

Social Work Educator

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 Adults and Children's services. These opportunities, whether it be classroom or virtually based training, coaching, one-to-one teaching, mentoring, action learning or reflective supervision, directly enhance the knowledge, skills, capabilities, and attributes of existing and future social work staff across both Adults' and Children's services. This enhanced level of competence enables the local authority to deliver an effective and efficient social work/care service to Cambridgeshire's residents.

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 as 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, apprentices, and PEPs candidates (maximum of 5 learners at a time, including 2 social work students/apprentices). This will include direct input into university teaching and apprenticeship programmes, the recruitment and selection of social work students, the identification and support of social work placements to fulfil the practice educator role with respect to a minimum of two learners and to work in partnership to promote the practice educator's own professional development.

4. Act as a ASYE co-ordinator in line with Skills for Care requirements, providing support and quality assurance in the assessment process for newly qualified social workers. The role of the ASYE co-ordinator is:
 - Attend the initial support and assessment agreement meeting (SAAM) and the three- and six-month review meetings with the NQSW and assessor.
 - The ASYE co-ordinator may attend the twelve month review at the request of the NQSW and/or assessor.
 - Monitor quality assurance and review the paperwork submitted by the NQSW and assessor for the three, six, and twelve month reviews (and nine month review if required) offering feedback and guidance where requested or appropriate.
 - Inform the NQSW and assessor of deadlines and arrangements for portfolio submission and date of ASYE moderation panels.
 - Attend additional meetings and provide support as required.
 - Update the ASYE Management Lead on any concerns throughout the year including performance issues and NQSW or ASYE assessor not being available.
 - Concerns about delays in the completion of paperwork by the NQSW and/or the assessor will be escalated to the relevant Principal Worker copying the assessor's line manager.
5. 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.
6. 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.
7. 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.
8. 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
9. 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 qualification Social Work England registration Practice Educator Professional Standards Stage 2 (PEPS2) |
| Evidence of Continuing Professional Development |
| 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 |
| 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). |
| 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 |

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.