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| **Post title:** | Children and Families Support Worker – Minority Inclusion Support Team (MIST) |
| **Grade:** | F |
| **Responsible to:** | Senior Early Help Consultant – (MIST) |
| **Staff managed:** | None |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Children and Families - Early Help |
| **Job family:** | **C&S - Care & Support** |
| **Date of issue:** | October 2022 (Reformatted October 2023) |

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| Job context |
| * The number of EAL pupils has increased significantly in North Yorkshire, particularly over the last few years with the arrival of refugee families, the ARAP and Homes for Ukraine scheme and unaccompanied asylum-seeking children (UASC). The team is a specialist support team within Children & Families Service – Early Help that works with partner agencies including educational settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people.
* As part of the Children and Young People’s Service you will be working with colleagues who have a commitment to shared values and the common purpose of developing a culture of inter-agency working, including statutory bodies, third and private sector organisations.
* The Service will reflect the needs of the communities that it serves. This will require staff at all levels being able to work flexibly to include early morning, evening, and weekends and in different venues.
* All staff will have a commitment to integrated working, involving good interagency working that requires positive relationships with partner services, agencies, and organisations.
* The post holder will do this within an overarching strengths-based approach and within the Signs of Safety framework, provide direct task-centred and evidenced based interventions work with children, young people, and their families/carers. This will include implementing, delivering, and evaluating interventions on an on-going basis.
* The post holder will be directed by the Senior Early Help Consultant – Minority Inclusion Support Team (MIST). The post holder will help minority ethnic children and their family’s access education and activities within the community they live.
* Work may be carried out in NYC premises, in the family home, in schools, setting and community venues.
* The post holder will require:
* Enhanced DBS clearance
* The Service will reflect the needs of the communities that it serves. This will require staff being able to work flexibly to include early morning, evening, and weekends
* There may be travel implications due to size of areas covered and out of hours response needed.
* An ability to fulfil all spoken aspects of the role with confidence through the medium of English
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| Job Specifics |
| * To promote the delivery of appropriate interventions and support working in partnership with, children, young people, their families, and agencies to improve outcomes.
* Delivery of training, mentoring, coaching and advice to staff around best practice in relation to working with minority ethnic and GRT communities
* The team will work in close partnership with a range of other Local Authority providers, such as the Adult ESOL provision, the Virtual School, and external partner agencies including the Refugee Council.
* The Children and Families Support Workers will be deployed by the service to work with EAL/GRT children and their families in their homes and within the community they live.
* The post holder will contribute to the operational aspects of service delivery modelling a range of evidenced based interventions
* These areas include:
* English as an additional language
* Refugees and asylum seekers

Gypsy, Romany, Traveller Community. |

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| **Job Purpose:** |

**To contribute to the delivery of targeted sessions and programmes to children, young people, and families of minority ethnic backgrounds in order to achieve positive outcomes in line with the Early Help Strategy.**  |

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| **Children and Young Person’s Development:**  | * The post holder will work with children and their families both 1:1, in a small group, supporting them in developing English language skills promoting **inclusion**, participation and achievement of children and young people
* The post holder will plan, develop, and promote the most appropriate resources to use with children to support their learning and engagement ensuring effective monitoring of outcomes.
* There may also be joint working between the post holder, minority ethnic families and schools and setting in regard to issues which directly affect the inclusion and educational progress of children and young people. The post holder’s role in these circumstances would be to act purely as a ‘bridge’ between school and home, providing cultural awareness and linguistic support (either directly or through signposting to an appropriate translation/interpretation service).
* Take account of the effects of different parenting approaches, backgrounds, and routines, and be involved in home school liaison
* Advising on appropriate assessment strategies of children, young people and families and development of plans, providing information relating to ongoing interventions with the child and family.
* Participate in meetings with C&YP services, external professionals, and parents/carers regarding minority ethnic children, in a support capacity
* Provide advice to support staff in schools and settings to deliver appropriate, individually tailored early intervention; Using approaches that match the maturity and development needs of the child/young person.
* Understand of own role and its limitations and the importance of providing care or support.
* Contribute to professional learning and development in relation to EAL and GRT for colleagues.
* Maintain a sound knowledge of relevant legislation, research and practice and take responsibility for your own professional development
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| **Resource management:** | * Be aware of and implement health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibility as defined in the Health and Safety policy and procedure.
* Work with colleagues and others to maintain health, safety, and welfare within the working environment.
* Assist in quality assurance procedures and give support to monitoring, recording and evaluation systems in line with policy guidelines.
* Ensure continued personal development to maintain knowledge and skills around evidenced based interventions.
* Engage in regular peer supervision support and training.
* Maintain a sound knowledge of relevant legislation, research and practice and take responsibility for your own professional development.
* Work within agreed budgets, targets, and performance indicators.
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| **Partnerships:** | * The post holder will contribute to developing the professional capacity of practitioners within CYPS & external partners in regard to the inclusion and achievement of minority ethnic children and young people
* They will introduce and demonstrate the use of strategies and resources which facilitate the inclusion and progress of children and young people from minority ethnic groups.
* The post holder may be asked to support schools or settings, or the service, with cultural support, where appropriate.
* Develop effective working relationships with colleagues from within the Children and Young People’s Service and from partner organisations to ensure that ME children, young people and their families understand the options that are available to them at key transition points.
* Work proactively with communities and partner agencies in developing provision for children / young people.
* Work towards inclusive and safe communities and promote the services that are available in the Service to the local community, Councillors, and other stakeholders.
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| **Traded Services:** | * Where capacity allows work with North Yorkshire Education Services to develop, promote and deliver high quality awareness raising on cultural support
* Deliver training to school staff on how to assess children’s language needs based on NASSEA assessment scales, support them to develop targets, and return to review the impact of work carried out-they are more about advising than supporting.
* Provide a package of interpreting support to schools and settings where language skills are available
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| **Communications:** | * The post holder will support educational settings with liaising with families of EAL and GRT pupils, enabling improved communication and engagement.
* Offer advice and guidance in respect of services provided by the Children and Families Service.
* Develop positive relationships with children and young people parents/carers which promote their personal and social development, and which widens their experiences and horizons.
* Ensure that children and young people from ME backgrounds are heard and to support their engagement in local consultation.
* Ensure that Service provision is effectively promoted to children, young people and their families in local communities and other appropriate settings.
* Offer non-judgemental support to children, young people, and their families.
* Ensure that children/young people and their parent/carers are involved in monitoring and evaluating the Service using a variety of approaches.
* Assist in the induction and development of school support staff, cascading information, and good practice with regard to EAL and GRT children
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| **Systems and information:** | * Understand the importance of consent and comply with the procedures for obtaining consent from children, young people, and their families.
* Share information with partners in accordance with the North Yorkshire Information Sharing Protocol.
* Be competent in the use of the County Council’s relevant Management Information Systems. Maintaining and updating case notes and other records and contribute to reports.
* Input data on to the designated management information systems.
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| **Support Transitions:** | * Support ME children and families through key transitional stages.
* Deliver short term intervention activities to reduce exclusions and anti-social behaviour
* Encourage parents/carers to access appropriate parenting courses that will enable them to support their children through transitions.
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| **Safeguarding:** | * To be committed to safeguarding and promote the welfare of children, young people, and adults, raising concerns as appropriate.
* Understand and comply with referral processes within the Service and to access additional support for young people.
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| Person Specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience* Knowledge of developmental needs of children and young people and how these impact on a child’s behaviour and ability to interact appropriately with others and engage in activities.
* Knowledge of safeguarding and child protection.
* Awareness of Health and Safety Requirements.
* Understand about risk taking behaviour and how these impact on children/young people.
* Understand the impact that technology and society impact on a child / young person’s emotional and social development.
* Knowledge or willingness to learn about different cultures
* Recent experience of working with children and/or young people and families
* Delivering group work activities with children and/or young people
 | * Knowledge of the legal framework for working with children & families.
* Knowledge of evidenced based interventions.
* Experience of delivering planned interventions to children, young people & families.
* Experience of working with hard to engage children and young people and/or their families.
* Experience of working with minority ethnic children/ young people
* Community development work.
* Experience and understanding of inter-agency and multi-disciplinary working to deliver joint outcomes.
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| Occupational Skills* Ability to persuade and motivate children, young people, and families to adopt a positive approach to change and to improving their personal circumstances.
* Good written and verbal communication skills.
* Competent in the use of communication using social media and technology including use of email, Facebook, and the internet.
* Competent in using standard software packages.
* Ability to ensure group work and activities are inclusive and promote participation.
* Ability to organise own workload.
* Willingness to participate in appropriate levels of training and staff development.
* Ability to form and maintain appropriate relationships with children/young people and parent/carers.
* Ability to form and maintain professional working relationships with staff teams and colleagues from partner agencies.
* Self-motivated and able to work on own initiative.
 | * Ability to plan programmes of work with children and their families.
* Ability to work as part of a team, especially a multi-disciplinary team.
* Ability to communicate in another language /other languages
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| Behaviours [Link](https://www.northyorks.gov.uk/your-council/our-role-structure-and-objectives#accordion-content-0-0) |  |
| Professional Qualifications* Ability to undertake a level 3 qualification.
 | * A relevant level 3 professional qualification related to working with children/young people or family setting.
* TEFL or ESOL qualification
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| Other Requirements* Ability to travel across the County
* Ability to attend meetings outside of normal business hours
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| Career progression: |
| * At NYC we value our employees, and as part of this we can provide wider opportunities to progress in your career. Through discussion with your manager identify areas of interest and consider avenues to progress to them, e.g. apprenticeships and work shadowing/coaching.
* As a large council we have a range of roles, across our services, and can provide a wealth of career and development opportunities to help our employees find fulfilling career development opportunities.
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| Structure |
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NB – Assessment criteria for recruitment will be notified separately.
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.