

FAMILY WORKER - PERSON SPECIFICATION

The following criteria are appropriate for this post. To be short-listed for the post you should meet the essential criteria, and it is advantageous if you meet the desirable criteria.

Education, Qualifications & Training		
Criteria	Essential	Desirable
English and Maths at GCSC grade A-C (or equivalent)	x	
Key Skill Level 3: A levels grade A-E, Level 3 NVQ, Level 3 National Diploma, Advanced Apprentership (or equivalent) in a field relating to working with children and/or young people	x	x
Level 4 qualification in working with children and/or parents		x
Professional qualification relevant to one of the following organisations: health, social care, education, youth work, Local Authority Youth Support Services		x

Experience of		
• Working with children and families	x	
• Working with schools		x
• Working within a multi-disciplinary team setting - working with wider professionals or networks of support as part of an intervention for families		x
• Working with vulnerable groups and/or individuals	x	
• Partnership working with social services, education, health, voluntary and community sector, locality team, local authorities etc		x
• Training/ tutoring		x
• Working directly with families, including in their own home	x	
• Setting appropriate professional boundaries with families	x	
• Engaging parents in community activities		x
• Assessment of family needs (e.g. via CAF, Early Help Assessment)	x	
• Providing direct support to families with complex needs who typically find it challenging to engage with services		x
• Facilitating group work for parents		x
• Children's social care and safeguarding services		x
• Working with children to overcome barriers to school attendance and of supporting inclusion in school		x
• Experience of working with issues of conflict and confrontation and an ability to diffuse difficult situations		x
• Experience of working with voluntary and community sector organisations		x

Knowledge/understanding of		
Criteria	Essential	Desirable
• Development and its influence on parent/child relationship in every stage of a child’s development	x	
• Issues which may have an impact on the lives of families such as domestic violence and abuse, mental health difficulties, substance misuse, poverty, housing	x	
• Knowledge of relevant legislation, and associated regulations and guidance concerning child protection and adult safeguarding procedures, housing, safeguarding, information sharing etc	x	
• Behaviour management	x	
• Parenting skills	x	
• How schools function		x
• How charities operate		x
• How partnership organisations function		x
• Partnership working - empowerment, advocacy, anti-oppressive practice	x	
• Information sharing protocols and confidentiality	x	
• Signs of abuse and neglect in children and young people	x	
• Significance of school attendance and its impact on children’s outcomes	x	
• Evidence-based parenting interventions (e.g. Triple P, Incredible Years)		x
• Motivational Interviewing or Solution Focused Questioning techniques		x

Knowledge and experience of:		
• Child protection policies and procedures and the importance of safeguarding children, young people and vulnerable adults and the referral thresholds for different services	x	
• Developing and maintaining effective relationships with parents	x	
• Community-based support services available for families and experience of successfully facilitating family engagement with them		x
• Working with vulnerable families and being aware of any issues a practitioner may face while working with vulnerable families	x	
• Enhanced knowledge and expertise in any of the following areas: neglect, substance misuse, domestic violence or mental ill-health.		x
• Working knowledge of systemic practice		x
• Appropriate assessment frameworks		x

Skills & attributes		
Criteria	Essential	Desirable
• Excellent communication skills with		
– children, young people and parents	x	
– with a range of different professionals	x	
• Comprehensive communication skill set including		
– listening	x	
– questioning	x	
– giving feedback		x
• Ability to communicate effectively and concisely both orally and written, with a wide range of individuals and groups	x	
• Ability to present information to meet the needs of different audiences	x	
• Ability to form positive relationships with partner agencies and members of the public		x
• Good negotiation skills	x	
• Able to effectively and appropriately delegate to and influence other professionals as part of the lead professional role	x	
• Flexibility in identifying and responding to the development of the post and its scope, as the work is developing and is evaluated		x
• Commitment to the principle of capacity-building and team-working	x	
• Exceptional problem-solving skills to	x	
– diagnose problems	x	
– evaluate alternative options	x	
– make accurate judgements	x	
• Excellent assessment skills to	x	
– collect and analyse information	x	
– identify the source and levels of risk	x	
– assess the appropriate level of intervention and means of resolution	x	
• Good administrative skills	x	
– able to keep good written records in a timely manner	x	
– adopt sound administrative practice/ systems	x	
– keep data/use management information	x	
• Strong IT skills and the ability to pick up new systems quickly	x	
• Effective time-management skills	x	
– able to effectively plan	x	
– able to prioritise workload	x	
• Commitment to preventative work and to working in partnership	x	
• Ability to work independently, to demonstrate initiative and commitment to operate with minimal supervision in supporting families and to use supervision appropriately	x	
• Reliability	x	
• Ability to travel locally	x	

Criteria	Essential	Desirable
• An understanding of the importance of confidentiality and the need to respect shared information with discretion	X	
• An ability to uphold Safeguarding issues	X	
– demonstrate an understanding of the safe working practices that apply to this role	X	
– ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults	X	
• An understanding of whistleblowing policies and practices	X	
• Confidence and ability to work alone with families in their homes	X	
• Personal impact and the ability to engage and motivate resistant and hard to reach families	X	
• Ability to explore and understand the family’s relationship to help and the family’s history to effectively tailor the current intervention	X	
• Ability to work within boundaries of responsibility and consequences while providing hands-on practical and therapeutic support	X	
• Ability to work proactively, persistently and persuasively with families who may not be willing to engage with services using a range of techniques that encourage active participation	X	
• Understanding the importance of recognising that change is often incremental and that it needs to be coordinated and sustained through empowering support if outcomes are to be improved	X	
• Ability to support families to take responsibility for making changes through the use of coaching skills	X	
• Create, maintain and develop relationships, demonstrating professionalism with families and professionals while maintaining professional boundaries	X	
• Commitment to own Continuing Professional Development and the use of specialist/clinical supervision for own professional practice	X	
• Committed to anti-oppressive and anti-discriminatory practice	X	
• Specialist skills relating to the assessment of, and intervention with needs relating to neglect, domestic violence and mental ill-health		X
• Use positive whole-family approaches to build on parent, family and child strengths and develop resilience, self-reliance and independent action	X	
• Ability to use outcome monitoring tools with families to support the monitoring and evaluation of the project and produce accurate data	X	
• Ability to motivate and inspire colleagues from a range of agencies to work together in the best interests of families, service providers and the wider community	X	
• Ability to understand and practice appropriate and legal information sharing within and between agencies and the family	X	
• Undertake interventions with regard to the importance of being persistent and consistent	X	

Red Hen Family Worker - Values, Attributes & Approaches

As part of a recent external review of the Project, families and partner organisations gave the following replies when asked to consider the elements that make a good Family Worker.

- Supportive
- Caring
- Understanding
- Encouraging
- Non-judgemental
- Trustworthy
- Independent
- Approachable
- Helpful
- A good listener
- Has had life experience
- Motivated
- Knowledgeable
- Part of the community
- Honest
- Put children and young people first
- Enabling
- Positive
- Assertive
- Lived-experience
- Well-trained
- Kind
- Respectful
- Proactive
- Friendly
- Good local knowledge
- Empowering
- Common sense

Both the Red Hen Project and our schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All appointments are conditional and subject to an enhanced DBS check.

The Red Hen Project - Family Worker Job Description & Person Specification		
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