

Wolverhampton City Council
Role Profile Description
PSWSB40A

Date	December 2011
Family	Personal and Social Wellbeing (School Based)
Role Profile Level Number	40A
Purpose	
To manage a caseload supporting the independence, wellbeing, and security of pupils and their families or carers in a school or educational establishment setting.	
Role Accountability	End Result
Case Management	
Monitor and review of case information input into client data base retaining confidentiality.	<ul style="list-style-type: none"> • Maintenance of complete and accurate case records • Correction of non-compliant information
Undertake case related reports in accordance with procedural and legislative requirements.	<ul style="list-style-type: none"> • Right decisions made and statutory requirements met
Care Plan Implementation	
Plan intervention to be implemented for cases.	<ul style="list-style-type: none"> • Assessment of pupils and their families or carers requirements • Service provider informed of resource need • Appropriate intervention delivered to pupils and their families or carers • Reduction of risk to pupils individuals and the wider community
Monitoring	
Acquire data and monitor cases in line with specified guidelines.	<ul style="list-style-type: none"> • Safety and well-being of pupils and their families or carers and the wider community • Provide legal remedy and act on behalf of the Governing Body
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

People and Performance Management	
Monitor and review contracted services for individual pupils	<ul style="list-style-type: none"> • Meeting of service quality and legislative standards • Report on deficiencies assessed • School or establishment receives value for money from outsourced services
Review satisfaction with service provided.	<ul style="list-style-type: none"> • Assessment of corrective action required • Implementation of agreed actions • Enhanced quality of service
Assessment/Risk Management	
Conduct assessments of pupils and their families or carers needs and manage the risk associated with assigned cases.	<ul style="list-style-type: none"> • Determine any safeguarding/wellbeing issues that exist or that may develop • Take action to respond to any identified safeguarding/wellbeing issues • Increased protection of vulnerable people and ensured safeguarding procedures are followed • Identification of pupils and their families or carers needs • Provision of appropriate intervention to support pupils and their families or carers • Protection of vulnerable individuals
Relationships	
Liaise with other agencies on operational issues and deliver service in partnership.	<ul style="list-style-type: none"> • Quality, integrated service • Optimum and effective provision of services
Multi-Agency Working	
Acts as a 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 efficiently delivered • Overlap and inconsistency from other practitioners reduced

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 • Works in partnership with external and internal agencies
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 prior to assessment • May involved dispersed location and environment • Likely to involve disruption to planned work • Likely to involve lone working outside core hours
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Carry out duties according to instruction and recognised school /establishment or Council procedures • Exercise degree of judgement in assessing pupil and their families or carers needs with access to advice on difficult problems • Advising/guiding staff in standard procedures
Planning Requirement
<ul style="list-style-type: none"> • Undertakes assessments and carries out care management within recognised school / establishment or Council procedures
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • Varied caseload
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Typically needs a registered qualification as a legislative requirement • Degree in Social Work or Occupational Therapy or equivalent • Understanding of relevant legislation • Registered with relevant professional body

Equipment Operated and Essential Skills
<ul style="list-style-type: none">• Computer – basic ICT skills, use of MS Office package