



# Sheffield City Council Job Description

## Team Leader

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Portfolio: People Services

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Service Area: Provider Services, Childrens's Residential, Aldine House Secure Children's Home

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Grade: 6, plus secure unit allowance and enhancements for evening and weekends worked

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Responsible To: Assistant Manager

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Responsible For: Residential Support Workers

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Holidays and Sickness Relief: Team Leaders

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## Job Purpose

To improve the life chances of looked after children by:

- To plan, delegate, lead, support and develop a team of residential support staff in a secure environment.
- Effective assessment, care and sentence planning, monitoring and review, involving the child and where appropriate, the parents/ carers to meet all their individual, religious and cultural needs
- Working in partnership with others, especially health, education and youth offending services, to promote the welfare & development of children in secure care
- To encourage emotional, behavioural and attitudinal change in young people who offend or have significant behavioural difficulties.

**The postholder must at all times carry out his/her responsibilities within the spirit of the City Council's Policies and Procedures, in particular the Council Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.**

## Duties and Responsibilities

### Specific Duties and Responsibilities

Team Leaders are expected to demonstrate the following minimum competencies attained at Level 3 'Diploma for Children & Young People's Workforce' or the equivalent attained at 'Health & Social Care Level 3: Children's Award' prior to progression onto the Level 5 Diploma (Senior Practitioners Award) for Children & Young People's Workforce.

053: Promote equality & inclusion in Health, Social Care or Children's & Young People Settings.

087: Work with Children & Young People in a Residential Setting.

028: Develop positive relationships with Children, Young People & others involved in their care.

051: Promote communication in Health, Social Care or Children's and Young People's settings.

035: Understand the speech, language and communication needs of Children and Young People with behavioural, social and emotional difficulties.

052: Engage in personal development in Health, Social Care or Children's and Young People's settings.

\*\*\*: Professional practice in Children's and Young People's Social Care.

022: Understand Child and Young Person development.

024: Promote Child and Young Person development.

115: Promote positive behaviour.

054: Principles for implementing Duty of Care in Health, Social Care or Children's and Young People's settings.

025: Understand how to safeguard the wellbeing of Children and young People.

027: Support Children and Young People's health and safety.

029: Working together for the benefit of Children and Young People.

- 091: Caseload management.
- 030: Understand how to support positive outcomes for Children and Young People.
- \*\*\*: Promote the well-being and resilience of Children and Young People.
- \*\*\*: Assessment and Planning with Children and Young People.
- 094: Support Children and Young People to have positive relationships  
Team Leaders are also expected to demonstrate an understanding around the following areas:
- 111: Support Young People with mental health problems.
- 108: Support Young People in relation to sexual health and risk of pregnancy.
- 105: Support Young People who are involved in anti-social and or criminal activities.
- 033: Understand the needs of Children and Young People who are vulnerable and experiencing poverty and disadvantage.
- 116: Support the use of medication in Social Care settings.
- 032: Support the creativity of Children and Young People.

To undertake any other duties in agreement with the post holder and manager. Significant changes that may affect the role and responsibilities of the post or the job description would be managed through an agreed process in consultation with the Trade Unions.

To undertake all duties and responsibilities in line with current Council Policies and Procedures, including those relating to health and safety; equalities, diversity and inclusion; safeguarding procedures; financial instructions; procurement and commissioning.

Staff employed at Aldine House are also required to adhere to the policies and procedures outlined within the Centre's Operations Manual and contained within guidance and National Standards issued by the Youth Justice Board (England and Wales) and the Social Services Inspectorate.

This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be required to complete an enhanced Disclosure and Barred Service Check and a Disqualification from Childcare Declaration.

**Issue date: January 2018**

## Person Specification

### Team Leader

Minimum Essential Requirements	Assessment Method
<p>NVQ Health &amp; Social Care Level 3 / Level 3 or Level 5 Diploma for Children &amp; Young People's Workforce/DIPSW or equivalent relevant qualification.</p> <p>Formal educational qualification in literacy and/or numeracy</p> <p>Clear commitment to life-long learning</p> <p>Ability to work towards an NVQ 4 level of qualification</p>	
Knowledge and Experience	
Knowledge of law underpinning work with looked after children	AF
Good understanding of the Quality Protects agenda for improving the life chances of looked after children	AC
Effective knowledge of child protection issues and procedures	I
Good awareness of care standards for looked after children	I
Good understanding of child development and issues for adolescents and how to meet their needs	
Practical knowledge in parenting skills and child care	
High level of self-awareness and use of personal experience	
Good knowledge of services and resources to help looked after children return home or move on to supported accommodation as care leavers	
High level of knowledge of managing challenging and violent behaviour	AF / I
Knowledge of the Youth Justice System	AF / I
Knowledge of principles of Groupwork.	I
Understanding of cognitive behavioural theories and pro-social modelling	AF / I

Varied work/volunteering experience	
Some responsibility for supporting the learning of others	
<b>Skills and Abilities</b>	
Excellent communicator both orally and in writing	AF
Good inter-personal and social skills	AC
Ability to relate to children and young people, individually and in groups	AC
Ability to work in partnership with parents and other professionals	AC
Ability to deflect and diffuse challenging behaviour and when necessary restrain as an act of care.	
Ability to work on own initiative and to lead a team.	
Ability to mediate and negotiate in crisis situations	AC
Ability to hold and manage a caseload.	I
Ability to direct and delegate tasks effectively	AC
Varied personal life experience	AF
At least 3 years full time work with children or young people in a residential setting	I
Varied work / volunteering experience	I
Some responsibility for supporting the learning of others	
<b>Values and Qualities</b>	
Respect for individuals	AF
Understanding of discrimination and oppression and clear commitment to anti-oppressive practice	AC
Belief in equal opportunities	AC
Promote people's rights	I
Confidentiality	

Non-judgemental / non blame attitude to others	
Good listener, openness, warmth and empathy	AC
Assertiveness and leadership	I
High level of awareness of strengths and weaknesses and developmental needs	I
<b>General</b>	
Ability to work flexibly (evenings, weekends and bank holidays)	AF
Excellent attendance and conduct at work record	Interview and References
<b>Behaviours – our ways of working</b>	
Collaboration: working with others, both internally and through partners, harnessing different skills, experience and perspectives to achieved shared commitment to service delivery.	AF / AC / I
Communication: Clear about priorities, communicates directly and honestly and promotes understanding, invites participation and seeks feedback.	AF / AC / I
Innovation: Positively seeks to do things better. Leads on/opportunities, challenges and changes. Encourages creativity, stretches and develops others.	AF / AC / I
Ensuring fairness: Understands and works to the values set out in the Corporate Plan, values people as individuals, show respect and positive regard for others	AF / AC / I

Key: AF- Application Form, AC - Assessment Centre Activities, I – Interview

## Health Risks Specification

### Duties/Risks involved

ICT/Computer user	<input checked="" type="checkbox"/>
Moving and handling of clients	<input checked="" type="checkbox"/>
Regular manual handling objects/ furniture/equipment	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>
Noise/Vibration exposure	<input type="checkbox"/>
Confined Spaces	<input type="checkbox"/>
LGV/PCV driving	<input type="checkbox"/>
Minibus driving	<input type="checkbox"/>
Fork Lift Truck driving	<input type="checkbox"/>
School Crossing Warden Work	<input type="checkbox"/>
Night Work	<input checked="" type="checkbox"/>
Substances covered by COSHH	<input checked="" type="checkbox"/>
Respiratory and Skin Sensitisers	<input type="checkbox"/>

