



**LONDON BOROUGH OF MERTON**  
**CHILDREN, SCHOOLS & FAMILIES DEPARTMENT**  
**JOB DESCRIPTION**

**POST TITLE:** Team Manager

**Grade:** ME16

**DEPARTMENT:** Children's Social Care & Youth Justice

**Section:** All Service Areas

**Responsible to:** Service Manager / Principal Social Worker

**Responsible for:** Social Workers, Advisors, Practitioners, Support staff, Students, Apprentices, Reviewing Officers

**Post number:**

**Date:** March 2021

**Overall Purpose of the Job**

**Specific operational and staff responsibilities vary across different service areas and are described in the Appendix.**

To demonstrate all the skills, knowledge and experience of an Advanced Social Worker within the BASW Professional Capabilities Framework (PCF):  
<https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/advanced-social-worker>

To maintain a focus on the best interests of the child

To deliver statutory and preventative social work services to children, young people and families to ensure the welfare of children and young people is safeguarded and they are protected in accordance with the legal and statutory obligations of London Borough of Merton.

To mentor and provide high quality case work supervision of qualified social workers within the team to ensure that their work meets Social Work England (SWE) standards of proficiency and contributes to the achievement of social work service objectives.

To mentor and provide high quality supervision of other staff within the team to ensure their work meets the Council's internal standards and statutory duties and contributes to the achievement of social work service objectives.

As part of an operational social work service's management group, contribute to the overall management of the service in order to meet service objectives, key performance targets and statutory requirements of children's social care legislation and guidance.

To deputise for the Service Manager as necessary and appropriate.

### ***Main Duties and Responsibilities***

1. To hold or achieve within 12 months of appointment the Practice Educator award in order to enable skill development and support delivery of the listed responsibilities.
2. Under the direction of the Service Manager to organise and delegate the workload of the team and provide decision-making, direction, monitoring, professional development and professional supervision of support staff, newly qualified and student/trainee social workers and social workers to ensure high quality of social work practice and interventions for children, young people and families.
3. To provide decision-making, direction, support, reflection, professional challenge and containment to the team in situations of high complexity ensuring a high standard of service delivery. Support the Service Manager in managing a current and reliable record of allocation, assurance in service provision and ensuring a high standard of service delivery.
4. To improve the quality of social work interventions through: undertaking case file audits and ensuring learning from audit activity is implemented into social work practice ; and, formal observations of practice a year on people they supervise
5. Within the framework of current legislation, to deliver professional leadership for staff within a service team and provide effective professional service delivery. Ensuring that excellent standards of practice and service are provided to service users and their families/ carers.
6. To assist the Service Manager in the induction and supervision of team members. To ensure that equal opportunities and health and safety policies are fully integrated into the daily working of the team.

7. Working within a multi-disciplinary context, to develop effective working partnerships with other agencies and services involved to ensure that positive outcomes are achieved in all key areas of children and young people's lives.
  8. Contribute as required to training, work on professionals standards, review and inspect cases and services and contribute to planning or project work for the development of the service, when necessary providing direct support to individual service users. To assist the Service Manager in the management of complaints, representations and appeals in line with service area protocols.
  9. To provide the Service Manager with accurate information and assist the Service Manager with establishing, maintaining and utilising information systems to ensure best practice as part of a robust quality assurance system and to inform performance and budget management of the team and organisation.
  10. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
  11. Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and to comply with the policies and procedures relating to health and safety within the department.
  12. Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.
- All Social Work staff are required to adhere to the appropriate professional standards, including those framed by the BASW Professional Capabilities Framework and the Social Work England professional standards for social workers

**The duties and responsibilities outlined in this job description are indicative of the role; however they are not exhaustive and may be subject to change. In addition, you will be required to undertake other reasonable duties as directed by your manager.**



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**PERSON SPECIFICATION**

**POST TITLE:** Team Manager

**Grade:** ME16

**Date:** March 2021

***Qualifications & Education***

- a. Degree in Social Work / Certified Qualification in Social Work (CQSW) / Certificate in Social Service (CSS) / Diploma in Social Work (DiSWSP) / Home Office letter of recognition
- b. Social Work England registration
- c. Hold or willing to complete Post Qualifying award in social work or Children, Young people, Families and Carers (specialist post qualifying award in social work) within 18 months of appointment
- d. Hold or willing complete Practice Educator or Assessor accreditation within 18 months of appointment
- e. Evidence of Post Qualification learning and development
- f. This post requires satisfactory clearance of an enhanced Disclosure & Barring Service disclosure

***Experience & Knowledge***

- a. Advanced statutory social work / youth justice experience and knowledge to meet the BASW Professional Capabilities of an Advanced Social Worker
- b. Advanced operational practice experience and knowledge of the key functions and remit of the team

- c. Advanced operational knowledge and practice experience of working alongside children, families and carers using relationship-based principles and a range of systemic social work, signs of safety and solution focussed approaches and tools to effect change.
- d. Advanced operational knowledge and practice experience of assessing needs and risk, safety planning and holding uncertainty in line with relevant legislation, guidance and procedures.
- e. Advanced operational knowledge and practice experience of effective interventions with children and families
- f. Experience of staff supervision demonstrated through staff, previous students or NQSWs supervision, mentoring and coaching
- g. Experience in managing positive working relationships, securing meaningful engagement and conflict resolution with children, families, professional networks and colleagues.
- h. Experience of working autonomously, analysing information and weighing options to offer recommendations and make decisions.

### ***Skills & Abilities***

- a. Excellent written and verbal communication skills including ability to use word and excel to produce reports carry out correspondence and keep accurate records.
- b. Knowledge and understanding of using appropriate assessment tools and research.
- c. Ability to Chair meetings and negotiate actions
- d. Excellent organisational ability.
- e. The ability to travel effectively to various locations at short notice.
- f. Be able to represent the department effectively in the public arena.
- g. Ability to negotiate effectively with children, families and other agencies.
- h. Ability to organise self and prioritise work
- i. Ability to use a range of case and data management systems
- j. Confidence to work on own initiative and make autonomous practice decisions within responsibilities and remit of the role
- k. Able to work under pressure.

- l. Able to make risk assessments to protect children, residents, staff and self
- m. Awareness of the professional and Ethical context of the work and the organisation
- n. Able to demonstrate a clear understanding of and commitment to Health & Safety and a willingness to undertake training to enable implementation of procedures. Able to apply it effectively with both clients and staff.

***Equalities***

- a. Knowledge, understanding and commitment to implementing the social GRAACCES
- b. Commitment to challenging and reflecting on own unconscious and conscious bias and developing cultural competence
- c. Commitment to challenging structural; societal and institutional discrimination
- d. Awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs

***Special Requirements/other considerations***

- 1. Able to work outside standard office hours to respond to the individual needs of the team, children, families and academic study requirements
- 2. Able to travel inside and out of the borough for the purposes of the role
- 3. Able to undertake the role in a variety of services and settings as the needs of the service requires.

### **Team Context and Specific Additional Duties:**

The context specific duties and responsibilities outlined in this section are indicative; however they are not exhaustive and may be subject to change. In addition, you will be required to undertake other reasonable duties as directed by your Service Manager.

### **Children in Care Teams x 2**

Practice supervision and management of:

- assessments and permanence planning for children in care proceedings
- Permanency Planning Meetings and actions
- The preparation and transition of children to prospective adopters
- life story work, placement stability, family time arrangements
- children's Care Plans, health assessments and PEPs
- the quality of children's relationships with their social worker, family network and others who are important to them
- the identification, assessment and support to reunify children with their parents or extended family network
- multi-agency support for children in care or being reunified to their parents and family network

### **Preparing for Adulthood Teams x 3**

Practice supervision and management of:

- assessments and Pathway planning for care experienced young people
- the preparation and practical support for young people transitioning to adulthood
- life story work, accommodation stability, family time arrangements
- the arrangements to meet young people's health, education and accommodation needs
- the arrangements to meet the specific needs of unaccompanied asylum seeking young people, including age assessments as required
- the quality of young people's connections with their Personal Advisor, family network and others who are important to them
- multi-agency support for young people moving to independent accommodation

### **Fostering and Resources Teams x 3**

Practice supervision and management of:

- assessments, approvals and reviews of prospective and approved foster carers and special guardians
- the recruitment and retention of foster carers
- the supervision, professional development and support of foster carers

- safeguarding allegations and standards of care concerns
- The preparation and training of prospective and approved foster carers
- Reports for presentation at the Fostering Panel
- the quality of social worker's relationships with foster carers and special guardians
- the appropriate payment of allowances, fees and expenses to foster carers and special guardians
- the identification and commissioning of high quality placements which meet the needs of children
- finances and Council processes relating to the procurement and contract governance of commissioned resources
- oversight and quality assurance of unregulated placements

### **Children and Families Hub Teams x 2**

Practice supervision and management of:

- the braggging and triaging of requests for early help and social care support
- the appropriate application of thresholds and eligibility criteria
- Timely and helpful responses to requests for support, phone calls and information requests
- The quality of information gathering, analysis and decision-making
- The provision of accurate and appropriate advice
- Urgent and serious incidents involving high levels of risk and harm to children
- The effectiveness of the multi-agency partners delivering the MASH functions in the Hub
- The progression of requests out of the Hub and into community early help services; the Family Wellbeing Service or Children's Social Care

### **Assessment & Intervention Teams x 4**

Practice supervision and management of:

- Chairing of strategy meetings
- S17 and S47 assessments and safety plans for children
- The quality of direct work with children and the understanding of the child's lived experience
- Safeguarding actions and decisions to progress to Initial Child Protection Conferences
- The frequency and quality of social work visits to children and families
- The progress and effectiveness of child in need plans and social work intervention
- The engagement of family and professional networks in developing effective safety plans
- step-down and transfer arrangements for children and families leaving the team



## **Children with Disabilities Team x 1**

Practice supervision and management of:

- the multi-agency support and intervention for children with complex and profound SEND and their families
- S17 and S47 assessments of need, risk and safety plans for children
- The quality of direct work with children and the understanding of the child's lived experience
- Safeguarding actions and decisions to progress to Initial Child Protection Conferences
- The frequency and quality of social work visits to children and families
- The progress and effectiveness of child in need plans, social work intervention and care packages
- Carer's assessments
- Transition planning for young people approaching adulthood
- The engagement of family and professional networks in developing effective safety and support plans
- Chairing of strategy and multi-agency meetings
- Team, social worker and multi-agency relationships with SEND schools and providers

## **Family Support and Safeguarding Teams x 4**

Practice supervision and management of:

- assessments and safety plans and direct work plans for children in need and children with child protection plans
- The quality of direct work with children and the understanding of the child's lived experience
- Safeguarding actions, decisions and processes to respond to and reduce risk to children
- The frequency and quality of social work visits to children and families
- The progress of children's plans and the effectiveness of the social work intervention in securing sustainable change
- The engagement and effectiveness of family and professional networks progressing plans and increasing safety for children
- step-down and transfer arrangements for children and families leaving the team
- the initiation of care proceedings and the content and quality of statements, assessments and care plans

## **Social Work Academy Teams x 2**

Practice supervision and management of:

- negotiation and arrangement with colleagues in the wider service regarding the allocation of suitable work and families for social work students, apprentices and ASYE social workers
- pieces of work and children allocated to social work students, apprentices and ASYE social workers

- social work students, apprentices and ASYE social workers learning, development and reflections including the observation of practice
- social work students, apprentices and ASYE social workers portfolio development and educator/assessor reports
- Advice, guidance and support to social work students, apprentices and ASYE social workers, practice assessors, educators and managers across the Division regarding all aspects of the support and assessment of student and ASYE social workers
- assessments and safety plans and direct work plans for children in need and children with child protection plans
- The quality of direct work with children and the understanding of the child's lived experience
- Safeguarding actions, decisions and processes to respond to and reduce risk to children
- The frequency and quality of social work visits to children and families
- The progress of children's plans and the effectiveness of the social work intervention in securing sustainable change
- The engagement and effectiveness of family and professional networks progressing plans and increasing safety for children
- step-down and transfer arrangements for children and families leaving the team

### **Specialist Intervention Teams x 2**

Practice supervision and management of:

- assessments, safety plans and direct work plans for children at risk of entering care and contextual harms
- data, information and tracking for the Division relating to children missing from home or care, their RHI and completion of missing episode and prevention plans
- data, information and tracking for the Division relating to children at risk of contextual harms, assessments of levels of risk and multi-agency planning to protect, disrupt and intervene
- the weekly missing Panel arrangements and effective functioning
- arrangements to facilitate the effective functioning of multi-agency meetings to share and mitigate risk to young people
- The quality of specialist interventions with children and the understanding of the child's lived experience
- Safeguarding actions, decisions and processes to respond to and reduce risk to children
- The engagement and effectiveness of family and professional networks in progressing plans and increasing safety for children

## **Insight x 1**

Practice Supervision and management of:

- The arrangements, cycle, quality and learning summaries for collaborative audits
- Audits relating to thematic issues or key lines of enquiry following changes to performance data or in response to specific events/incidents
- The Mosaic repair and development work programme and timescales
- Complaint, LGO, ICO, FOI and SARs responses and dissemination of the learning from these
- Practice Week as requested by Principal Social Worker / Service Manager
- Compilation of findings and observations from Practice Weeks and dissemination of the learning from these
- Policy, procedure and practice guidance in response to learning from the Quality Assurance Framework
- Audit tracker and its continued maintenance in an 'Ofsted ready' state
- Participation and facilitation of multi-agency audits and appreciative inquiries

## **CINRO & Permanency**

Practice supervision and management of:

- The identification and allocation of children who would benefit from the allocation of a CINRO
- Data, tracking and review of CINRO activity
- Participation and facilitation of multi-agency audit and appreciative inquiry
- the permanency tracker and adoption scorecard
- effective practice links with Adopt London South
- arrangements for the effective provision of advice to the Fostering Panel
- arrangements for the effective functioning of the Fostering Panel
- recruitment, support and supervision of the Fostering Panel members
- arrangements for the quality assurance of Fostering Panel reports and feedback to the Fostering Service

## **Reviewing & Insights**

Practice supervision and management of:

- arrangements for the effective discharge of LADO duties
- data, information and tracking of LADO investigations and progress
- identification and allocation of children in care and with child protection plans requiring statutory independent reviews
- consultation, advice and guidance to social workers and managers regarding the appropriate threshold for initiating and stepping down child protection plans
- the appropriate and evidenced escalation and resolution of practice and decision-making concerns and delay in progressing children's plans using the positive challenge and dispute resolution processes
- the quality and effectiveness of Independent Reviewers relationships, chairing, goal setting and tracking of children's plans
- the quality and timeliness of Independent Reviewers minutes and communication with children, families, carers and the involved network