



## Job Description

### Social Services Department

<b>Post Title</b>	<b>Parenting Support Worker – Flying Start</b>		
<b>Post Number</b>	<b>BG08946</b>	<b>Grade</b>	<b>Scale 5</b>
<b>Base</b>	<b>Blaina ICC</b>	<b>Hours of Work</b>	<b>37</b>
<b>Car User Allowance</b>	<b>Approved Casual</b>	<b>Disclosure</b>	<b>Enhanced</b>
<b>Contact</b>	<b>Tania Hayward – Tel. 01495 354756</b>	<b>Updated</b>	<b>September 2013</b>

### Principal Job Purpose

Responsible to: Flying Start Family Support Co-ordinator

Responsible for: Delivery of Parenting Programme in Flying Start areas

### Principal Accountabilities

1. To deliver and facilitate a range of approved parenting programmes in Flying Start areas as part of the Flying Start Programme.
2. To actively use the Flying Start database to map parenting programmes according to the needs identified through the Joint Assessment Family Framework process.
3. To work as an integral part of the Flying Start Team and Flying Start co-located area teams to ensure a co-ordinated approach to parent support and delivery of full Flying Start model.
4. To be able to communicate contentious and sensitive information to parents.
5. To be responsible for measuring and capturing distance travelled for all parenting programmes through the TOPSE (Tool to Measure Parenting Self Efficacy) including dealing with a directed specialism for quality assurance of a specific programme.
6. To undertake clerical duties, as required by the Flying Start Family Support Co-ordinator and Flying Start Services Co-ordinator to include collecting appropriate data for the Flying Start database.

7. To deliver the Incredible Years Baby, Toddler and Basic Parenting programmes, Family Lives and Language and Play programmes, PAFT programme – Parents as First Teachers or any other as directed by the Family Support Co-ordinator, in line with the JAFF/TAFF process as appropriate.
8. To support the Family Support Co-ordinator and organise parenting courses, for example, undertaking home visits, family assessment, crèche provision, transport, provide refreshments, resources and materials, etc.
9. To support the collection of data for monitoring and evaluation purposes to ensure quality of intervention and evidence of intervention including random sample of parents programmes sessions.
10. To establish an ethos and culture of working with parents and carers for the best outcomes for the child.
11. To ensure a warm, welcoming environment is developed in sessions responsive to parents, carers and children's needs.
12. To support the Family Support Co-ordinator to review and develop resources to meet individual community needs and to listen and respond appropriately to parents needs in the local area.
13. To monitor and evaluate all sessions delivery and report back to Family Support Co-ordinator
14. To support in the delivery of other Flying Start sessions such as, crèche, Family Fundays, outreach.
15. To provide resources and support to facilitators from other agencies.
16. To work in partnership with Families First to ensure synergy between parenting programmes/ interventions.
17. To carry out any other duties as may be required by the Flying Start Services Co-ordinator and Integrated Services Manager.
18. To develop and embed a Quality Assurance process within the parenting delivery model to ensure best practice and high standards are maintained.
19. To ensure (and deliver where appropriate) the provision of staff training to ensure a co-ordinated approach to parenting support by working cohesively with the Workforce Development Team.
20. To work closely with Social Care colleagues to ensure effective routes to universal parenting support for families with children on the Child Protection Register.
21. To ensure all aspects of the project work participatively with children, young people and their families.
22. To comply with the relevant sections of the Authority's policy statement on Health, Safety and Welfare at Work.
23. To adhere to the principles of the Corporate Equality Policy and ensure commitment to anti-discriminatory practice.

## Person Specification – Non Managerial

1. Qualifications & experience	Assessment Method				
	Essential / Desirable	App. Form	Interview	Other (please specify)	Probationary Period
<b>Qualifications</b>					
<ul style="list-style-type: none"> <li>• A relevant level 3 qualification or above in Early Years, Health, Education, Social Care or Community Development</li> </ul>	Essential	✓			
<ul style="list-style-type: none"> <li>• Fully trained in the following:               <ul style="list-style-type: none"> <li>- Incredible Years Parenting Programmes - Baby, Toddler &amp; Basic parent programmes</li> <li>- Parentline Plus programme</li> <li>- Parents as First Teachers (PAFT)</li> </ul> </li> </ul>	Essential	✓			
	Desirable	✓			
	Desirable	✓			
<b>Experience</b>					
<ul style="list-style-type: none"> <li>• Experience of working with children and families on a one to one basis or in a community setting.</li> </ul>	Essential	✓	✓		
<ul style="list-style-type: none"> <li>• Experience of delivering parenting courses or related parent support.</li> </ul>	Essential	✓	✓		
<ul style="list-style-type: none"> <li>• Expenditure of multi-agency partnership work.</li> </ul>	Essential	✓	✓		
<ul style="list-style-type: none"> <li>• Experience of keeping records and undertaking parenting evaluations.</li> </ul>	Essential	✓	✓		
<ul style="list-style-type: none"> <li>• Experience of facilitating Incredible Years Parenting programmes and other programmes as listed above.</li> </ul>	Essential	✓	✓		
<ul style="list-style-type: none"> <li>• Experience of engaging and working with “hard to reach” families.</li> </ul>	Desirable	✓	✓		
<ul style="list-style-type: none"> <li>• Experience of managing resources.</li> </ul>	Desirable	✓	✓		
<b>Knowledge/Skills</b>					
<ul style="list-style-type: none"> <li>• A current knowledge of child development, Team Around the Family and Joint Assessment Family Framework.</li> </ul>	Essential	✓	✓		
<ul style="list-style-type: none"> <li>• A current knowledge of the Incredible Years Parenting Programme and other</li> </ul>	Essential	✓	✓		

<ul style="list-style-type: none"> <li>programmes as listed above.</li> <li>• A good understanding of equality issues.</li> <li>• An understanding of group dynamics and effective facilitation.</li> <li>• A sound working knowledge of the All Wales Safeguarding procedures</li> <li>• To understand the participation agenda including Article 12 of the UN Declaration of the Rights of the Child (UNCRC)</li> <li>• A knowledge of family support programmes and family assessment tools.</li> <li>• Good organisational abilities, including ability to manage conflicting priorities, plan and organise tasks and meet deadlines</li> <li>• Excellent interpersonal skills with the ability to communicate with a range of audiences.</li> <li>• Ability to work on one's own initiative and collaboratively as part of a team.</li> <li>• Ability to facilitate group work</li> <li>• Ability to demonstrate leadership skills</li> <li>• Administrative skills</li> <li>• I.T. Skills (Microsoft Office suite)</li> <li>• Ability to engage parents and children at outreach events.</li> <li>• Ability to undertake work in a crisis situation.</li> </ul>	Essential	✓		Task	
	Essential	✓		Task	
	Essential	✓		Task	
	Essential	✓	✓		
	Desirable	✓	✓		
	Essential	✓	✓		
	Essential	✓	✓		
	Essential	✓	✓		
	Essential	✓	✓		
	Essential	✓	✓		
	Essential	✓	✓		
	Essential	✓	✓		
	Desirable	✓	✓		

## 2. Special Requirements

	Essential	Desirable
• A commitment to occasional evening and weekend working.	✓	
• Full driving license and access to a car for work purposes	✓	
• Ability to speak Welsh.		✓

### 3. Personal Competencies

All competencies are regarded as essential, although it is recognised that some may be achieved over a period of time. All employees are expected to continually develop their competencies in line with the appropriate framework. In addition to those assessed as part of the recruitment process, competencies will be assessed during the probationary period and afterwards through the Authority's performance coaching scheme.

<b>Assessment Method</b>					
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Topic	Competencies	App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
<b>Delivering the service</b>	Plans ahead, organises work in advance				✓
	Involves line manager/colleagues in setting and meeting targets				✓
	Reorganises work when necessary				✓
	Sees tasks through to completion whenever possible				✓
	Seeks help if workload becomes unmanageable				✓
	Uses initiative to report issues that arise that impact on others				✓

<b>Assessment Method</b>					
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Topic	Competencies	App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
<b>Improvement &amp; Change</b>	Is prepared to try new things & feed back results				✓
	Understands that changes are needed if things are to be improved				✓
	Finds new and creative ways of doing things better				✓
	Actively seeks to develop own skills and knowledge				✓

	Learns from mistakes & welcomes constructive feedback				✓
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Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
<b>Providing Excellent Customer Service</b>	Recognises the importance of high standards of customer service				✓
	Is committed to providing an excellent service to all the citizens of Blaenau Gwent				✓
	Understands the links between own professionalism and the possible impact on the Authority's image				✓
	Has a professional attitude that sets an example to colleagues				✓
	Takes pride in own work and that of colleagues				✓
	Is respectful, courteous and helpful at all times				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
<b>Team Working</b>	Reacts constructively to others' suggestions and requests				✓
	Recognises potential value of others' opinions and actively seeks their contributions				✓
	Asks for help when necessary				✓
	Actively seeks to help others				✓
	Is aware of the impact of own behaviour on others				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
<b>Communicating</b>	Adapts content and style to help others understand				✓
	Makes sure that people are regularly informed				✓
	Uses appropriate language, gestures and tone when talking with others				✓
	Checks others have understood & seeks advice when necessary				✓
	Actively seeks to improve all forms of communication with others				✓
	Communicates professionally by using formal channels appropriate to the situation				✓