups. | 🗸 |  |
| Child and Young people’s development and attachment |  | 🗸 |
| Trauma Informed Practice and its application in assessing and planning supportive interventions. |  | 🗸 |
| Relevant statutory legislation in relation to Safeguarding  | 🗸 |  |
| The range of pressures and challenges encountered by children, young people and families in society today | 🗸 |  |
| Current issues in an education setting that impact on children, young people and their families |  | 🗸 |
| The roles and responsibilities of statutory and third sector organisations |  | 🗸 |
| **Other Characteristics** |  |  |
| Willingness to work flexibly in response to the needs of the service | 🗸 |  |
| Willingness to work as part of a team to delivery best possible outcomes to children, young people and families | 🗸 |  |
| Willingness to work as part of a team acknowledging the skills base, perspectives and knowledge of others to improve your own and the team’s practice. | 🗸 |  |
| Commitment to demonstrating the values of Catholic Care | 🗸 |  |
| Commitment to continuous personal learning and development. | 🗸 |  |
| Apply professional curiosity to your work and during supervision | 🗸 |  |