HAMPSHIRE COUNTY COUNCIL

ROLE PROFILE FORM

Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The information will be stored electronically and in hard copy format and made available to only to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

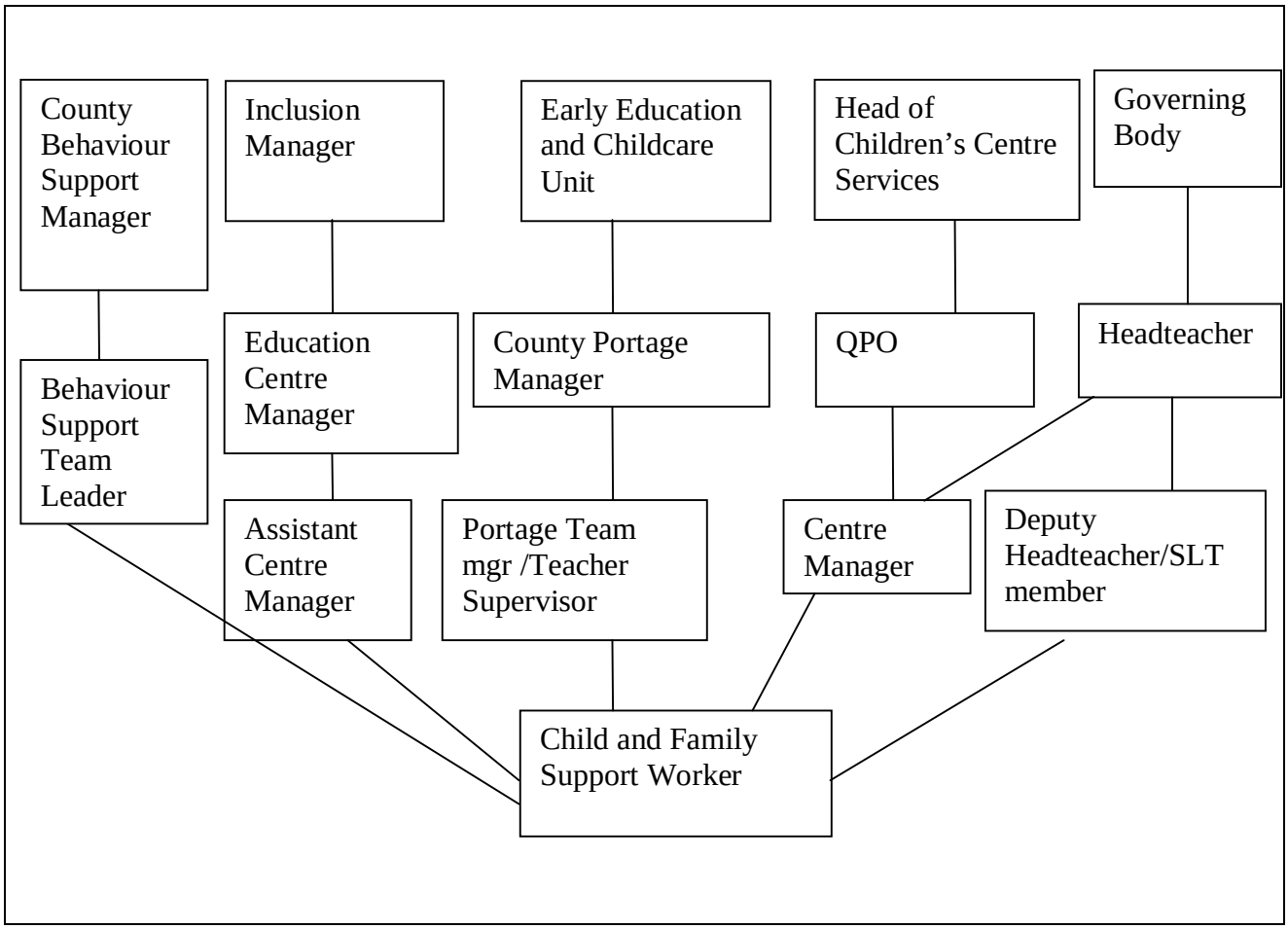
(See Guidance Notes)

	ROLE PROFILE FORM Reference Number.	02907
1	**DEPARTMENT**	Children's Services/Education
2	**SECTION**	Education and Inclusion/Children and Families/Schools
3	**GROUP SPECIALISM**	
4	**ROLE TITLE IN FULL**	Child and Family Support Worker
5	**SAP ROLE TILE (No greater than 40 characters long)**	C&F Support Worker
6	**STATUS OF ROLE PROFILE (i.e. New; revision; generic; challenge; deleted)**	Generic
6a	**Date of change in status / effective date**	01.01.2011
7	**ROLE REPORTS TO (Supervisor/manager's role title)**	

8	**ROLE PURPOSE (Why the role exists)**
To work with identified children and/or families to effect positive change to improve opportunities and life chances.	

9. ORGANISATION STRUCTURE

Please insert or attach a structure chart which clearly sets out the title of the role its peers, subordinates & superiors together with the numbers in role, reference numbers & grades of the role profiles shown. **To draw, hold cursor over word toolbar 'diagram icon' & select 'organisation chart'**.



10. Accountabilities

Accountability statements are the key functions of the role which in combination make up the main purpose. They combine the task with a resource and a clear outcome. Typical examples include Resource management, Finance, Systems, Supervision, Professional direction, Policy, Administration etc.

Select an appropriate series of up to 6 Headings for this role & insert in the table below: . Please note that Corporate and statutory initiatives' is a common accountability & must be included.

10. cont'd - Accountability Statements:

To facilitate and deliver individual or group strategies, support and interventions to children to support them to fully benefit from the educational, personal or social opportunities available to them and/or families which improve parental capacity and family relationships

To work with children and/or families, senior colleagues and partners, to identify the needs of each child and/or family, develop appropriate interventions, assess and regularly review

To provide direct personal, practical and pastoral support, in accordance with agreed action plans/programmes, to identified children who are experiencing personal/social/ educational/physical difficulties at home, in the community and/or at school

Work collaboratively with a range of internal and external organisations as part of relevant support/care teams, organising and attending meetings, evaluating plans and actions and reporting to relevant bodies, as required

Work directly with teachers and school staff, parents and pupils where required to identify the practical and personal needs of children requiring additional support at school and to advise and assist with developing, implementing and reviewing/evaluating appropriate educational and behaviour management plans

Develop effective knowledge of and working relationships with support agencies/services/ voluntary organisations to help families identify and access appropriate services/facilities

Maintain appropriate records in accordance with internal and external guidelines, procedures and policies and provide appropriate administrative duties

Corporate & statutory initiatives

Comply with relevant internal and external guidelines and legislation and maintain an awareness of corporate equalities and Health & Safety policies

11. Key Decision Making Areas in the Role (please provide 3 or 4 examples of typical decisions encountered)

What support and advice to provide to families and pupils according to the needs of the individual circumstances

Contribute to devising and developing individual support/education/behaviour management plans

When to seek advice or refer

12. Role Dimensions – financial (e.g . annual revenue budgets) and non-financial units (e.g. workload, customers/staff)

(See important guidance notes on financial relationships – non recurring budgets e.g. capital sums should be clearly indicated as such)

This is a non-financial role

Provision of evidence based (where possible) and appropriate support according to level of need to encourage and achieve good outcomes

13. Main Contacts – external/internal customer contacts and purpose- Frequency & level of contact may also be relevant.

Children and families

Internal colleagues and professionals

Schools

Health and education professionals and staff

Multi agency teams/services e.g. Children Centres, Locality Teams, Behaviour Support Teams, Health and Youth Services

14. Working Conditions – Please state the nature of the typical working conditions, i.e. the environmental and physical factors involving physical effort or strain. Please state the frequency of occurrence .e.g. infrequent, occasional, frequent or continuous

There will be instances of lone working
Coping with emotionally demanding work
Coping with stressful situations

15. Role requirements for operational effectiveness.

Please state the essential skills, qualifications and types of experience which are required for operationally effective service delivery. Additional and desirable, attributes or qualifications, e.g. a degree or membership of a professional body should only be included, where the employing department believes that the role cannot be effectively performed without it.

Nationally recognised qualifications at level 3 in a relevant discipline e.g. education, health, social care or willingness to work towards

Experience of working with children and families, possibly to include special educational needs, in a paid or voluntary capacity

Ability to develop effective relationships with children and their parents/carers and other professionals

Capacity to deal with challenging situations

Awareness of the impact of family, social and environmental factors on the educational and life chances of children and young people

Good verbal communication skills, listening and observation

Able to make independent judgements and exercise initiative within agreed limits

Able to maintain accurate records and present information clearly and concisely

Knowledge of child development and the social and emotional factors that affect a child's capacity to learn

16. Context/Additional Information

Can be emotionally demanding