

Lancashire County Council

Role Profile

Grade Profile - Technical/Professional - (Grade 9)

Applies to **all** technical/professional posts at Grade 9

Purpose

Technical specialists who are highly experienced practitioners within a professional area (e.g., Legal, Engineering, HR, Social Work). As entrant levels to professional disciplines, they have a workload requiring the application of both applied and theoretical knowledge.

Scope of Work

Senior Emotional Health Practitioners (EHP) roles are typically reactive and working within clearly established service and professional guidelines. EHP will need to apply judgment and analysis to identify alternative solutions to a variety of routine situations. They will need to be proficient in delivering all routine aspects of the job but will increasingly be involved in non-routine work e.g., supporting less experienced staff or taking part in project work with more senior members of staff. Communication skills are important as role holders will be interacting with internal and external customers regularly.

- Show a clear understanding of SCAYT, practice models and therapeutic approaches and are accountable for their own practice demonstrating these standards, models, and approaches to a high level
- Have a good working knowledge of all SCAYT+ processes and procedures and be a point of reference for other members of the team who may be unsure about these areas of practice.
- Show a good understanding of service thresholds; which referrals are appropriate, when SCAYT+ support is indicated and when systemic work should progress to dyadic.
- Demonstrate high level of competence in SCAYT+ clinical work; expert and effective practice in complex situations to deliver positive outcomes for children and families and knowing when to seek guidance and when to act autonomously.
- Understand service structures developing positive working relationships with a wide range of professionals across hierarchies Achieving best outcomes for children and families.
- Are skilled at developing relationships with children, young people, birth, fostering and adoptive families – this means demonstrating the importance of working with, listening to, and actively using their views and opinions to co-produce plans and other work.
- Confidently manage the demands of complex case work and are aware that they do not necessarily have a protected caseload by having excellent time management skills, balancing, and prioritising competing demands.
- Play an active role in modelling, promoting, and disseminating effective practice and offering a critically reflective space to other workers to think about their work.
- Proactively identify and support areas for service development.
- Identify and address own areas for development, seeking support as needed.
- Assess and manage high levels of risk/safety needs and collaboratively plan to support the wellbeing and positive progression of children, young people, and families.
- Demonstrate a clear understanding of practice thresholds – supporting and empowering children, young people, and families in the least interventionist way possible, whilst knowing when to escalate our intervention.
- Support managers to address and resolve barriers to effective social work practice and interventions, including providing feedback on the quality and effectiveness of service provision.
- Play an active role in supporting service development work, encourage team cohesion, and supporting the development of colleagues, particularly less experienced team members
- Actively challenge oppression and discrimination.

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Accountabilities/Responsibilities

The following are a range of duties that are appropriate to the EHP grade. The Operational Context Form will specify duties appropriate for the role.

- Select appropriate procedures to independently carry out more complex technical tasks of an increasingly higher risk nature (e.g., designs, inspections, assessments, analyses) to produce the required technical output (e.g., identification of customer needs, implementation of routine service processes).
- Undertake specialised technical and analytical support activities to assist professional colleagues in delivering more complex services.
- Collate and analyse technical data from a variety of sources and interpret findings for review by more senior colleagues. May include producing ad hoc reports or project work.
- Provide information, advice, and guidance to customers by interpreting established procedures, using technical experience, and by applying best practice within the field.
- Provide on the job training, mentoring and guidance to less experienced members of staff to ensure they are able to develop the necessary skills to deliver in their role.
- Regularly communicate with other agencies and service providers to share information, build working relationships and to ensure joined up service provision.
- Suggest improvements to current working methods to contribute to improvements in service delivery.
- Support the Team Manager by taking on additional tasks including being a point of contact for safeguarding concerns if TM not available. Support and assist new staff through induction.
- Support service development actions in accordance with the current service plan, as directed by managers. Develop SCAYT+ service delivery including training and resources. Draw up flow chart processes/information sheets for SCAYT+ workers and SCAYT+ service users
- Hold a caseload with higher complexity than other team members
- Chair meetings e.g., business meetings/team reflections as and when required
- Attend service wide meetings as required and senior practitioner meetings and contribute to development of fostering service
- Complete tasks on behalf of SCAYT+ PM as and when required/requested
- Responding to SCAYT+ enquiries for cases do not open to SCAYT+ re eligibility criteria
- Support with sharing and promoting good practice, involvement in planning and delivering sessions via practice meetings, whole service meetings, workshops etc as directed by managers.
- Provide support and advise to team to help develop their skills and knowledge of SW processes and procedures
- Support and encourage positive team morale
- Attend regular training to develop skills as senior practitioner and keep up to date with current SW processes, procedures, and research.
- Provide specific development support to less experienced staff members as directed.
- Support to induct, act as a buddy for less experienced members of staff as directed.
- Supervise other support workers.
- Take a lead on projects identified by Clinical Lead and Service Manager
- There will be an expectation that Senior Social Worker will be flexible to provide support across the whole service as required. This will be balanced with commitments of managing a caseload.

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Skills, knowledge, and experience

EHP will demonstrate the following:

- Recognised vocational or professional qualification plus broad experience in area of expertise. May be working towards a professional qualification or be of graduate entry level with sound practical experience.
- Detailed knowledge of own service area and relevant working systems, equipment and/or IT software, plus an awareness of Council policies and services related to the role.
- Analytical skills and problem-solving capability.
- Ability to informally train and mentor less experienced staff.
- Ability to influence others based on technical or professional expertise.
- Ability to build and maintain effective networks and relationships.
- Demonstrate effective practice in complex situations – this means showing a clear understanding of thresholds, assessing, and managing higher levels of risk/safety.
- Take accountability for their work, managing their workload with a high degree of autonomy.
- Demonstrate a high level of skill in working with, listening to, and communicating clearly with children, young people, and families.
- Accurately record their work – capture the lived experience of children, young people, and families and how decisions have been made.
- Show the ability to develop the right relationships, co-producing plans and facilitating the participation of children, young people, and families in a way that is focused on the delivery of positive outcomes for them.
- Practice in accordance with our service's practice standards, models, and approaches.
- Demonstrate competence in chairing and coordinating meetings – communicating effectively with professional networks.
- Demonstrate how they have supported service development work.
- Demonstrate how they have supported the development of colleagues, particularly co-working with less experienced team members, and managed or supported students.
- Take ownership of their own Continuous Professional Development.

In addition to the skills knowledge and experience described above, you may be required to undertake a lower graded role as appropriate.

Performance Indicators

- Quality of own work against legal, safety and best practice standards
- Adherence to internal/external quality standards if applicable
- Adherence to policies and procedures
- Accuracy and timeliness of information recording and processing
- Customer and stakeholder feedback

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Operational Context Form

Post title: Senior Emotional Health Practitioner					
Directorate: Children and Young People			Location:	Burnley / Preston	
Establishment or Team:		SCAYT+	Post Number:		
Grade:	Grade 9	Staff responsibility:	Yes	Essential Car User:	Yes

Scope of Work – appropriate for this post:

The aim of the overall SCAYT service is to provide therapeutic support to improve the emotional health and wellbeing of looked after and adopted children and young people and their parents/carers and staff and to enable them to thrive. Support will utilise and build upon the assets and strengths of the child, family and the community that surrounds them.

To provide support and information to carers of children looked after and those adopted by the local authority.

To contribute to the formulation of assessments and provide treatment, alone and jointly, as agreed with other team members and those involved with care planning for the individual child

Accountabilities/Responsibilities – appropriate for this post

1. Support for Carers of Children Looked After and those adopted
To be part of a team providing emotional health and wellbeing support for carers of Children Looked After and adopted
2. Therapeutic Support to Children Looked After and adopted
A small part of the work (25% of the total team's work) will be working directly with children; individual members may do more or less than this figure.
3. Requests for involvement
To respond to requests as per the process and priorities of the multi-disciplinary team.
4. Consultancy, liaison and support to other Agencies
To provide consultation and support to other agencies and to ensure effective communication between the Child, Adolescent and Family Mental Health Services and other providers of services in order to ensure a consistent and co-ordinated response to young people looked after with Mental Health needs.
To provide consultation and support to field social workers, foster carers and residential social workers to ensure that the mental health needs of children/young people looked after and adopted are well met.
5. Therapeutic Services
To provide a range of interventions for those who are referred, by putting into action agreed treatment objectives, either jointly with other multi-disciplinary team members, individually, or with professionals from other agencies, in order to help towards personal and/or inter-personal changes. This may include direct work with parents/carer, and others.
6. Records
Maintain records and prepare reports, as required. To store, share and present them as required using appropriate technology and taking account of legislation on data protection.
7. Assessment
To assess the needs of children looked after, individually, or together with other members of the team. To contribute to multi-agency assessments
8. Support the SCAYT+ Team Manager and Clinical lead by deputising for the TM / CL as directed including liaising with staff, external and internal stakeholders, attending meetings on behalf of the TM, leading on delegated projects to develop the service and staff members , supporting practice of other staff, supervising support workers .

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Additional Supporting Information – specific to this post.

Other Duties

1. The post holder will work as a member of a multi-disciplinary team and be expected to establish and develop effective working relationships with team members, consult with other team members as appropriate and develop and maintain joint working methods.
2. This post will be line managed by the Team Manager *SCAM+*. Clinical and multi-disciplinary peer supervision will be expected within the *SCAM+* Team.
3. The post holder will be required to take part in a structured scheme of performance development and appraisal.
4. The post holder is responsible as far as is reasonably practicable for their own health and safety and the health, safety and welfare of other people in the course of their work and is expected to take any necessary appropriate action to ensure this.
5. As an employee of the Local Authority the post holder may be involved in child protection work e.g., attending case conferences

Prepared by:

Catherine Gill

Date:

22/07/2022

The above form sets out the area of work in which duties will generally be focused and gives an example of the type of duties that the postholder could be asked to carry out. PLEASE NOTE that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people, and vulnerable adults.

Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already

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Person specification		
Post title: SCAYT+ Emotional Health Worker/Social Worker		Grade: Grade 9
Directorate: Children and Young People		Post number:
Establishment or team:		
Requirements	Essential (E) or Desirable (D)	To be identified by: application form (AF), interview (I), test (T), or other (give details)
Qualifications		
Applicants must hold a recognised social work qualification DipSW/CQSW/CSS or degree level qualification or equivalent in education or health.	E	AF/I
Applicants must demonstrate that they have training and/or experience relevant to the post; they must also prove that they hold appropriate HCPC registration.		
Post Qualifying Child Care Award	D	AF/I
Nursing Qualification Teaching Qualification	D	AF/I
Recognised accreditation in a therapeutic discipline (e.g. family therapy, play therapy, psychotherapy, cognitive/behavioural therapy, DDP level 1)	D	AF/I
Specific training on the mental health needs of children and adolescents.	D	AF/I
Driving Licence	E	AF/I
Experience		
Work with Children and Families	E	AF/I
Work with children looked after by the local authority or placed for adoption.	D	AF/I
2 Years experience in therapeutic practice.	E	AF/I
Work in a multi-disciplinary setting.	D	AF/I
Use of Clinical Supervision	D	AF/I
Delivery of Training and project development	D	AF/I
Supervision , mentoring or coaching of staff	D	AF/I
Use of Consultation model of support for carers	D	AF/I
Knowledge and skills		
Understanding of emotional/behavioural/relationship problems of families and their members.	E	AF/I
Understanding of the needs of children/young people looked after and adopted by the local authority, and of their carers and parents.	E	AF/I
Awareness of the inter-personal aspects of presenting psycho-social problems.	E	AF/I
Familiarity with literature and research findings on the promotion of emotional wellbeing in children and young people.	E	AF/I
Demonstrable level of competence in working with families and carers.	E	AF/I
Ability to work both individually and collaboratively.	E	AF/I

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Ability to produce clear written reports.	E	AF/I
Ability to work with the Team Manager and Clinical lead following their direction to support the staff team to continuously develop and improve service delivery and practice .	E	AF/I
Other (including special requirements)		
1. Commitment to equality and diversity	E	I
2. Commitment to to health and safety	E	I
3. Display the LCC values and behaviours at all times and actively promote them in others	E	I
4. Commitment to attend training identified as part of your professional development.	E	AF/I
<p>*This is an essential car user post. However, in certain circumstances consideration may be given to applicants who as a consequence of disability are unable to drive.</p> <p>Date: 21/07/2022</p> <p>Note: We will always consider your references before confirming a job</p>		

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PRE-EMPLOYMENT RISK IDENTIFICATION FORM (R.I.F.)

(NB Completion of this form does not fulfil the requirement to undertake a general risk assessment under the management Health and Safety at Work Regulations 1999)

A Pre-employment Risk Identification Form must be completed by the Head of Service/ Headteacher/Line Manager. If any assistance is required in completing this form, please contact the Health and Safety Team.

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Team/Establishment	SCAYT+
Post title	SCAYT+ Emotional Health/Social Worker Grade 9
Description of main activities the employee will be required to undertake (or attach role profile) Attached	
Form completed by: (print name) Catherine Gill	

A. The post to which this form refers will or may involve one or more of the following activities. (Please indicate YES or NO)

Managers should note that if any of the following 10 activities are involved, there is an automatic requirement for a pre-employment assessment by Occupational Health and, possibly, for subsequent Health Surveillance.

		YES	NO
1	Work at heights (e.g., over 2m from tall step/extension ladders; scaffold towers, roof work etc).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Work in excessively noisy environments above statutory control limits (Highly unlikely to include examples associated with any office environments. Examples might include use of woodworking machinery, road drilling, masonry cutting etc).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Work in unusual environmental conditions (e.g. where access or egress or free flow of air may be restricted or where there may be a build-up of gases, vapours or fumes or the use of breathing apparatus is required).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Use of hand operated tools and equipment known to be associated with hand arm vibration syndrome (e.g., percussive metalworking tool; rotary handheld tool [not floor polishers]; grinders; percussive hammers and drills etc).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Driving a heavy goods vehicle, coach, bus, or minibus belonging to Lancashire County Council, transporting others in their own vehicle, or regularly transporting more than three other people as part of normal duties	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	Some contact with hazardous substances (e.g., chemicals with an orange warning label indicating very toxic; toxic; harmful; corrosive; sensitising by inhalation/skin contact; carcinogenic; mutagenic; toxic for reproduction; professional bio/pesticides; organophosphates; gluteraldehyde; latex gloves).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Prolonged or frequent exposure to machine generated wood dust, or other heavy or excessive concentrations of mineral dust.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Work with lead or lead-based products (e.g., some paints).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Food handling/preparation (of raw or uncooked food only).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Occupational fieldwork or work in extreme conditions (e.g., involving excessive heat or cold or frequent walking for long distances over rough terrain in all weather conditions, forestry/countryside work).	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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B. The post to which this form refers will or may involve one or more of the following activities. (Please indicate YES or NO)

This section is for the information of applicants and does not facilitate a referral to Occupational Health.

		YES	NO
11	Face to face contact with the public/service users <i>(e.g., at sensitive front-line posts re abuse, aggression, assault)</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Working in isolation/lone working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Work with electrical wiring <i>(e.g., colour blindness)</i> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Work where there may be an increased risk of needlestick injuries or blood borne infections HIV; Hepatitis B; Hepatitis C: <i>(e.g., site supervisors; site work, grounds or buildings maintenance, gardeners; some carers)</i> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Work that may bring the employee into contact with rats, rat contaminated ground or other animals or livestock <i>(e.g., risk of weils disease, other animal borne diseases, zoonoses)</i> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	Manual handling <i>(other than routine office/administrative lifting and carrying e.g., assisting / moving service users with mobility problems, portering type activities)</i> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17	Working with vulnerable service users <i>(e.g., children with disabilities; the elderly; children/adults with learning difficulties; alcohol/drug abusers)</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Work involving repetitive movements or forced posture <i>(e.g., twisting, screwing, movements of the hands wrists, arms and/or shoulders awkward body and limb posture or excessive force, bending, kneeling)</i> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19	Work as a regular display screen user <i>(where more than 1/3 of a person's time is spent using DSE continuously over any 1-month period)</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Any other occupational hazards/comments that you consider to be relevant to the post which are not included above:

Head of Service/Headteacher/Line Manager (please print)		Catherine Gill	
Telephone Number:	07866 077504	Date:	21/07/2022

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