

CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

DEPARTMENT: Children’s Services - Long Term/Fostering/CIC	SERVICE GROUP: Children Social Care
POST TITLE: Community Resource Worker (CRW)	REPORTS TO: Team Manager,
GRADE: L3	SAP POSITION NUMBER : TBC

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. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

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.

Key Purpose of Post:
<ul style="list-style-type: none"> • To provide support services for children and families as set out in the service area for which you are working to children and YP and their families from birth up the age of 18 and ensure you work within legal frameworks and policies and procedures appropriate to your service. • To work in partnership with other professionals involved with the children and their families. • Respond to children and families in crisis at Teir 4 and above, to ensure the safeguarding needs of children and young people are met.
Main Responsibilities of Post:
<ul style="list-style-type: none"> • To undertake direct work with children, young people and families, indentifying the appropriate interventions/tools to deliver positive outcomes which may include the

delivery of family learning & parenting programmes, life story work and group work

- To undertake and co-work assessments of need and devise and implement appropriate plans for children, young people and families, ensuring plans are reviewed on a regular basis.
- To ensure the appropriate participation of children and young people in their own assessment, plans and reviews and to respond appropriately to non-engagement
- Support monitor and assess contact between children, young people and their families as appropriate, including supporting children in their transitions between placements
- To work in partnership with other agencies to achieve best possible outcomes for children young people families and carers.
- To maintain accurate up to date and appropriate records and to write reports as required for meetings, reviews etc using identified electronic systems and equipment.
- To record accurate detailed notes and assessments to present to court and represent the department in attendance if required.
- To support duty cover and on call duties as required by the needs of the service
- To attend and contribute to team meetings and contribute to service developments as appropriate.
- Promote the service through the development of information materials, social media, open evenings and marketing campaigns.
- Contribute to the support of students, apprenticeships, trainees and volunteers, in their professional development and delivery of allocated tasks
- To engage with professional supervision, appraisal, team and quality assurance, practice development in line with the Bradford Behaviours.
- To be responsible for your own continuing personal and professional development, and ensuring attendance at mandatory training and refreshers appropriate to their role
- With appropriate supervision make decisions/recommendations regarding the needs of children and families, excepting those which affect the liberty or legal status of service users, in which case post holders, with appropriate supervision, will make recommendations

Special Knowledge Requirement. Will be used for shortlisting.

Essential

<p>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</p>	
<p>Due to the Governments 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: a) Can express themselves fluently and spontaneously , almost effortlessly b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language</p>	x
<p>Be able to use and appropriately apply knowledge of policies, procedures and regulations within Children’s Services, including safeguarding.</p>	x
<p>Be able to record accurate information, and write records and reports using electronic systems i.e. LCS, including recording of analysis and judgements and use of other recording systems.</p>	x
<p>Effective communication and engagement with children, young people and their families</p> <ul style="list-style-type: none"> • building trust and establishing relationships • 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 	x
<p>Child and Young Person Development - Understanding and using knowledge of physical, intellectual, linguistic, social and emotional development of babies, children and young people</p> <ul style="list-style-type: none"> • observing, assessing and analysing developmental stages and their effects on behaviour • identifying and taking account of developmental delay and disability • taking appropriate account of diverse parenting approaches, family structures and behaviours 	x
<p>Safeguarding and promoting the welfare of the child and young person- This requires understanding what harm or abuse is, recognising it and responding to it proportionately by:</p> <ul style="list-style-type: none"> • assessing risks and emotional resilience • synthesising and analysing information • reflecting and making informed judgements • acting within local procedures, arrangements and resources • aware of own limits and boundaries and others roles • 	x
<p>Supporting Transitions- Between common stages of development, services or particular life changes such as loss and separation, asylum, pregnancy, mental health, disability or consequences of crime by:</p> <ul style="list-style-type: none"> • identifying transitions and their potential impact 	x

<ul style="list-style-type: none"> • supporting, explaining and developing confidence • working alongside parents, carers and other professionals 	
<p>Integrated Working- Working with others in the children and young people's workforce to put the child at the heart of decision making, offering help at the earliest point</p> <ul style="list-style-type: none"> • communicating well, sharing appropriate, succinct, objective information and analysis to aid joint decision making • being proactive, persistent and prepared to challenge and be challenged • knowing your responsibilities and others roles and joint procedures • 	x
<p>Gather and share information appropriately to ensure the safety and well being of children and young people</p> <ul style="list-style-type: none"> • knowing the limits of consent and confidentiality • distinguishing fact from opinion, appraising information and identifying gaps • being open and honest about information sharing with children, young people and their families. • Writing reports clearly and ethically 	x
<p>Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of Work</p>	x
<p>Ability to adopt a process of continual improvement and suggest ways of working more efficient and effectively to improve service delivery.</p>	x
<p>Knows and understands how to use, interpret, handle and communicate Information</p>	x
<p>Relevant experience requirement: Will be used for shortlisting</p>	
<p>The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet either the Lower threshold or Advanced threshold level outlined under Special Knowledge above.</p>	
<p>Experience – minimum of 2 years continuous experience of working with children and young people</p>	
<p>Relevant professional qualifications requirement: Will be used for shortlisting</p>	
<p>CRW 3 Level 4 NVQ working with children or equivalent (e.g. Relevant degree, DipSW, RGN, Teaching, Youth and Community etc or equivalent as specified by the service as long as this is supported by 2 years continuous experience of working with children)</p>	
<p>Core Employee competencies to be used at the interview stage.</p>	
<p>Carries Out Performance Management</p>	
<p>Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.</p>	
<p>Communicates Effectively</p>	

<p>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.</p>		
<p>Carries Out Effective Decision Making</p>		
<p>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.</p>		
<p>Undertakes Structured Problem Solving Activity</p>		
<p>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.</p>		
<p>Operates with Dignity and Respect</p>		
<p>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.</p>		
<p>Working Conditions:</p>		
<p>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.</p> <p>Much of the work takes place in family homes and the community, with a degree of autonomy working in relative isolation with unsocial hours e.g. early mornings, evenings, weekends and bank holidays.</p>		
<p>Special Conditions:</p>		
<p>You will be informed if there is a requirement for the post to have recruitment checks such as DBS, Warner Process.</p> <p>You will require an enhanced DBS</p>		
<p>Compiled by: Caroline Brain</p>	<p>Grade Assessment</p>	<p>Post Grade: L3</p>
<p>Date: 28/04/2020</p>	<p>Date:</p>	