

Job Description

Job Role: STEPS Worker

Service: Virtual School

Role Structure	Role Details
Directorate:	Children & Young People
Grade:	HC06
Location:	Hybrid
Responsible to:	STEPS Team Leader

Main purpose of the role

To work directly with targeted vulnerable care experienced children and young people and care leavers (including children and young people with special physical and educational needs, and life-limited children and young people) in their homes and a range of settings, to help improve outcomes in relation to:

- To improve educational outcomes for young people through 1:1 mentoring focusing on improving self-esteem, behaviour and engagement in education.
- To reduce social exclusion by providing focused learning of social skills in a safe and protected setting.
- To support the social emotional and mental health needs of care experienced children and young people by providing short term and long term interventions.
- To work in partnership with education and social care professionals in the provision of services to meet assessed needs.
- To work as a member of a team in order to increase the participation of children and young people in their Personal Educational Plan meetings, Child Looked After reviews, and in the design and delivery of services, resulting in increased confidence, self-esteem and feeling of empowerment.
- To work within the framework of the Children Act 1989, Directorate policies and procedures and Herefordshire Safeguarding Children Partnership Board guidelines.
- To adhere to health and safety standards, including staff safety (lone working) and assessment of risk associated with activities undertaken by young people.
- Manage a caseload of vulnerable children, young people and care leavers who are at risk of negative outcomes
- Plan and deliver group activities for a range of vulnerable children and young people
- Work directly with children, young people and care leavers using evidence based therapeutic models including; child development; motivational interviewing; solution focused; Maslow's hierarchy of needs; behaviourism; attachment theory and life story work.
- Support the assessment of children and young people as required.
- Provide professional support and advice to multi-agency groups in meetings
- To follow the relevant procedures for ensuring that information and data is collated and recorded accurately on the appropriate records on Mosaic in a timely manner.
- To adhere to the policies for confidentiality and the sharing of information.



Key Duties and Responsibilities	Frequency of Task
Manage complex workloads, balancing a variety of tasks whilst maintaining attention to timelines and standards.	Daily
To deliver evidence based therapeutic interventions one-to-one and with groups of children and young people.	Daily
To provide planned and unplanned direct one-to-one support and guidance to care experienced children and young people and care leavers, both within Council buildings and in the community without immediate access to a manager	Daily
To plan and organise activity sessions and other group based activities and trips for care experienced children and young people and care leavers.	Monthly/As required
To complete detailed risk assessments ensuring appropriate levels and management of staff for all sessions or activities and that these are updated frequently and communicated to all adults involved with the activity	As required
To ensure that all resources and materials required for the sessions are available using a procurement card.	As required
To manage cash payments made by carers for activities and keep accurate records of these payments for auditing	As required
Alongside other professionals, to assess the individual needs of the children and young people referred and identify appropriate interventions to meet those needs.	Weekly
To observe and report on the health, welfare and development of children and young people and escalate any concerns following safeguarding protocols.	Daily
To deliver verbal reports in strategy and risk management meetings and to communicate sensitive information to other professionals as required by directorate and inter-agency procedure.	Weekly
To complete and maintain accurate and concise written/electronic records together with the production of specific reports as required. This will include writing complex incident reports involving multiple young people	Weekly
To ensure consent is obtained for young people to participate in activities, that this consent is regularly reviewed.	Monthly
To encourage and assist children and young people to participate in their Personal Education Plan meeting or Child Looked After review, working when appropriate with the advocacy service.	As required

Key Duties and Responsibilities	Frequency of Task
To undertake work, including lone working, which may be out of standard office hours.	Weekly
To attend team meetings and attend relevant staff training and development courses.	Monthly
To promote equal opportunities for children and young people and anti-discriminatory policies and practice.	Daily
The post holder may be required to be a witness in court.	As required



Person Specification

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Qualifications and Training		
A relevant Level 3 qualification or above in a related field (youth work, education, social care)	Essential	A,
A good understanding of child and adolescent development evidenced through related training courses	Essential	A, I
A willingness to undertake related training	Essential	I
Experience & Knowledge		
Work with children, young people and family services in order to have developed knowledge about the issues affecting children, young people and their families today	Essential	A
Knowledge of the social care framework and the relevant legislative policies.	Desirable	I
Working as a lead practitioner for a vulnerable child or young person coordinating services as identified.	Desirable	A, I
Planning and delivering group activities	Desirable	A, I
Writing and reviewing risk assessments	Desirable	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Advocating on behalf of children and young people supporting them in their interactions with professional services	Essential	A, I
Knowledge of appropriate use of evidence-based therapeutic interventions that improve outcomes for children and young people.	Essential	A, I
Multi-agency working	Essential	A, I
Skills and Abilities		
- To be able to deliver evidence based therapeutic interventions under guidance with reference to established methodology including: - child development; - motivational interviewing; - Maslow's hierarchy of needs; - behaviourism; - attachment theory - life story work	Essential	I
Ability to build relationships with vulnerable children, young people and carers that enable them to engage, support and facilitate them towards a positive change to improve their outcomes.	Essential	I
Understand the needs and influences on children, young people and their families in order to enable all to participate in education, employment and training, and addressing behaviours that contribute towards their non-involvement.	Essential	A, I

Requirements	Essential or Desirable	Identified by A – Application I – Interview
Ability to provide information, advice and guidance, or signpost to appropriate agencies, on matters that concern children and young people.	Essential	A, I
To know about local provision, including Children Centres, support services, partner agencies and third sector as well as the appropriate referral routes and methods.	Desirable	A, I
Ability to plan, prioritise and manage own workload. To work on own initiative where required and as part of a multi-agency team.	Essential	I
To have good verbal and written communication skills.	Essential	A, I
Be able to maintain accurate written notes and reports.	Essential	A
Competency with computers including Word and Excel.	Essential	A, I
Advantageous to have experience of working with children and young people with special education needs e.g. using techniques such as PECS / Sign Along / Symbols,	Desirable	A, I





**Herefordshire
Council**

**Spirit of
Herefordshire**
A place to Live, Work & Thrive

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.

