**Social Work Educator – Think Ahead**

**Directorate:** Learning and Development,HR Services, Customer and Digital Services

**Reports to:** Social Care L&D Business Partner

**Grade:** P2

**Location:** Cambridgeshire

**Job Purpose**

Social Work Educators are responsible for the creation, development, implementation, and evaluation of a wide range of professional learning opportunities across Adult services. These opportunities, whether it be classroom or virtually based training, coaching, one-to-one teaching, mentoring, action learning, reflective supervision or case work supervision, directly enhance the knowledge, skills, capabilities, and attributes of existing and future social work staff across Adult services. This enhanced level of competence enables the local authority to deliver an effective and efficient social work/care service to Cambridgeshire’s residents. You retain a frontline role, share a service user caseload, and act as their leader and role model. You will provide practice education of outstanding quality. You’ll work with an academic tutor and assess participants’ ability to put social work theories, interventions, and legislation into practice.

Social Work Educators work in partnership with others to develop these opportunities in a collaborative, sustainable and participatory manner. This includes sharing and developing best practice with universities, apprenticeship providers, regional and county safeguarding partnership boards, national government, and regional workforce consortia, as well organisations within the private and voluntary sector.

**Accountabilities**

1. To enable learning and professional development in practice through direct teaching and assessment using contemporary social work models, methods, and theories relevant to the work. Sharing knowledge of social work powers and duties, policies and procedures while demonstrating the ability for critical reflection. Ensuring that the wishes, feelings and views of the individuals and families who are accessing social care services are central to all teaching, assessment, professional and service development, and evaluation.
2. To devise and deliver appropriate cost-effective teaching/practice learning programmes which develop the learner’s ability to learn and succeed. This will be based on the principles of andragogy, adult learning, and social learning theories.
3. To organise and support opportunities for the demonstration of assessed competence in practice for social work students. This will include direct input into university teaching the identification and support of social work placements and senior oversight and accountability of case work within the unit. You will be responsible for all cases allocated to the Think Ahead unit – ensuring that effective social work support is provided in each case in accordance with relevant legislation and local/national policy.
4. To take the responsibility for responding to professional development needs, including those emanating from ‘initiatives and policy’ and those at a local, regional, and national government level. These include recruitment and retention (Return to Social Work), BA (Hons), MA and degree apprenticeship programmes, post graduate diploma (Step Up, OU PG Dip) post-qualifying standards (Knowledge and Skills Statements), Social Work England Professional Standards, Practice Educator Professional Standards, Skills for Care competency framework for Practice Supervisors, local Teaching Partnership.
5. To contribute to the learning and development of the local authority as a training organisation. Help to review and improve its position, policies and procedures and identify barriers for learners as well as identifying areas requiring initial or further development or a response. Examples include: safeguarding adults reviews, child safeguarding practice reviews, OFSTED and CQC grade descriptors and/or inspection, Skills for Care evaluations, regional peer review and local quality assurance frameworks.
6. To work in partnership with others to ensure that the wider social care workforce is competent, skilled and knowledgeable within an operational and strategic context. Key partners include: Universities, Safeguarding Children and Adults Partnership Boards, Skills for Care and the Eastern Region Social Work Area Network.
7. To contribute to the production, dissemination and use of material that specifically relates to workforce development in particular activity associated with the virtual learning environment
8. Demonstrate applied knowledge and understanding of the significance of lived experience, poverty, racism, ill health, disability, gender, social class and sexual orientation in managing the assessment process and recognise and work to prevent and counter unjustifiable discrimination and disadvantage in all aspects of the assessment process. To advise students and other learners of their rights and actively challenge oppression and discrimination which may be experienced by the student or other learners. (PEPS BASW 2020)

**Person Specification**

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| **The Following are Essential Education and Qualification requirements** |
| Social Work qualificationSocial Work England registrationPractice Educator Professional Standards Stage 2 (PEPS2) |
| Evidence of Continuing Professional Development |

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| **Essential Experience and Knowledge** |
| Substantial social work experience and /or currently working as a qualified social worker |
| Experience of teaching or assessing social work students and/or social workers including BA / MA students, Step-Up to Social Work, Think Ahead, ASYE, Think Ahead |
| Knowledge of social work practice within one or more defined service user groups and how it pertains directly to these groups. This should include reference to law, knowledge and skills, good practice, research etc |
| Knowledge of SWE registration and how this informs social work practice |
| Knowledge of adult learning styles, teaching and assessment methods |
| Awareness of local, regional and national developments relating to social work, practice learning and the Professional Capabilities Framework, including the post qualifying standards (Knowledge and Skills Statements). |

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| **Essential Skills** |
| High standard of supervisory skills e.g. ability to analyse and assess practice using, coaching, observation and mentoring. To facilitate reflection and promote reflexivity |
| Excellent and effective communication skills including the ability to produce clear and accurate written materials, lesson plans etc. Concise analysis of information for reports. |
| Ability to prioritise, plan, manage and deliver agreed outcomes |
| Good level of IT skills, including Word processing, Excel spreadsheets, Power Point, Outlook, MS Teams and other Microsoft products |
| Proven ability in enabling, assessing and evaluating the learning of others through and including classroom and virtual based training, eLearning, action learning, coaching & mentoring |
| Effective presentation skills, including group supervision, and where appropriate, training |
| Good organisational skills and the ability to prioritise, and able to meet deadlines |
| Able to work under pressure |
| IT competent in Microsoft products |
| Able to interpret information to provide clear and succinct analysis and feedback on a range of issues |
| Ability and willingness to travel around the county and to regional and national events |
| Able to research new areas and provide analysis and interpretation as required. To support others undertaking practice-based research |
| Ability to demonstrate awareness/understanding of equal opportunities and other people’s behaviour, physical, social and welfare needs |
| Demonstrate an understanding of the safe working practices that apply to this role |
| Act as a professional role model, to lead the participant unit in the organisational context and manage day to day operations and provide inclusive learning opportunities |

**Equality, Diversity and Inclusion**

Ability to demonstrate awareness/understanding of equal opportunities and other people’s

behaviour, physical, social and welfare needs.

**Health and Safety**

Able to demonstrate a clear understanding of and commitment to Health & Safety and a willingness to undertake training to enable implementation of procedures. Able to apply it effectively with both clients and staff.