

Wolverhampton City Council
Role Profile Description
PSWSB32

Date	December 2011
Family	Personal and Social Wellbeing (School Based)
Role Profile Level Number	32
Purpose	
To take lead responsibility for the wellbeing of pupils and their families or carers in a school or educational establishment setting to promote independence and wellbeing.	
Role Accountability	End Result
Case Management	
May gather and collate relevant case data for case file and records.	<ul style="list-style-type: none"> • Complete and accurate case records
Care Plan Implementation	
Plan interventions and actions for cases assigned.	<ul style="list-style-type: none"> • Assessment of pupil and their families or carers requirements • Delivery of appropriate support to pupil and their families or carers • Service provider informed of resource need • Safety and well-being of pupils and the wider community
Interventions	
Provide standard interventions such as advice, guidance and direct support to pupils and their families or carers	<ul style="list-style-type: none"> • Provision of appropriate intervention to support pupils and their families or carers • Protection of pupils
Cases	
Assist on complex cases, carrying out tasks delegated by senior worker.	<ul style="list-style-type: none"> • Improved support of pupils and their families or carers • Assistance to colleagues • Resourcing of cases • Professional development of worker

Advice	
Provide advice, guidance, direct support and care and protection for pupils and their families or carers	<ul style="list-style-type: none"> • Conduct and application of good practice in service area • Protection of the community and pupils
Group Interventions	
Organise and run standard interventions with various groups and sections of pupils and their families or carers	<ul style="list-style-type: none"> • Behavioural change and social rehabilitation of individuals • Improved security and wellbeing
People and Performance Management	
Contribute to team working; support and guide more junior, auxiliary and/or voluntary staff.	<ul style="list-style-type: none"> • Tasks are carried out accurately and efficiently and effectively within agreed time frames • Interventions are appropriately conducted
Multi-Agency Working	
Acts as key point of contact that pupils and their families or carers can trust, and who is able to support them in making choices and in navigating their way through the system.	<ul style="list-style-type: none"> • Appropriate well planned interventions when needed - regularly reviewed and effectively and efficiency delivered • Overlap and inconsistency from other workers reduced
Assessment/Risk Management	
Conduct assessments of pupils' and their families or carers circumstances (some with demanding needs) and implement or recommend appropriate service.	<ul style="list-style-type: none"> • Identification of pupils and their families or carers needs • Provision of appropriate intervention to support pupils and their families or carers • Protection of pupils
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Works directly with pupils and their families or carers • Communicates with vulnerable pupils parents, carers, and others responsible for their well being e.g., Headteacher, teaching and non-teaching colleagues) • Makes reports to Headteacher / Supervisor • May involve direct contact with the Governing Body • Liaises with external and internal partners on day-to-day service issues 	

Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • May involve dealing with challenging behaviour • Unpredictable work environment – may involve visiting people in their homes • May involve dispersed location and environment • Likely to involve disruption to planned work • May involve lone working outside core hours • May involve providing personal care • May involve working in a residential environment
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Carry out duties according to instruction and legal and procedural framework • Exercise degree of judgement in assessing and meeting pupils and their families or carers needs and risk to them or staff • Provides and manages care within recognised school /establishment or Council procedures • Support or guide staff in standard procedures
Planning Requirement
<ul style="list-style-type: none"> • Inform assessments and packages of care • Leads on integrated and joint working
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • May typically deal with multiple cases and/or groups at one time
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • NVQ Level 3 • Understanding of relevant legislation • Knowledge of safeguarding procedures
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Computer literacy and working knowledge of database management • May involve moving and handling equipment