



Job Description

Senior Practitioner in Education (SPed)

Job Details	
Grade	GR5
Number of Posts	2
Department	Practice Academy
Reporting to	Practice Academy Team Manager

Who Are We?

We are Birmingham Children's Trust.

'Working Together to make Birmingham the greatest city to grow up in.'

The sole purpose of Birmingham Children's Trust is to make a positive difference for children, young people and families in the city, by driving up the quality of practice and partnerships across the city and its services.

Every employee from Family Support and Social Workers to Finance and Legal, work together to make a positive difference to children, young people and families. We are one team, and each have an important role to play in achieving the Trusts objectives.

Birmingham Children's Trust Leadership team comprises of six Executive Directors who are responsible for leading and managing the Trust to be an autonomous and high performing organisation.

Our Vision:

Our vision is to build a Trust that provides excellent social work and family support for and with the city's most vulnerable children, young people and families.

We will do this:

- with compassion and with care.
- through positive relationships, building on strengths.
- in collaboration with children, young people, families and partners.
- by listening, involving and including.
- in ways that are efficient and deliver value for money.

Success will mean significant progress towards these outcomes:

- healthy, happy, resilient children living in families.
- families able to make positive changes.



- children able to attend, learn and achieve at school.
- young people ready for and contributing to adult life.
- children and young people safe from harm.

Our Values:

ONE TEAM

ACCOUNTABILITY AND RESPONSIBILITY

QUALITY AND INNOVATION

RELATIONSHIPS

HIGH SUPPORT HIGH CHALLENGE

Key Responsibilities

- To provide a lead role in improving the quality of professional social work practice across the breadth of social work practice with those working directly with children, young people and their families.
- To be responsible for the delivery and continuing professional development of learners within the development programmes across the Trust. This includes but is not limited to; ASYE, RTSW, Students, Practice Educators and Apprentices. To ensure the delivery of the programmes of support meets the quality assurance standards as set out by relevant governing bodies such as skills for care and DfE.
- To support and assess the learning and development of social work students/other colleagues working towards Practice Educator qualifications. You will provide advice and support to supervisors and educators in their area.
- To co-ordinate and lead development programmes and design and implement local induction for each learner offering advice and support as necessary and modelling best practice .
- To work closely with the Learning and Development team and the Practice Hub to influence change and support the delivery of the Practice Improvement Plan.
- To provide reflective supervision and oversight to the developmental needs of allocated learners implementing tailored support plans in CPD activity.
- To provide a needs-led, professional social work service to children, young people and their families, complying with legislative requirements and in accordance with established best practice.
- To provide technical/professional expertise to less experienced social workers, including direct case work support where necessary.



<ul style="list-style-type: none">To enable and support staff to deliver best practice interventions with allocated children. This will be across a range of complexity within Assessment, Child Protection, Safeguarding, Children in Care and court work.
<ul style="list-style-type: none">To share/communicate a thorough working knowledge of relevant legislation, national standards, guidance, research, departmental policy and procedures.
<ul style="list-style-type: none">To provide quality assurance and coaching/mentoring to work colleagues.
<ul style="list-style-type: none">To take a 'joined-up' approach to ensuring the effectiveness of case working, actively promoting/encouraging effective partnership working with service users and other teams/agencies/organisations.
<ul style="list-style-type: none">Participates in the regular collection, collation and reporting of appropriate performance management information in accordance with statutory and organisational requirements.
<ul style="list-style-type: none">Actively facilitates/delivers training and development activities.
<ul style="list-style-type: none">Represents the Department in meetings etc as required.
<ul style="list-style-type: none">Actively supports Team Managers by undertaking any other duties commensurate with the job or needs of the service.

Key Information	
Is a Safeguarding Check needed?	Not Required
Will this position have Line Manager Responsibility?	No

Person Specification

Essential Criteria		
Method of Assessment (M.O.A): AF = Application Form; E = Work Based Exercise; I = Interview; P = Presentation; Q = Qualifications		
CRITERIA	Method of Assessment (M.O.A)	ESSENTIAL
Qualifications	AF	Approved social work qualification



Qualifications	AF	Registration with Social Work England (SWE)
Qualifications	AF	To hold the Practice Educators' Award level 2 or working towards completion
Qualifications	AF	Evidence of continuous professional development
Experience	AF/I	Extensive experience of working with vulnerable children and their families.
Experience	AF/I	Experience of working closely with statutory and voluntary agencies
Skills	AF/I	Demonstrates current knowledge of professional social work practices
Skills	AF/I	Ability to demonstrate an understanding of the social work task
Skills	AF/I	Demonstrates experience and understanding of key legislation
Skills	AF/I	Evidence of supervising students and/or colleagues
Skills	AF/I	An ability to intervene effectively within situations of increasing complexity and challenge
Skills	AF/I	Ability to understand and interpret complex written reports and policy documents, including the ability to evaluate arguments.
Skills	I/P	Communicates effectively across a range of contexts including the ability to create and deliver concise, engaging and accurate information to a range of



		audiences, adapting style and content to the needs of the audience and checking understanding. Including the ability to deliver teaching/training in group settings.
Skills	I	Works flexibly with local and wider team and in partnership with other professional agencies to achieve overall team goals.
Skills	I	Ability to practice in a relationship based style; role modelling high support and high challenge to maintain effective relationships.
Skills	I	Logically interprets and draws meaning from information that leads to a clear analysis of required intervention.
Skills	I	Anticipates and reviews situations in depth to identify critical issues and act upon them
Skills	I	Demonstrates resilience to challenge in a complex highly pressurised environment. This individual's skills will have been tested and an ability to maintain composure under pressure should be demonstrated
Skills	I	An ability to accurately record information in different format using a range of formats and programmes.
Skills	I	Shows respect for diversity and values individual differences,
Skills	I	Treats all people fairly and appropriately regardless of race, religion, belief, gender, age, disability, sexual orientation, appearance or position.



Skills	I	Demonstrates an understanding of disadvantages and social deprivation.
Skills	I	Demonstration of strong enabling skills which create the conditions for people to grow and develop for themselves.
Skills	I	Practices with role model behaviour championing good practice and working in line with Trust values and SWE standards.
Skills	AF/I	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016

At Birmingham Children's Trust, we are dedicated to safeguarding and promoting the welfare of children and young people. We expect our staff to create an environment and culture that promotes equality, diversity, and inclusion and advocate for anti-discriminatory practices and behaviours.

