



JOB TITLE:	Assistant Personal Adviser		
GRADE:	G5	SERVICE AREA:	Childrens Services
JOB CODE:	CHI438ASSIG5		
REPORTS TO:	Assistant Team Manager	LOCATION:	Transition and Leaving Care Team
SPECIAL CONDITIONS:	Ring fenced to Care Leaver (over 21 and closed to service) Car user		

1. Main purpose of the job role:

- Support Personal Advisors in managing a case load of 18-25 year olds
- Manage a small case load of young people with support from the assistant team manager (primarily Qualifying Young People and those aged 21-25)
- To contribute to Pathway Planning and progression of the aims contained within Pathway Plans by working in partnership with Personal Advisors and Social Workers.
- To support participation, event planning and social activities for care leavers

2. Role specific duties and accountabilities:

- To provide support and advice to care leavers aged 16 – 25.
- To support a small case load of care leavers with support of the assistant team manager, these will primarily be young people aged 21-25.
- To proactively deliver information, advice and guidance to Qualifying care leavers.
- To research and maintain a good working knowledge of the Local Offer for care leavers and other sources of support and offers available to care leavers.
- To advocate on behalf of young people so they can access services and be supported to reach their potential.
- To support the assessment and preparation of Pathway Plans.
- To liaise with and support partner agencies to ensure that pathway plans are implemented.
- To support the coordination of services so the young people are able to make use of them.

- To maintain contact with care leavers and be well informed about their progress and well being.
- To ensure all records are accurate and up to date in accordance with policy and procedures.
- To attend with allocated PA and participate in all meetings relevant to the planning, review and assessment of young people.
- To support the development of participatory activities with young people which makes sure their voices are heard in the development and delivery of services
- To support the development of volunteer opportunities with young people for young people.
- To work with the young people's participation forums to support them in the development of community projects and engagement.

3. Corporate duties and accountabilities:

- The post holder will comply with and promote the Council's Health, Wellbeing and Safety at Work policies and ensure these are implemented effectively within their areas of responsibility.
- A priority for the Council is the protection of vulnerable people, ensuring they are able to live as independently as possible. The post-holder will promote and engage with Council's responsibility to safeguard the welfare of children, young people and adults, and protect their right to be safe from harm.
- Through personal commitment and clear action, the postholder will promote the Council's employment policies, with particular reference to diversity, equality of access and treatment in employment, service delivery and community involvement. To support/develop a working culture within these services that reflects the corporate vision.
- Ensure that the services provided aligned to the Council strategy, vision, aims, objectives, priorities and continuous improvement programme and play their part in achieving these. This includes compliance with Standing Orders, Financial Regulations, Code of Conduct and the Councils Policies and Procedures.
- This job description sets out a summary of the duties and accountabilities of the role. It is not intended to be exhaustive.



JOB TITLE: Assistant Personal Advisor	GRADE TBC	
Using the Job Description consider what essential behaviours, abilities and knowledge are required by a person to perform each of the main activities and accountabilities of the job safely and effectively.	Indicate when Assessment is possible: at Application form=A interview=I both=A/I test = T	WEIGHT CODE shows relative importance Low=1 Medium=2 High=3
Behaviours:		
Professionalism - Actively seek ways to prevent over-complication or confusion of service delivery through innovation, being open to change and the removal of barriers including challenging negative behaviours.		3
Leadership - Leads by example, optimising those resources allocated, Communicates clearly taking account and welcoming feedback. Takes a positive and resilient approach to change understanding the longer-term vision of the Council and/or service areas.	Not Applicable	
Accountability - Adopt a 'can do' attitude in the work that I deliver taking accountability for my own performance and development and responsibility for my actions and decisions. I will demonstrate inclusivity and promote the values of diversity and equality.		3
Transparency - Work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or communities we serve.		3
Ethical - Aware of own impact on others through valuing openness, treating everyone with respect and listening carefully to understand the views of others in order to build trust.		3
Abilities/Skills:		
Skills in building relationships with young people and others in their network in ways that promote a valuable relationship for individual young people and where the young people feel supported and encouraged to reach their potential.	I	3
Willingness to engage with young people and families from ethnic and cultural backgrounds which are different to their own – providing non stereo typical services recognising what is culturally valuable but focussing on the needs of the individual young person	A/I	3
Assessment skills relevant to this role which will include assessment of presenting need and review of any presenting need	A/I	3
Demonstrate respect and consideration for individual service users as well as being able to learn how to set appropriate boundaries with young people to maintain the professional relationship	I	3
Ability to undertake direct work with Young People individually and in groups which meets both group and individual support needs including the ability to effectively manage situations and behaviour that challenge	A/I	3

Willingness to learn about writing concise, literate reports and plans using the accepted agency frameworks, which specify evidence based interventions and related outcomes.	I	3
Learning about interventions for supporting young people to develop across all domains of development	A/I	3
Willingness to learn how to negotiate with and work in partnership with other agencies to secure sound outcomes on behalf of care leavers.	I	2
Willingness to learn how to reflect on own development needs working styles and the impact this has on service users and other professionals	I	3
Demonstrable skills in using IT	A/I	3
Knowledge/Experience: specify type, level and qualitative (not quantitative required); if any.		
An understanding of the issues facing young people, particularly those who have been 'looked after' as they make their transition into adulthood	A/I	3
An understanding of how the histories of young people affect their current behaviours and abilities to make positive choices	A/I	3
Willingness to learn about legislation relevant to looked after children and care leavers	A/I	3
Willingness to learn about the welfare benefits system and access to housing provision and respective agency functions.	I	2
Willingness to learn about the dimensions of children's needs with an awareness of developmental, familial, social and environmental factors that impact on young people's well-being and capacity to make the best use of educational, employment and/or training opportunities.	I	2
Willingness to learn about sources of financial support for young people for example benefits agencies, housing agencies student financial support, HE bursary, College bursaries and access funds	I	2
Willingness to learn about working in partnership with relevant agencies and ability to inform young people and their families about agency roles and how these may be enlisted so that they are receiving relevant support.	A/I	3
Willingness to learn about local procedures for safeguarding and promoting the welfare of young people and when to inform where worries are present.	A/I	3
An understanding of the importance of advocacy and participation and the barriers that young people face in engaging with participation offers and ensuring that their voices are heard	I	2
Qualification: Specify any qualifications that are a minimum requirement, please include any equivalent qualifications that would be deemed acceptable or if this can be obtained through on the job experience.		
Level 2 in English and Maths	A/I	3
Other Essential Requirements		
An awareness of, and commitment to, equality of opportunity	I	3
Awareness of, and commitment to, confidentiality and handling data	I	3
Prepared by:	A. Caville	Date: 23/11/23