**Job Description**

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| **Job Title:** Family Researcher |
| **Reports to:** Senior Family Researcher |
| **Grade**: Scale 6  **Hours**: 37 hours per week, subject to flexible working |

**Overall purpose of the job**

Based in the Supporting Families Team, the Family Researcher will access a wide range of partner information to assess whether families meet the criteria for the Supporting Families Programme.

They will track and follow-up individual family progress on all aspects of the Supporting Families programme in order to identify and record evidence to demonstrate significant and sustained progress for the purposes of Payment by Results claims. They will also work with LA colleagues and partner agencies to improve the quality of recording to increase the accuracy of data around needs and outcomes.

The postholder will also support professionals with early help closures and information gathered at the end of interventions via direct support and training.

**Main accountabilities**

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|  | **Main accountabilities** |
|  | **Family Research and PbR claims**   * To review Early Help Assessments and needs identified to assess if families qualify for attachment to the Supporting Families programme. * To use evidence from automated reports and case files to evidence successful Payment by Results claims against the Supporting Families Outcomes Plan. * Build strong, trusting working relationships with Lead Professionals to enable the tracking and monitoring of families on programme. * Creative thinking skills and ability to apply different potential solutions to problems faced |
|  | **Leadership**   * To be the single point of contact for staff within a designated area seeking advice, guidance and support about the closure process on the Early Help Module. * To influence and implement change and improvement through skilled negotiation with colleagues. |
|  | **Partnership Working**   * To liaise with key stakeholders including education, health service, police, housing, voluntary sector and internal services to form robust working partnerships that support the Early Help approach to delivering services for vulnerable children, young people and their families. * To liaise directly with professionals to improve the quality of case recording and evidence supplied at the point of case closure. * To liaise with the Early Help Hub to identify services that may require support with case management and closures. * To support the Early Help Support Officers to liaise directly with professionals to improve the quality of case recording and evidence supplied at the point of case closure. |
|  | **Advising and Supporting**   * To provide comprehensive, professional and consistent advice and support around Early Help for practitioners. * To support professionals to accurately complete the Early Help closure form to evidence Payment by Result claims. * To link with a small number of district teams to provide advice and guidance around the programme. * To support a process of cultural change and to promote a positive approach and ethos of multi-disciplinary working to achieve an integrated service for children, young people and their families. |
|  | **Workforce Development**   * To provide advice, support and guidance to practitioners taking on the role of lead professional. * To support the delivery of webinars relating to the use of the Early Help Module. * To support the use of the Early Help Module across Cambridgeshire. |
|  | **Developing and Promoting Good Practice**   * To develop a good working knowledge of Early Help processes and the services across Cambridgeshire who support families. * To disseminate relevant information to practitioners to enhance the delivery of Early Help services. |
|  | **Safeguarding commitment**   * To show a commitment to safeguarding and promoting the welfare of children and young people/vulnerable adults. |
| 7. | **Equality and Diversity**   * To demonstrate an awareness and understanding of equality, diversity, and inclusion. |

Person Specification

**Qualifications, knowledge, skills and experience**

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| **Qualifications Required** | **Subject** | **Essential/**  **Desirable** |
| Key Skill Level 4: Bachelor’s degree; HNC; HND NVQ level 4 or equivalent; including professional qualification or significant level of experience. | A relevant professional qualification in Social Care, Education Health, Youth Work, Careers Guidance etc. | Essential |
| Relevant qualification at Level 5 or above | A relevant professional qualification in Social Care, Education Health, Youth Work, Careers Guidance etc. | Desirable |

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| **Identify** | **Describe** | **Essential/****Desirable** |
| **Knowledge** | Knowledge and experience of the Early Help Framework and tools used to identify and support children, young people and families requiring additional support in order to improve outcomes. | Desirable |
|  | Knowledge and understanding of relevant legislation and child protection procedures. | Desirable |
|  | Knowledge of partnership working and how to engage a wide range of partner agencies in change processes | Essential |
|  | Well developed knowledge and understanding of the role and purpose of early intervention processes and their application in relation to safeguarding children and young people | Desirable |
|  | Knowledge and understanding of the national Supporting Families agenda. | Essential |
|  | Knowledge of the Reducing Parental Conflict programme and Family Hubs. | Desirable |
|  | Competent working knowledge of common ICT software applications including Word, Excel, Outlook and willingness to learn the Liquidlogic Early Help Module system. | Essential |
|  | Knowledge of policies and practice relating to information sharing and data protection. | Essential |
| **Skills** | Ability to work independently and make decisions autonomously. | Essential |
|  | Ability to work across agencies, challenge existing working practices and suggest appropriate changes. | Desirable |
|  | Ability to motivate other professionals. | Essential |
|  | Ability to work with tact and diplomacy with highly developed interpersonal skills. | Essential |
|  | Excellent oral and written communication skills. | Essential |
|  | The ability to communicate with a wide range of audiences in a variety of settings including delivery of presentations and briefings. | Desirable |
|  | Ability to monitor outcomes, achieve targets and report results. | Desirable |
|  | Good personal organisation, including IT skills and time management. | Essential |
|  | Ability to work flexible hours in a variety of locations / settings. | Essential |
| **Experience** | Experience of working in a multi-agency and multi-disciplinary settings. | Essential |
|  | Experience of establishing monitoring and evaluation systems and processes. | Desirable |
|  | Experience of delivering training in a multi-agency setting and monitoring the effectiveness of training plans and programmes. | Desirable |
| **Equality, Diversity, and Inclusion** | Ability to demonstrate awareness and understanding of equality, diversity, and inclusion and how this applies to this role. | |
| **Safeguarding** | Demonstrate an understanding of the safe working practices that apply to this role. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults. | |

**Disclosure level**

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| What disclosure level is required for this post? | None | Standard |
| **Enhanced** | Enhanced with barred list checks |

**Work type**

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| What work type does this role fit into? (tick one box that reflects the main work type, the default work type is hybrid) | Fixed | **Hybrid** | Field | Remote | Mobile |