

# Job Description

## Advanced Practitioner

### Social Care Academy

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	HC10
Location:	Plough Lane, Hereford
Responsible to:	Social Care Academy Team Manager

#### Main purpose of the role

To offer specialist advice in the field of practice education, including supporting newly qualified social workers, student social workers and apprentices.

The post holder will also work collaboratively as part of a team of advanced practitioners (APs) in the children's social care academy (aka "the academy") to support the work of the Principal Social Worker (PSW) by contributing to the co-ordination and delivery of the continuing professional learning and development programme to all social workers, managers, and support workers across the Children's Well-being directorate. This will be delivered in an eclectic manner through developing and delivering training and learning sessions, providing coaching and mentoring support, facilitating reflective supervision, appreciative enquiries, learning reviews, and group supervision whilst consulting on policy changes, seeking feedback from the workforce on their learning and career development needs, and sharing knowledge and experience on latest research, theories, statutory guidance, legislative changes, and good practice. Key to the role will be to support how the directorate delivers our service to children and families we support through our Restorative Practice framework.

The goal is to contribute to a dynamic professional learning culture, continual professional development, and a stable permanent workforce where practitioners and managers will thrive and want to work.

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>To support the PSW in including children and young people (whether with their families or in our care), care leavers, and family members in how we learn, deliver training, recruit, quality assure, and professionally develop through creating opportunities for their meaningful input and participation in how we deliver our support to them</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>To contribute to the creation of a continual learning culture that supports critical reflection, respectful challenge, promotion of good practice, sharing of knowledge and experience, collaborative working, and using child and family feedback</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To champion professional social work practice within the Council and across the local partnership, and contribute to professional developments at a regional and national level</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To monitor Newly Qualified Social worker and social work students' performance and contribute to identifying individual and team learning needs whilst ensuring that competent professional judgements are made based on evidence, sound assessment and provision for the practice standards</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Attend relevant external multi-agency meetings to represent the Local Authority to ensure that key professional input and expertise is provided</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Take the lead in staff training programmes and service developments across the Directorate</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Liaise regularly with peer colleagues throughout the Directorate to ensure staff deliver existing and new practices consistently and to a high standard across the Directorate</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To champion professional social work practice within the Council and across the local partnership, and contribute to professional developments at a regional and national level</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To lead on any specific projects as outlined by the team manager aimed at promoting professional learning and development and enhancing the quality of service delivered by the Children's Well-being directorate to children and families we support</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>Deputise for the Social Work Academy Manager as necessary on oversight and decision making</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To provide regular reflective supervision to Newly Qualified Social Workers and Social work Students</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>
<ul style="list-style-type: none"> <li>To identify and undertake professional learning and development opportunities and create opportunities to share this learning with other practitioners, managers, and multi-agency partners who work with children and families</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> </ul>



Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>To contribute to the development, review, and delivery of an induction programme to any new starters to the Children's Well-being directorate</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To contribute to the development, review, and delivery of a professional training and learning offer provided by the academy to all practitioners and practitioners in the Children's Well-being directorate</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To contribute to the collaboration, development, review, and delivery of professional training and learning to multi-agency partners who work with us in supporting children and families in Herefordshire</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To solicit and consider regular feedback from any training and support delivered in order to continually learn and improve the quality of service and support offered</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To participate in collaborative and networking opportunities with the Children's Well-being workforce, multi-agency partners, and external training and education providers</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>To participate in and help shape the recruitment process for any students, apprentice's, NQSWs, and other new starters to the Children's Well-being workforce</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To maintain accurate and up to date records of any activities undertaken in the role, including reflective supervision, learning activities, facilitated events, ASYE/student/apprenticeship requirements</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>
<ul style="list-style-type: none"> <li>To attend any recruitment or networking events linked to the recruitment of students, apprentice's, or NQSWs in the ASYE programme</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To help support the use, implementation, training, and development of the restorative practice framework across the Children's Well-being Directorate</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>
<ul style="list-style-type: none"> <li>To facilitate and/or participate in group supervisions, consultations, appreciative enquiries, learning reviews, and reflective supervisions with the goal of helping develop these skills amongst practitioners and managers within the Children's Well-being directorate</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To regularly review and keep apprised of latest developments in professional standards, policies, procedures, research, theories, good practice, laws, and statutory guidance as it applies to the work in supporting children and families</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>
<ul style="list-style-type: none"> <li>To ensure all professional learning opportunities for social workers are linked to the professional capabilities framework (PCF) and Post Qualifying Standards (PQS) for child and family social workers, as well as professional values and standards set out by Social Work England</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>

Key Duties and Responsibilities	Frequency of Task
<ul style="list-style-type: none"> <li>To provide observation, support, reflective supervision, assessment, report writing, and appraisal of any cohort of students, apprentice's, and NQSWs in the ASYE programme as required by these respective learning and development programmes</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To actively highlight and identify areas of good practice and positive outcomes for practitioners, managers, children and families in order to promote good practice examples that can be shared and learned from across the workforce and with multi-agency partners</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To raise any issues related to concerning practice, excessive bureaucracy, workforce pressures, or health and safety matters to the PSW and respective managers where identified and, where relevant, contribute to any discussions or processes aimed at their resolution</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>To prepare for and actively participate in supervision and annual appraisals with the SCA Team Manager, be open to critical reflection and self-learning, identify areas of learning and development, and highlight areas of good practice to be recognised</li> </ul>	<ul style="list-style-type: none"> <li>Monthly and Annually</li> </ul>
<ul style="list-style-type: none"> <li>To work collaboratively with a team of colleagues in creating, delivering, and evaluating a range of professional development and learning opportunities that contribute to improving professional practice and high quality of support to the children and families we support</li> </ul>	<ul style="list-style-type: none"> <li>Weekly or as required</li> </ul>
<ul style="list-style-type: none"> <li>To use only council approved programmes and systems in delivering the service and recording information in a manner that is clearly written, is accurate, relevant, contemporaneous, and on secure systems provided. Information is to only be shared where consent is obtained from relevant parties or where required by law. Any breaches of data protection must be reported to the PSW and council information officer as soon as the breach has been identified</li> </ul>	<ul style="list-style-type: none"> <li>Monthly or as required</li> </ul>
<ul style="list-style-type: none"> <li>Take personal responsibility for ensuring sufficient professional development needs are identified and raised with the PSW in order to support one's own learning in accordance with the continual professional development requirements to maintain registration with Social Work England</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
<ul style="list-style-type: none"> <li>To participate in activities aimed at promoting and raising the profile of the Social Work Academy and Children's Well-Being directorate in order to help foster a stable and highly skilled workforce to deliver the best quality of support to children and families</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>
<ul style="list-style-type: none"> <li>In exceptional circumstances where there is an unexpected crisis need to support the work of frontline social work services, APs may be called upon on a specific and time limited basis to support social work teams in the delivery of support they provide to children and families. The nature of this support will not be case holding, but to assist in performing some frontline duties where required</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>

## Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>A qualified social worker registered with Social Work England</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Full specialist post qualifying award (Child Care) OR CPD equivalent</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Evidence of commitment to continuing professional learning and development</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Practice educator qualifications</li> </ul>	Essential	A, I
<b>Experience &amp; Knowledge</b>		
<ul style="list-style-type: none"> <li>At least three years post qualifying experience as a statutory child and family social worker</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience of building strong working relationships with children and families and providing support around their complex safety and welfare needs</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience of mentoring and / or supervising other practitioners</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Detailed knowledge of relevant legislation, statutory guidance, professional values and ethics, and relevant social work theories, learning, and research</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience of representing a local authority at court in care proceedings</li> </ul>	Essential	A, I

Requirements	Essential or Desirable	Identified by  A – Application I – Interview
<ul style="list-style-type: none"> <li>Experience supporting newly qualified social workers (NQSWs) as part of the Assessed and Supported Year of Employment (ASYE)</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience with the Professional Capabilities Framework (PCF), Knowledge and Skills Statement (KSS) for Children and Families, and the Continual Professional Development (CPD) requirements for Social Work England (SWE)</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience delivering training and learning sessions to practitioners</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience working collaboratively with multi-agency professionals to provide the best support to children and families</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experience and training in Restorative Practice</li> </ul>	Essential	A, I
<b>Skills and Abilities</b>		
<ul style="list-style-type: none"> <li>Demonstrated ability to put children and young people at the heart of practice and their meaningful participation</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Demonstrated evidence of supervising and mentoring other less experienced staff, including students &amp; apprentice's</li> </ul>	Essential	A, I



Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> <li>Ability to represent the service at formal meetings or in court</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to support improved service delivery and performance</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to organise and manage a complex workload and prioritise to complete work in a timely manner</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to use social work research and theories to develop and inform practice</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to use feedback from children, families and the workforce to help inform service improvement</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Effective written and verbal English communication skills</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Proven ability to operate within the policies, procedures, laws and statutory guidance that govern statutory child protection practice</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to work effectively as part of a team and with other professionals</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to think creatively about overcoming obstacles to achieving good outcomes for children</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to manage performance and professional development of workers</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Enthusiastic and passionate to improve social work learning and practice</li> </ul>	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
<ul style="list-style-type: none"> <li>Ability to undertake quality assurance work (ie: audits and learning reviews)</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Ability to effectively use IT equipment and software (ie: Microsoft Office, video conferencing, child recording systems)</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Experiencing delivering training and learning opportunities to practitioners</li> </ul>	Essential	A, I
Other Factors		
<ul style="list-style-type: none"> <li>Must be able to demonstrate how you build strong working relationships with children and families to achieve better outcomes for children and young people</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>A commitment to continual learning about diversity, equal opportunities, and anti-discriminatory practice and how this informs your professional practice</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Commitment to solution focused and evidence-based practice</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Commitment to the continued professional learning and development of fellow social work practitioners</li> </ul>	Essential	A, I
<ul style="list-style-type: none"> <li>Valid driving license and ability to travel across and outside the County</li> </ul>	Essential	A
<ul style="list-style-type: none"> <li>Ability to work flexibility in a combination of in office, remotely from home, and virtually</li> </ul>	Essential	A, I

Requirements	Essential or Desirable	Identified by  A – Application I – Interview
<ul style="list-style-type: none"> <li>Desire to learn and support the use of our practice framework</li> </ul>	Essential	A, I



All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council's THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. They **help us to achieve our Council Plan vision "do our best for Herefordshire" acting as our DNA and the "way that we do things around here"**. We expect all colleagues to act as a role model by living our values and setting an example for others. Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust** - Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty** - Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility** - Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity** - Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value** - Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy** - Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.

