

Robson House Social Worker

Level 4, Zone 2

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Line Manager and Performance Developer for: Learning Mentors and Family Mentors
Line Manager and Performance Developer: Head of School (Outreach and Multidisciplinary Work)

JOB PURPOSE:

Robson House aims to meet the social, emotional, mental health and academic needs of highly vulnerable children, so that they are able to make accelerated progress and be ready for their next stage in learning. We aim to provide stimulating and secure learning environments for pupils and to give each pupil a positive experience of school.

As part of the Extended Leadership Team, the Social Worker will report to the Head of School (Outreach and Multidisciplinary Work), contributing significantly to the strategic work of the school by:

- leading and coordinating assessment and intervention related to safeguarding and family support
- providing operational management and supervision of staff delivering therapeutic and family support
- supporting and challenging all staff to implement holistic support and taking responsibility for the social and emotional progress of pupils
- working closely with all staff in Robson House PRU and Satellite and on the Netley Campus to implement a cohesive and integrated approach to supporting families

DUTIES AND RESPONSIBILITIES

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

The Social Worker will:

- be a highly credible professional role model for staff through their own outstanding practice, and ability to support and challenge colleagues
- establish productive working relationships with parents and carers, acting as a role model and setting high expectations
- establish and maintain positive relationships with colleagues and other professionals
- use financial and resource management innovatively and effectively
- lead on staff training in relevant areas as part of the Extended Leadership Team
- plan opportunities for staff and pupils to collaborate with local partners and organisations

- provide supervision and line-management for Robson House Learning Mentors and Family Mentors and support their professional development
- fulfil the role of the Designated Safeguarding Lead for children placed at Robson House
- manage and supervise systems to ensure that all staff record and act on potential safeguarding concerns in relation to children placed at Robson House
- lead on the assessment of factors relating to the family and home environment that may influence the needs of children placed at Robson House and Satellite
- coordinate and contribute to assessments of children placed at Robson House and Satellite to inform the development of appropriate holistic support plans for these children and their families, in line with the Robson House Assessment Protocol.
- use specialist assessments to identify and explore factors relating to the family and home environment that may influence the needs of children placed at Robson House and Satellite
- coordinate and contribute to designing and implementing needs-led support plans in complex situations using a variety of intervention methods in conjunction with other services provided by Robson House and other agencies
- provide support to children placed at Robson House and their families, through work in homes, at school, and in other settings, including counselling, individual and family work, and group-work with children and their families
- ease access to appropriate services and respond to social work issues at an early stage
- attend multi-agency meetings and complete reports where appropriate
- provide support directly to other professionals, including joint-working, training, and reflective sessions with colleagues and partners
- provide consultation to staff within Robson House PRU and Satellite and to mainstream schools in relation to issues of safeguarding and family support
- devise and deliver training and workshops to groups of parents on a range of topics relevant to understanding and support for their children and access to family support, and to build mutual support between parents and carers of children placed at Robson House
- support parents and carers to represent their needs, views and circumstances
- assess and manage risk to individuals, families, carers, groups, self and colleagues
- undertake planned supervision of children during out-of-hours activities
- supervise and work with children during activities outside of lessons, such as at play-times and during lunch to promote positive behaviour and develop social skills
- supervise children on visits, trips and off site activities as required
- liaise with colleagues within Robson House PRU and Satellite, on the Netley Campus, and in mainstream primary schools to maximise opportunities for inclusion of children in mainstream activities
- support the induction of families whose children are transferring to Robson House PRU or Satellite, through initial assessment, consultation to staff, and the building of relationships
- ensure that safeguarding processes at Robson House and Satellite are compliant with the expectations of Camden's Directorate of Children's Safeguarding and Social Work
- make and follow up on referrals to Camden's Multi-Agency Safeguarding Hub (MASH) as needed for children placed at Robson House and Satellite
- assess referrals for assistance from Camden's Directorate of Children's Safeguarding and Social Work that relate to children placed at Robson House and Satellite and recommend appropriate action in order to ensure these referrals are dealt with appropriately within relevant timescales

- support members of Camden's Directorate of Children's Safeguarding and Social Work in preparing reports, statements and such other legal documents as may be required in relation to children placed at Robson House PRU and Satellite, in both criminal and family court proceedings.
- maintain case files, records of consultations, contemporaneous notes of visits, interviews and telephone conversations, and complete appropriate forms and documents, reviews and correspondence, according to Robson House policies and procedures
- provide regular information to the Heads of School on the effectiveness of their work to inform decision-making and policy review
- act in accordance with the school's safeguarding policies and procedures, including the guidance set out in Keeping Children Safe in Education
- act in accordance with the British Association of Social Workers Code of Ethics.
- at all times to act in accordance with their duty of care towards children
- be flexible in undertaking the duties and responsibilities attached to their post
- perform all such other tasks which reasonably correspond to the general character of the post and their level of responsibility

Person Specification

Candidates are required to address the selection criteria in their letter of application. Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:

	Essential
Qualifications & Professional Development	<ul style="list-style-type: none"> • Diploma in Social Work or equivalent qualification • HCPC registration • Satisfactory enhanced CRB check.
	Desirable <ul style="list-style-type: none"> • Accreditation in the delivery or use of relevant evidence-based / standardised assessments and interventions related to family functioning and support (e.g. The Solihull Approach, Webster-Stratton, Story Stem Assessment, CSBI etc.)
Experience	Essential
	<ul style="list-style-type: none"> • At least one year post-qualification experience as a social worker • Experience of working with children with SEMH needs and their families • Experience of undertaking assessments of individual needs and risks • Experience of designing and implementing care/protection plans and of monitoring and reviewing such plans over a period of time
	Desirable <ul style="list-style-type: none"> • Experience of management and / or supervision of professionals working to support children and families • Experience of working with children and families in a multi-cultural, inner-city community
Knowledge & Understanding	Essential
	<ul style="list-style-type: none"> • Understanding of the function and purpose of agencies and referral procedures, and legislative processes • Sound knowledge of the legislative framework relating to children • Awareness of the types of services and resources available to children and families, and the use of those resources to meet identified needs • Knowledge and understanding of the pressures faced by families with children living in socially deprived neighbourhoods, and of their needs • Understanding of the issues faced by/needs of disadvantaged families with children • Understanding of the particular difficulties faced by children and young people with social, emotional, and mental health difficulties
	Desirable <ul style="list-style-type: none"> • Good level of knowledge specific to the area of practice in which the post is based • Knowledge and experience of working with children with disabilities and of providing support to disabled children and their

	families is desirable.
Skills & Abilities	Essential
	<ul style="list-style-type: none"> • Ability to investigate family circumstances and make assessments of a child's needs and risks to their wellbeing • Ability to establish positive and effective working relationships with children, young people and families to ascertain their wishes and engage them in decision making processes. • Ability to build and maintain effective working relationships with colleagues at all levels, internally and externally, in order to influence and get things done • Collaborative approach promoting mutual trust and support, within the organisation and with partners, so as to facilitate integrated working • Ability to take responsibility for own work consistently achieving and delivering to time, and quality despite tight timescales and conflicting priorities • Good negotiation and influencing skills and ability to deal with conflict, hostility and vulnerability • Awareness of role in multi-disciplinary setting • Innovative and creative skills • Openness to ideas and challenge • Commitment to personal learning and development • Commitment to, and enthusiasm for, multi-agency working • Excellent communication skills (listening, negotiating and compromising) • Good written communication and ICT skills • Motivation and resilience to the pressures of leadership • Sufficient resilience to adopt a consistently positive response to children's extreme emotional difficulties and challenging behaviour • Sufficient resilience to adopt a consistently positive response to the difficulties of parents and carers who may experience mental health needs and may struggle to make desired changes in their parenting
Commitment	Essential
	<ul style="list-style-type: none"> • A commitment to learn and grow professionally. • Commitment to positive outcomes for all children • Commitment to implementing the school's safeguarding and equality of opportunity policies • Commitment to shared responsibility for health and safety in the workplace and its implementation in this area of work.

Some hazards may occur, as faced by all staff working in special schools and settings for children with SEMH needs, such as management of challenging behaviour and use of physical intervention.

This post is subject to an enhanced DBS check.