



**Job Description & Person Specification**

**for**

**Family and Network Practitioner**

**Accountable To:**

Senior Managers

**Line Manager:**

Headteacher

**Hours of Work:**

24 Hours per Week (days can be flexible)

# ORGANISATIONAL PRIMARY TASK

*“We work with children who have been seriously traumatised by early environmental failure to such an extent that their corresponding behaviour is unmanageable in ordinary homes and schools. The task is to provide a highly supervised and planned environment that integrates residential care and education and is underpinned by a rigorous therapeutic model and understanding. The aim is to help children understand the impact of their pasts and corresponding behaviours and feelings. Enabling them to manage healthy relationships, through which they can achieve the trust and self-esteem essential for their eventual reintegration into the community.”*

## Summary of role:

The role of Family and Network Practitioner leads and co-ordinates outreach support and is the point of contact and liaison for families/ carers of children and for children. You will be a source of support and a listening ear for the families and carers of our children and will provide sign posting to external agencies where necessary and be part of liaising with the child's wider network and professionals.

## MAIN DUTIES

- To engage in reflective practice and work in accordance with our psychoanalytic and group relations model and contribute to the ongoing development of creating a therapeutic environment / milieu.
- To understand the presentations of the vulnerable and traumatised children attending our homes and school, such as learning difficulties, attachment difficulties, behavioural problems, depression, anxiety, fears / phobias and to have a sound understanding of the concepts of transference and projection and how this relates to the children's presentation and those working closely with them.
- To be interested, responsive and understanding to the children's behaviours and feelings and work on the basis that behaviour is a communication and will often stem from their previous traumatic experiences. To be inquisitive and reflective around behaviours and where this comes from and be sensitive and supportive to the families / carers and children and in helping them to manage these.
- Establish and maintain good working relationships with families and children, acting as a role model and setting high expectations.
- Develop and enhance parental / carer engagement with the school / organisation and other agencies.
- Provide consistent support to all families/ carers, responding appropriately to individual family needs and identifying difficulties that occur and provide early intervention strategies and sign posting to external agencies where required.
- Work with families / carers to develop parenting skills and promote children's wellbeing, emotional and social development
- Provide consistent and regular spaces to meet with families, including out of term time.
- Make home visits to talk to parents about issues and to offer advice about strategies to deal with problems or issues/ challenges they are facing.
- To co-ordinate and lead events for families and carers to come together and receive support and advice and to share experiences, such as workshops and coffee mornings.
- Keep a concise record of all communications with families/ carers.
- Establish and maintain professional working relationships with external agencies and associated Social Workers, Early Help Workers, and Enabling Families and also internally with the Amicus homes and different departments.

- Assist with the development EHCPs and Care Plans and support families/ carers to contribute to professional meeting spaces such as annual reviews.
- Monitor and provide spaces and support for those families subject to Team Around the Family, Child in Need and Child Protection Plans.
- Promote inclusion and acceptance of all children and their families/ carers in accordance with our therapeutic model.
- Support the Safeguarding Team / DSLs in communicating changes within a family/ with the carers, the different support that each family needs and identifying patterns of behaviours including absences.
- Be part of beginning and ending transition plans for children at Amicus contributing to their smooth transitions.
- Working alongside the Therapies and Network Department and Headteacher in keep in touch planning for those children leaving Amicus or who have left.
- To be part of planning and co-ordinating events for children and our leavers (re-unions and gatherings)
- To liaise with the children's teachers / education staff to have a good understanding of children's presentation, progress and challenges and working with education staff to support children's learning and outcomes.
- To have follow up discussions with staff members and children, to provide support and share information.
- To plan and facilitate structured activities, to support children to make appropriate use of unstructured times including lunch times and playtime at breaks and lunch.
- To work with individual children and small groups of children both within and outside the class room setting - regularly monitor and reward the achievement of children
- To contribute to and prepare reports/ documents to a high standard where required.
- Contribute and participate in operational and statutory meetings where required and including those with the wider partners.
- Take delegated responsibility for communications with external agencies/parents/carers and present in a professional manner. This involves making notifications and sharing of professional documents/ records / and reports in a timely manner and ensuring this is well evidenced.
- To co-ordinate and carry out outreach support work.
- Request meeting minutes from external agencies were necessary and co-ordinate follow up and implementation of any action points ensuring this is translated to education staff working with the children.
- Understand and recognise the children's safeguarding needs and how these may change and ensure the children are appropriately safeguarded, ensuring that any concerns are highlighted and identified and are reported as per Amicus' Safeguarding Policy and Procedures to the Safeguarding Team. To also ensure that safeguarding issues are also worked with within Amicus's therapeutic and clinical model as well as adhering to safeguarding procedures.
- To have a commitment to the community and interaction with community events and day to day running and routines.
- To work in accordance with safeguarding, confidentiality and data protection policy and procedures.

- To be aware and able to acknowledge and reflect on one's own feelings and responses evoked by the children and families / carers and accept support and guidance in relation to this.
- To be reflective in your own practice and areas for continued professional development.
- To actively participate in the staff training and development programme and to demonstrate a commitment to personal and professional development through training and learning.
- To attend and actively contribute to a range of community staff operational and clinical meetings. Including Individual Group Process Meetings, Individual Line Management Supervision and also individual and group Clinical Supervision sessions.
- Contribute to a high standard of internal staff communication and face to face interactions with colleagues.
- Take care of own health and safety and personal wellbeing and ensure the health and safety of others and that H & S policy and procedures of Amicus are complied with at all times.
- To Work in accordance with Amicus Policies and Procedures, the independent School Standards, Children's Homes Regulations (2015) including the Quality Standards, Therapeutic Community Standards and also the Therapeutic Placement Plans for the children.
- Contributing to and undertaking relevant research as agreed

The details contained in this Job Description is not an exhaustive list of duties and you will be expected to perform different duties commensurate with the level of the post as required by Amicus and the overall objectives of the organisation. The nature of the work and organisation means that tasks and responsibilities are sometimes unpredictable therefore employees are expected to work flexibly when the occasion arises.

## PERSON SPECIFICATION

Specification	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• 2 years' experience of working in an education, social work/ care, childcare, residential or mental health</li> <li>• Experience of working with children and families/carers</li> <li>• Able to demonstrate knowledge of integrating psychoanalytic principles and theory into practice.</li> <li>• Experience of high quality report writing.</li> <li>• Experience of Safeguarding Procedures</li> <li>• Experience of multi-agency working</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a SEN school.</li> <li>• Experience of working with challenging behaviour.</li> <li>• Experience of Therapeutic Community working</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard of education to GCSE level or equivalent of which must include Maths and English.</li> <li>• Training in at least one of the following areas: Psychology, family therapy, child development, psychodynamic theory, counselling, attachment theory, group dynamics.</li> <li>• Educated to NVQ 3 or Diploma level which is relevant to the work</li> </ul>	<ul style="list-style-type: none"> <li>• Degree in social work, psychology/ mental health area.</li> </ul>

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Able to demonstrate good knowledge of equal opportunities and anti-discriminatory practice.</li> <li>• Regulatory knowledge of Ofsted, Independent School Standards, Children's Homes Regulations, Quality Standards.</li> <li>• Knowledge of current data protection legislation</li> <li>• Familiar with all aspects of confidentiality.</li> <li>• Able to demonstrate good knowledge of child protection and safeguarding</li> <li>• Able to demonstrate knowledge of child development.</li> <li>• An understanding of the role of families, parents/carers and social workers and being able to communicate effectively to them.</li> <li>• Knowledge of issues affecting families / carers and parenting needs of children</li> <li>• Knowledge of available support services</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrate knowledge of therapeutic community/group work theory and practice.</li> <li>• Knowledge of EHCPs and Care Plans.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Numerically skilled and literate</li> <li>• Excellent ICT skills including proficiency in the use of Email, MSWord and MSEXcel</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• An interest in and ability to work with children and families affected by trauma</li> <li>• An ability to interact effectively with staff from all disciplines and agencies</li> <li>• An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals Good team player</li> <li>• High expectations of self and children</li> <li>• Self- motivated</li> <li>• Ability to promote inclusion for all children</li> <li>• Sensitivity</li> </ul>	

All employees are also expected to follow and work towards the Therapeutic Practitioner Competencies Framework within their role. (A copy of this document is supplied within the application pack)

The Amicus Community provides excellent regular support and supervision as well as work related training and development opportunities.

### The Amicus Community

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