Job description

## Family Outreach Practitioner

* Grade: SO1
* Reports to: Sam Mason, Family Outreach Manager
* Direct reports: 0
* Your team: Family Outreach Team
* Service area: Children’s Services
* Directorate: Children and Young People

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| Special requirements of the post |
| Workstyle: Front facing (High presence, three to four days a week)   * Colleagues with regular physical contact with residents and businesses in the borough and on-site, but some activities could be done remotely (such as paperwork) |
| This post requires a DBS check at the appropriate level (Enhanced) |

## Our mission

Islington is a place rich with diversity and culture. As a council our sense of purpose couldn’t be clearer: we serve. It’s in the logo. We are committed to challenging inequality in the borough and as one of the largest employers we know that to look after the place and the planet, we have to look after our people. **Together we can change the future**.

To do this, everyone who works at Islington Council lives by a set of values which guide us in everything that we do: collaborative, ambitious, resourceful, and empowering. They spell out ‘CARE’, which is what we think public service is all about.

## Overview of the role

You will provide outreach sessions for children and young people with neurodiversity and/or a disability in their homes and the community for around 3-6 months, supporting parents and carers to manage behaviours of concern and working collaboratively with the network of professionals. You will aim to increase the quality of life for the child/young person and their family by increasing their choice and control, using a positive, and trauma informed approach and developing relationships with the family. You will be part of a supportive, dynamic and reflective team who always put the child/young person at the centre of the work. The family outreach team is supported by a clinical psychologist and you would access training in a variety of modalities and approaches to support your practice.

**Keep it brief and no more than 100 words.**

## Key responsibilities

1. To provide high quality, direct support to the children with complex disabilities and their families when and where they need it most.
2. To work within and contribute to, detailed risk assessments for the young people and dynamically assess and manage risk in a range of situations.
3. To safeguard the well-being of the children in your care through effective support, proactive behavioural strategies and individualised risk assessments; to respond to and report any concerns about the welfare of a child promptly in line with local guidance on safeguarding children.
4. To improve outcomes for complex disabled young people and their families through effective family interventions, which will improve a child’s communication, reduce behaviours that challenge and support them to maximise their potential.
5. To develop and sustain effective, positive working relationships with children, parents and/or carers, the management team and the professional network as part of a ‘wrap-around’ approach to supporting families.
6. To communicate professionally with team members, providers of health and social care, education and other support services for the child and their family, representing the Disabled Children’s Outreach Team at Team around the Child reviews and other key meetings as required.
7. To use a holistic approach based on social work assessments and the outcomes identified through the team around the child or in the education, health and social care plan.
8. To prioritise and utilise regular one-to-one and group supervision in order to develop and reflect on own practice and share knowledge and expertise to enhance service delivery and improve outcomes for families.
9. To ensure high standards of case recording using the relevant information systems in order to capture all necessary inputs, outputs, and outcomes for young people and their families and carers.
10. To work flexibly to suit the needs of children with complex disabilities and their families; this may include early starts, late finishes, evenings and weekends as required.
11. To undertake other duties commensurate to the grade of the post.

**ADDITIONAL:**

* To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
* To achieve service outcomes and outputs, and personal appraisal targets, as agreed with your line manager.
* To consistently manage your own time, planning your work in advance and using appropriate systems to maximise your effectiveness.
* To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder
* To be committed to the Council’s core values of public service, quality, equality and empowerment and to demonstrate this commitment in the way duties are carried out.
* To adhere to the:
  + Code of Conduct of the Health and Care Professionals Council (HCPC).
  + Data Protection Act and other legislation.
  + Council’s Health and Safety Policy and relevant Health and Safety legislation.
  + Council's Dignity for all Policy (Equal Opportunities Policy).

### Compliance

Ensure adherence to legal, regulatory, and policy requirements under GDPR, Health and Safety, Employee Code of Conduct and in your area of expertise by identifying opportunities and risks, and escalating issues as necessary.

## Person specification

Your application form needs to demonstrate how you fulfil the role's requirements. It is essential to address the criteria, as this will be used to evaluate your suitability for the position.

### Essential and desirable criteria

Essential: the basic requirements that must be met for someone to be considered for a particular job. These criteria are mandatory and cannot be negotiated. Essential criteria directly impact the core qualifications or skills necessary to perform the job effectively.

Desirable: the additional qualities, skills, or qualifications that would be advantageous for a candidate to possess but are not mandatory. Not meeting them does not automatically disqualify someone from consideration for the job. This also allows candidates who do not possess certain desirable criteria the opportunity to explain how their other knowledge, experience and skills relate to these and what they may be in the process of doing or willing to do to achieve these.

#### Knowledge, experience, and skills

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| Point | Criteria description | Essential/desirable |
| 1 | A professional qualification in health, social care or education to level NVQ / HNC level 3 (or equivalent) or the ability to complete a relevant qualification evidenced by educational history and professional development. | Essential |
| 2 | Experience of direct work with children and young people, or adults, with health needs and/or complex disabilities. | Essential |
| 3 | The ability to work flexibly and responsively to provide support when families need it most, which may include early mornings, evenings and weekends as required on a case-by-case basis. | Essential |
| 4 | Some knowledge of relevant legislation, guidance, government policy and research in relation to disabled children and an ability to apply that knowledge in an operational setting. | Essential |
| 5 | Promote and safeguard the welfare of children and young persons in your care, respond to and report any concerns about the welfare of a child promptly in line with local guidance on safeguarding children. | Essential |
| 6 | Ability to develop risk assessments for children with complex disabilities, including risks associated with behaviour that challenges. | Essential |
| 7 | Ability to work autonomously and using your initiative when lone working in family homes and in the community. | Essential |
| 8 | Good observation skills together with the ability to analyse complex situations and identify interventions which will achieve the desired outcomes within timescales. | Essential |
| 9 | The ability to apply theory into practice, evidencing the application of motivational interviewing and the positive behaviour approaches in your direct work. | Essential |
| 10 | Ability to deliver good outcomes for children and their families, working within planned interventions agreed by the professional network. | Essential |
| 11 | Ability to form and maintain appropriate professional relationships and boundaries with children, young people and families, colleagues and the multi professional network. | Essential |
| 12 | Knowledge and understanding of types of disability and the impact this can have on children and families, including the ability to promote, monitor and recognise the strengths of children and young people. | Essential |
| 13 | Ability to creatively engage, communicate and consult with disabled children and their families about developing and improving their service. | Essential |
| 14 | Ability to communicate clearly, effectively and concisely both verbally and in writing and to write detailed reports with analysis & recommendations. | Essential |
| 15 | Ability to gather information and record cases notes using IT systems. The ability to manage your time effectively, prioritise tasks using supervision and IT systems to maximise your efficiency. | Essential |
| 16 | Ability and willingness to use reflective practice in supervision and actively engage in developmental opportunities to maximise your own professional competence. | Essential |
| 17 | Ability to adhere to the Council’s Dignity for All policy. | Essential |
| 18 | This post requires an enhanced level of Data Barring Service (DBS) Disclosure | Essential |

## **Our accreditations**

A group of logos with text

AI-generated content may be incorrect. Our accreditations include Disability Confident Leader, The Mayor’s Good Work Standard, London Living Wage Employer, Stonewall Diversity Champion, and Employer with Heart.