PERSON SPECIFICATION

Fostering Social Worker (Full Time)

All the criteria below, both essential and desirable, will be assessed via your application form; further methods will be used to support this in the interview/selection stage should your application progress. Please refer to this document and the job description when completing your application, giving examples. A re-wording of the criteria listed will not guarantee an interview.

Method of Assessment: S - Scenario, I - Interview, P - Portfolio, T - Test, D – Documents

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Qualifications and training

Method of Assessment – D, I

Essential:

- Qualification in Social Work (CQSW; DipSW; Degree level or above) and evidence of registration with Social Work England
- GCSE Maths and English; Grade 9-4 or equivalent
- Relevant childcare/child development/child protection training
- Willingness to undertake relevant training in order to comply with the requirements of the post.

Desirable:

- Specific Training programmes in relation to Fostering, e.g. Fostering Network, BAAF.

The New GCSE Grading System

- Grades 7-9 are equivalent to the old grades A and A*
- The bottom of grade 7 aligns with the bottom of grade A
- Grades 4-6 are equivalent to the old grades B and C
- The bottom of grade 4 aligns with the bottom of grade C

Experience and knowledge

Method of Assessment – DI

Essential:

- 2 years' experience in children and families work
- Experience of working with children and foster carers
- Ability to complete comprehensive, analytical assessments
- Ability to use computer systems
- Ability to evidence and demonstrate sound knowledge of legislative framework for working with children and families, Fostering National Minimum Standards, Fostering Regulations 2011 and Care Planning, Placement and Review Regulations 2011 and Statutory Guidance
- Ability to evidence and demonstrate a child centred, systemic approach
- Knowledge of child development, in particular the relevance in respect of attachment, secure base, trauma, and development of lifelong links
- Knowledge and experience of safeguarding/child protection procedures
- Experience of working with children and young people who are in need of help and protection
- Experience of allegations against Foster Carers and procedures

Desirable:

- Specific Training programmes in relation to Fostering, e.g. Fostering Network, BAAF.
- Experience of writing carer assessments and reviews
- Experience of remote working and use of virtual electronic meeting technology

Specialist skills and abilities

Method of Assessment - DI

Essential:

- Ability to undertake robust assessments in a timely way, meeting timescales and using social work skills, defensible decision making and analysis to make recommendations
- Demonstrates a clear understanding of Working Together to Safeguard Children.
- Knowledge of theory and research relating to child development, effective and safe parenting, and local and nationally published reports arising from serious case reviews and child death reviews and key messages from learning. Understands the implications for assessments and decision making and can disseminate this information within the team.
- Demonstrate a clear understanding of Fostering Regulations and how these are met in practice

- Ability to demonstrate excellent communication skills with children, young people and adults who may have experienced trauma and/or are in crisis
- Ability to gather, record and analyse information from a variety of sources
- Ability to interpret and analyse information and challenges in a crisis to inform decisions on children's placement
- Ability to keep to deadlines
- Ability to maintain a high standard of record-keeping. Commitment to use of Information Technology to ensure effective record keeping and provision of data and evidence when required.
- Ability to chair and coordinate meetings effectively
- Ability to communicate and work effectively with others in a multi-agency setting

Desirable:

- Skilled in the use of electronic records

Personal skills and attributes

Method of Assessment - DI

Essential:

- ***Professionalism*** - Actively seek ways to prevent over-complication or confusion of service delivery through innovation, being open to change and the removal of barriers including challenging negative behaviours.
- ***Leadership*** - Strong and effective leadership skills. Leads by example, evidencing restorative practice, optimising those resources allocated, Communicates clearly taking account and welcoming feedback. Takes a positive and resilient approach to change understanding the longer-term vision of the Council and/or service areas. Commitment to ensuring the best outcomes for children.
- ***Accountability*** - Adopt a 'can do' attitude in the work that you deliver taking accountability for your performance and development and responsibility for your actions and decisions Demonstrate inclusivity and promote the values of diversity and equality of opportunity, anti – racist and anti-discriminatory practice
- ***Transparency*** - Work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or communities we serve. Have the ability to provide high support and high challenge and have difficult conversations with families and with colleagues and other professionals where required to achieve the best outcomes for children.
- ***Ethical*** - Aware of own impact on others through valuing openness, treating everyone with respect and listening carefully to understand the views of others in order to build trust. Able to demonstrate empathy and acceptance.

Decision making impact and innovation

Method of Assessment – I, S

Essential:

- Ability to make evidence-based decisions and record rationale
- Be able to work with and manage risk
- Ability to make decisions in a timely way
- Ability to motivate and encourage team members, contributing to a supportive, reflective and innovative learning culture
- Skilled in collaboration and consideration of the views of others

Desirable:

- Experience of contributing towards service development to improve the experiences of children and young people

Fluency Duty

Essential

This role is subject to the Fluency Duty under the Immigration Act 2016. The postholder will be required to demonstrate an appropriate level of spoken English where this is a regular and intrinsic part of the role.

This criteria applies in accordance with the statutory Fluency Duty for public facing roles

Special working conditions

Essential:

- Ability to work outside normal office hours and out of county with occasional overnight stays if required.
- Car use essential – alternative arrangements will be discussed with disabled candidates
- Ability to work from home on a regular basis, with the requirement to attend your primary work base as and when required.
- During a Pandemic, Epidemic or Major Incident or Emergency you may be asked to work from home or other location and on occasion to undertake duties that are not stated in your Job Description or Person Specification where there is a skill, competency, and experience match
- Be available to carry out visits out of county when required.