# Recruitment Pack - Inclusion Worker

Inclusion & Wellbeing Service
(2 Permanent Posts)

Falkirk Council
Children's Services

inclusion and
wellbeing service

**watch us grow**

# Advert – Inclusion Support Worker

Falkirk Council is seeking to recruit Inclusion Support Workers who are highly skilled practitioners, committed to delivering the very best experiences for our children and young people.

The key policy document for Falkirk schools is *Learning to Achieve*. This was co-created by headteachers, teachers, early years practitioners, support staff, parents/carers, pupils and other partners. It sets out clearly our aims for all learners.

Successful applicants will have:

- Prior experience and or qualifications at SVQ Level 3 or equivalent.
- Be able to demonstrate that they possess the commitment, knowledge and skills outlined in the attached job and person description

Successful applicants who progress to the next stage of the recruitment process will be invited to attend:

- A formal interview, focussing on your knowledge of GIRFEC and social/emotional needs.

Successful applicants for posts working with children or vulnerable adults will be subject to disclosure checks or the new PVG scheme and approval by Care Commission Scotland.

Applicants are encouraged to be explicit in detailing their skills, experience and attributes that they can bring to this post

**Information Resources**

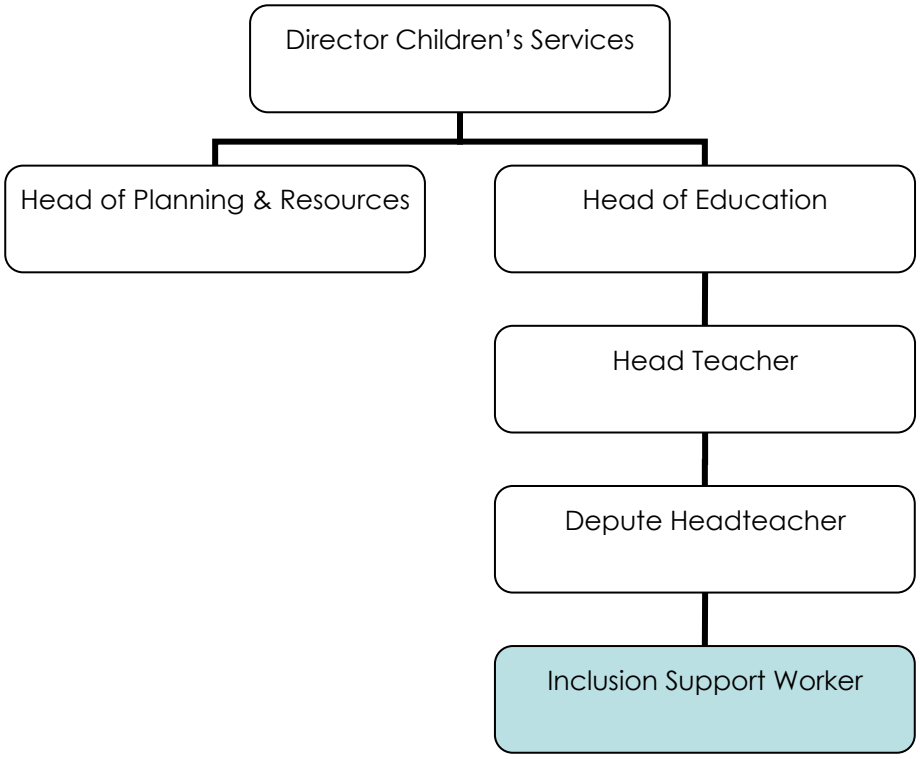
- Falkirk Council Validated Self-Evaluation and Service Plan http://www.falkirk.gov.uk/about_council/performance_zone/service_performance/education_services/education_services.aspx
- Learning to Achieve
- http://www.falkirk.gov.uk/services/education/learning_to_achieve.aspx
- My Future's in Falkirk http://www.myfuturesinfalkirk.co.uk/
- Getting It Right For Every Child http://www.gov.scot/Topics/People/Young-People/gettingitright
- School website Inclusion and Wellbeing Service – #WatchUsGrow (glowscotland.org.uk)

**FALKIRK COUNCIL - JOB DESCRIPTION**

**Section A Job definition**

Job title: Inclusion Support Worker
Service: Children's Services
Location: Inclusion and Wellbeing Service
Grade: Grade F

**Section B Organisational relationship**




**Section C Job purpose**

To work as part of a multi-disciplinary team providing support to vulnerable children and young people in order to facilitate education, social inclusion and maximise educational attainment. Build a positive working relationship with the children and young people and their families.

**Section D Key Responsibilities**

- Provide support to children and young people and families who are experiencing difficulty in engaging with education, including promoting attendance.
- Plan, deliver and evaluate interventions with individual and groups of children and young people.
- Contribute to the planning and delivery of flexible curricular opportunities.
- Organise and deliver group work in a range of settings.
- Build positive links between home and school.
- Undertake home visits where appropriate.
- Provide support for parents and careers in individual and group settings.

- Maintain accurate records and prepare reports.
- Contribute to multi-agency assessments and attend multi-agency meetings as required.
- Liaise with other services and agencies to plan to meet the needs of children and young people.
- Contribute to professional development training and participate in own professional development.
- Participate in team meetings.
- Share skills and expertise with team members and other staff.
- Any other duties as required by the service.

**Section E Accountability**

*The post holder will:*

1. Be accountable for the use of resources associated with support to, and work with, young people, parents/carers and family members.

2. Be initially accountable to the Depute Headteacher.

3. Manage their time effectively and work on own initiative under demanding circumstances, providing feed-back to the appropriate manager.

4. Provide up to date and accurate advice on educational and social skills and work effectively to meet the needs of children and young people and developing purposeful liaison and work with colleagues, parents/carers and families.

5. Participate effectively in formal supervision on a regular basis as defined in the supervision policy. The will have direct access to senior staff for advice or direction.

6. Use sound professional judgement to minimise risk of work errors.

**Section F Knowledge, Skills & Experience**

<u>Knowledge</u>:

- Evidence of ability to learn and achieve at SVQ III level in Childcare or related field e.g. prior learning, other qualifications. Post holders will have a commitment to undertake further training as required by the service or as necessary for registration.
- Knowledge and understanding of child development
- Awareness of current practice in supporting young people (3-18 years) with social emotional, behavioural and communication needs within Primary/Secondary education

Skills:

- Excellent communication skills both oral and written and including formal report writing
- Effective interpersonal skills when working with families, other professionals and partner agencies
- Ability to adopt and maintain a non-judgemental approach to work with
- Parents/carers and families
- Ability to provide warm, friendly, non-threatening support
- Ability to work and react flexibly
- Ability to manage own time and workload effectively
- Be trained in Therapeutic Crisis Intervention to Level 3 **or** be willing to undertake the training. For further information please go to http://rccp.cornell.edu/tcimainpage.html
- Group work skills
- Current driving licence and access to a car

Experience:

- Experience in a relevant field, for example, education, social work, community, mental health, youth work, child care, early education
- Experience of working with young people with social, emotional or behavioural needs
- Experience of working with young people who have experienced exclusion from school communities, for example young people affected by substance use, attending alternative to education provision and/or young offenders
- Ability to work effectively in several different work locations
- Working knowledge of relevant policy and guidelines regarding support for children

## Section G Demands

The post holder will be required to transport children and young people (subject to a satisfactory risk assessment).

The progressive nature of this service requires that the post holder will need to keep up to date with research evidence and other developments.

To work creatively with young people and their families the post holder will need resilience and adaptability to persevere through times when service users are ambivalent and rejecting of their intervention. The job will demand the ability to respond effectively to the support and development needs and demands of young people to minimise any risk.

The post holder will at times need to work autonomously, within professional boundaries. They will be responsible for undertaking an

agreed workload and planning interventions with families. The post holder will need to use their own professional judgement planning work with families and individuals and they will have access to senior staff who will provide advice or assistance. They will also need to develop effective relationships with other practitioners from other agencies.

The post demands participation in formal and informal staff training activities across the Council and elsewhere, in order to maintain and update knowledge. Being an effective member of the team also requires an effective involvement in staff meetings and supervision.

**Section H Communications and Contacts**

The post holder will:

1. Have effective interpersonal skills when working within their own team and with the staff teams across services.

2. Have effective interpersonal skills when working with young people, parents/carers and colleagues.

3. Have the ability to confidently discuss and record their observations of young peoples and family development. This will include the use of ICT.

4. Be able to establish and maintain effective working relationships with colleagues across Education Services including schools, social work staff, colleagues from other council services and external agencies, including health and police.

**Section I Environment**

1. The post will involve home visits in the community. The post also involves some administrative/office based tasks.

2. The post will include working with groups of children, young people or adults, including on a one-to-one basis in a child or young person's home. The families and the young people may at times be resistant or ambivalent to the support and you will encounter angry or aggressive behaviour.

3. In their duties the post holder must take reasonable care for their own health and safety and that of others whilst at work. They will co-operate with Managers and the Council in order to comply with safety regulations and the Corporate and Service Health and Safety Policy

**FALKIRK COUNCIL**
**PERSONNEL SPECIFICATION**

| POSTHOLDER'S ATTRIBUTES | ESSENTIAL | DESIRABLE | TO BE IDENTIFIED BY: |
|---|---|---|---|
| **Qualifications/Training** | Evidence of ability to learn and achieve at SVQIII level in Childcare or related field e.g. prior learning, other qualifications. Post holders will have a commitment to undertake further training as required by the service or as necessary for registration.<br>The post holder will have a commitment to creativity and the ability to engage pupils in this.<br>If not in a relevant field must have a portfolio of relevant professional development. | Further specific training in relation Social, Emotional and Communication Needs.<br><br>A degree in a related subject. | Application form |
| **Special Knowledge** | Knowledge and understanding of child development<br><br>Awareness of current practice in supporting young people (3-18 years) with social emotional and behavioural needs<br><br>MAYBO Level 3 training. All postholders should be trained to MAYBO 3 or be willing to participate in training.<br><br>Working knowledge of Getting it Right for Every Child. | Awareness of relevant de-escalation and intervention strategies.<br><br>Experience of conducting GIRFEC assessments of children. | Application Form<br><br>Interview |

| | | | |
|---|---|---|---|
| **Circumstances/ Personal** | Effective communication and interpersonal skills<br><br>Ability to work effectively in several different work locations<br><br>Ability to contribute effectively to single and multi-agency teams | | Application Form<br><br>Interview<br><br>Interview |
| **Disposition/Attitude** | Ability to be flexible and to adapt to changing circumstances<br><br>Ability to work in a solution oriented, child focused manner<br><br>Ability to demonstrate resilience in the face of challenging circumstances to promote positive outcomes for our children. | | Application Form<br><br>Interview |
| **Practical and Intellectual Skills** | Current driving licence and access to a car<br><br>Ability to demonstrate problem solving skills in the face of challenging circumstances to promote positive outcomes for our children. | ICT literacy to European Driving Licence level | Application Form<br><br>Interview |
| **Experience** | Experience in a relevant field, for example, education, social work, community, mental health, youth work, child care, early education<br><br>Experience of working with young people with challenging behaviour in an educational setting. | Experience of working with young people who have experienced exclusion from school communities, for example young people affected by substance use, attending alternative to education provision and/or young offenders.<br><br>Previous experience of working a multi-disciplinary team | Application Form<br><br>Interview |

# Falkirk Council
# Inclusion and Wellbeing

## Vision

The service is committed to being reflective and responsive to meet the changing needs of the children and young people in Falkirk Council. Our aim is to become a centre of excellence, working with all our partners to plan for and achieve positive outcomes for all of our children, young people and their families.

## Values

- LEARNING – nurturing a desire to become lifelong learners
- SAFE – providing a safe learning environment
- INCLUSIVE – an environment that values people from diverse backgrounds
- ASPIRING – fostering a community that reaches and expands their potential
- HEALTHY – promoting physical and cognitive health and development

**The Service aims to:**

- Develop trusting relationships to build a warm, welcoming and purposeful atmosphere to meet the needs of all our young people.
- Develop a community where everyone is valued and respected.
- Provide a positive learning environment.
- Ensure that all our learners have access to opportunities to develop the four capacities.
- Develop skills for learning, life and work whilst raising attainment.
- Promote social inclusion.
- Celebrate success through a variety of channels, such as communication home, publication on the school and council websites, parents and carers' visits, displays and assemblies.

**Strategy:**

The Inclusion and Wellbeing Service fully endorses the view of the inextricable link between positive relationships, behaviour and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children and young people bring with them different abilities, experiences, family circumstances and that creating a safe, secure environment with a positive ethos will foster good relationships and positive engagement within our community.

**Additional Information:**

The current Inclusion and Wellbeing Service comprises a primary and secondary support base within Laurieston Campus. A multidisciplinary team of outreach and

support services also operates from the main Laurieston Campus. The team involves staff with a range of backgrounds including family support, community learning and development, inclusion support, support for learning, early years and teaching. The service works in close partnership with mainstream schools, voluntary sector partners, social work and educational psychology.

The Inclusion and Wellbeing Service will be undergoing transformation in developing a responsive service to children, families and supporting partners in mainstream schools. The Head teacher will take a leading role in developing the new vision, culture and practice for the team and helping to develop the strategic approach for the Council. We are looking for an individual who can contribute to educational outcomes and create positive educational experiences for our most vulnerable young people.

The authority is embracing nurturing approaches in order that we are providing attachment and trauma informed education, is committed to all children learning and achieving successfully across the four capacities of the Curriculum for Excellence and Getting it Right for Every Child. We are committed to providing a good quality service to children, parents, school staff and other agencies. We provide a participative ethos, excellent induction and continuing professional development.

The successful candidate will join a Children's Service which has demonstrated its ability to secure improvements in important areas and to make significant contributions to Council and national priorities, for example, improved pupil attainment and achievement.

The key policy document for Falkirk schools is Learning to Achieve. This was co-created by Head teachers, teachers, early year's practitioners, support staff, parents/carers, pupils and other partners. It provides the framework for our strategic thinking and actions and builds on our longstanding commitment to achievement in its widest sense.