**Employee Specification – Job Title**

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The ‘Essential’ requirements indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under ‘Desirable’ requirements are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

|  | **KEY** |
| --- | --- |
|  | **A** | = Application |
|  | **I** | = Interview  |
|  | **C**  | = Certificate  |
|  | **T** | = Test |
|  | **SP** | = Selection Process |
| **Person Specification**  | **Essential**  | **Desirable** | **Method of Assessment**  |
| **Knowledge**  |
| A proven knowledge and understanding of diverse needs and issues which create pressures for families. | **🗸** |  |   |
| A working knowledge of the Every Child Matters framework and the Children Leeds Priorities. | **🗸** |  |  |
| A working knowledge of Early Help Plans (EHP) | **🗸** |  |  |
| Knowledge and understanding of working together to safeguard learners and of Safeguarding Children’s Board Procedures. | **🗸** |  |  |
| Knowledge of issues associated with integrated team working. | **🗸** |  |  |
| Proven knowledge & understanding of maintaining concise & accurate records & data collection | **🗸** |  |  |
| Knowledge of available local support services for learners and families and referral routes to these sources of support. |  | **🗸** | A & I  |
| Have a knowledge of School-based services and issues e.g. SEN. |  | **🗸** | A & I |
| **Experience** |
| Experience of working effectively with learners and families in challenging circumstances. | **🗸** |  | A & I |
| Delivering groups and courses for parents/carers. | **🗸** |  | A & I |
| Working with vulnerable groups | **🗸** |  | A & I |
| Working in a multi-agency setting | **🗸** |  | A & I |
| Working in close partnerships with parents and carers and offering support in a variety of ways. | **🗸** |  | A & I |
| Work using own initiative, managing caseloads and time, whilst communicating effectively with other members of the team. |  | **🗸** | A & I |
| Work within a health-related, educational setting. |  | **🗸** | A & I |
| Experience of Early Help Plans and the Lead Professional Role when supporting families through the EHP procedure. |  | **🗸** | A & I |
| **Skills** |
| Proven ability to listen and relate to learners and adults in an empathetic manner, valuing their views, experience and recognise their strengths. | **🗸** |  |  |
| Proven ability to build positive and effective relationships with learners and families. | **🗸** |  |  |
| Proven ability to identify where intervention is needed using appropriate assessment methods. | **🗸** |  |  |
| Proven ability to disseminate information and offer advice. | **🗸** |  |  |
| Proven ability to maintain records of work and supply data and other monitoring and evaluation information as required within set time scales and targets. | **🗸** |  |  |
| Proven ability to understand and respond to the range of factors that create stress for learners and families. | **🗸** |  |  |
| Ability to successfully signpost learners and families to other services. | **🗸** |  |  |
| Ability to offer time limited, solution-focused interventions when supporting individual families, whilst being accessible and supportive. | **🗸** |  |  |
| A commitment to early intervention as a means of making a positive difference to the lives of learners. | **🗸** |  |  |
| Ability to work flexibly as part of a busy team whilst managing own time and caseload | **🗸** |  |  |
| Ability to work effectively in a multi disciplinary team, alone, within own service sector and with other agencies in the cluster to support children, young people and families | **🗸** |  |  |
| Ability to take responsibility for the quality of work, acknowledge mistakes, find solutions and learn from the experience. | **🗸** |  | A & I |
| Ability to follow LCSB safeguarding procedures. |  | **🗸** | A & I |
| Ability to develop a sensitive approach to the care of families in a multi-cultural environment and to work in an anti-oppressive manner within the service.  |  | **🗸** | A & I |
| Ability to manage the delivery of appropriate training opportunities for parents/carers  |  | **🗸** | A & I |
| Ability to work in a solution focused manner |  | **🗸** | A & I |
| Ability to undertake family-based assessments (e.g. EHP) and work in the Lead Professional Role (or work towards this) |  | **🗸** | A & I |
| **QUALIFICATIONS AND OTHER PRACTICAL REQUIREMENTS** |  |  |  |
| NVQ Level 3 in relevant subject | **🗸** |  | C |
| Full driving license and access to a vehicle |  | **🗸** | C |
| Relevant IT skills |  | **🗸** | A & I |
| **BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS** |  |  |  |
| Willing to abide by the Council’s Equal Opportunities Policy in the duties of the post, and as an employee of the Council. | **🗸** |  | A & I |
| Willing to carry out all duties having regard to an employee’s responsibility under the Council’s Health and Safety Policies | **🗸** |  | A & I |
| Commitment to client confidentiality | **🗸** |  | A & I |
| Commitment to personal professional development | **🗸** |  | A & I |
| Willing to take responsibility for one’s own actions | **🗸** |  | A & I |