



## ADOLESCENT MULTIDISCIPLINARY TEAM Career Progression Framework Guide

February 2025

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## What should the Career Framework be used for?

- Reflecting on opportunities and career pathways within your own job profession
- Considering career and progression options across other professions, or the wider organisation
- Understanding behaviours linked to a successful career within the Adolescent Multidisciplinary Team
- Thinking about transferable skills and personal strengths
- Identifying your skills and experience gaps in reference to career progression
- Building a personal development plan
- Preparing for development or career conversations
- Learning more about the Adolescent Multidisciplinary Team colleagues and how they have successfully navigated their careers

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## ADOLESCENT MULTIDISCIPLINARY TEAM Career Progression Framework

The Adolescent Multidisciplinary Team Career Progression framework is designed to help staff have better career conversations, plan meaningful development, and to experience fulfilling careers. This supports our long-term strategy, Employee Value Proposition and Medway Council's commitment to valuing staff. These frameworks will also help support any recruitment and retention issues as well as support managers with succession planning.

Having career progression frameworks will mean there will be one place where individuals can gain an understanding of the skills and experience needed in each role. There may be opportunities to be supported with gaining a qualification that may be needed for promotional development, this should be discussed within the Performance Appraisal and Career Conversation process with your manager.

For some individuals thinking about their career in a professional context will be familiar and for others it will be a shift. Integrating those frameworks into the employee experience at the right points offers a real opportunity for all individuals to actively map out their own career progression journey, as they understand how to gain skills, experience and identify the right learning for themselves in a structured way and at the right time.

For information on Career Frameworks and pathways in other areas within Medway Council, please search for 'Career Frameworks' on the Council's Intranet site, MedSpace.

The Framework provides the following information within each job profession:

- Core Knowledge, skills and experience at professional levels within job professions
- Transferable skills and competencies associated with each professional level
- Development activities that may support vertical and lateral career progression

The Adolescent Multidisciplinary Team Career Progression Framework should not be considered as an exhaustive resource, or as a guarantee of progression along any defined career pathway, but rather as a tool to support you to consider, discuss and plan your career and development at Medway Council.

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## What is the Adolescent Multidisciplinary Team Career Progression Framework?

The framework is a development tool designed to support your thinking about career progression and development with the Adolescent Multidisciplinary Team. It provides clarity and detail about the different job roles in these areas, signposts potential opportunities to seek out for personal and professional development and highlights transferable skills against each role.

Career progression frameworks are a key element of supporting individuals to grow and develop their career within a profession, which in turn support creating career pathways across Medway Council.

### Job Profession: Adolescent Multidisciplinary Team

The purpose of the Adolescent Multidisciplinary Team is to provide support to children and young people from the age of 11-18 who are experiencing difficulties within their family relationships, ability to engage with their education or who are at risk of exploitation within their communities. The team utilise a strengths-based approach which recognises that each family is unique and possesses strengths that can be harnessed to keep children safe.

The team consists of a Team Leader who has managerial oversight for the whole team. There are four Early Help Practitioners who undertake direct work with young people on a weekly basis, plus a Senior Youth Mentor with line management responsibility for two youth mentors, who work collaboratively with social workers to minimise risk to the children that they are working with.

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## How might you use the Career Framework?

The Adolescent Multidisciplinary Team Career Progression Framework aims to support your career. It provides clear and consistent information to help you to develop, and to plan your progress.

Depending on where you are in your career journey, the Framework could be used to inform conversations with your line manager by providing a foundation for discussions about your ongoing training and development needs, or preparation for the next stage in your career.

### For Individuals:

You will be able to use the available frameworks to identify the skills and experience you need at any point in time for any given professional role. You will clearly be able to see how you can progress within each Role as well as how to progress through the career framework.

The frameworks will support you to plan and manage your own career, helping you plan your learning journey to support your career aspirations.

The frameworks will help you take control of and steer your development conversations more effectively, so they reflect your professional priorities and needs.

An understanding of the professional technical and experience needed for a role will also support you if you want to look for a move, as the professional requirements are reflected in recruitment.

**For Managers:**

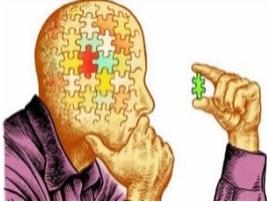
The frameworks will help you structure conversations with individuals in your team, providing a narrative for you to use in development conversations.

The frameworks provide a way to build a joint understanding with individuals in your

Adolescent Multidisciplinary Team, or set the professional expectations, especially where you may be in a different profession.

Using frameworks and Job Descriptions to inform discussions on recruitment can help you ensure you get the right person in post, with the right skills needed.

**Are you a browser, a thinker, a mover or a supporter?**

| <b>How can you use the Career Progression Framework?</b>   |  |   |  |
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|   |   |   |   |
| <b>Browsers</b>  | <b>Thinkers</b>  | <b>Movers</b>   | <b>Supporters</b>  |
| <p>Are you reflecting broadly on a career with Medway Council?</p> <p>If so, use the framework to look at the kinds of experiences and development you</p> | <p>Are you thinking about your longer-term career and may be deliberating between a few directions?</p> <p>If so, you can use the framework to</p> | <p>Are you ready to progress, you know exactly where you want to go?</p> <p>If so, you can use this framework to gain information for your next move. You can</p> | <p>Are you a manager, a coach, a mentor or a supportive friend?</p> <p>If so, you can use the framework to recruit, inspire and develop staff through meaningful</p> |

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| <p>might need to join different job professions at different ranges.</p> <p>You may also be interested in transferable skills to see what pathway best suits you.</p> | <p>understand how to gain the kind of experience you need to progress your longer-term ambitions.</p> <p>You can gain insight into the kinds of development you might consider actioning.</p> | <p>locate the professional job role and level you are interested in and find relevant information on job titles, experience, skills, and development.</p> | <p>conversations, even if you are not a subject matter expert in the professional field.</p> |
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## How the Framework is organised

This framework is organised in the following way:

### Job profession

A job profession represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the profession and there is a reasonable expectation that people would progress within the profession between levels.

This framework covers the following roles:

- Adolescent Multidisciplinary Team Leader
- Early Help Practitioner-MDT
- Senior Youth Mentor
- Youth Mentor

A single job profession tends to represent an area of specialist expertise, described at different role levels.

Some job roles may combine more than one job profession, meaning that the post holder has expertise in more than one specialism. In these circumstances, consider how your role is reflected in one or a combination of professions, and how you would like to build your career going forward. Consider where you would like to focus your energies in building experience in your area of interest and potentially

increasing your specialisation within a certain profession. Use the information in the framework relating to development and transferable skills and competencies to support your thinking.

### Personal and Professional Development

The Career Progression Framework highlights different ways in which staff can actively develop their personal and professional skills.

This may include:

**On the job learning** (learning by doing)

**Learning from others** (through observing and interacting with other people or groups)

**Formal learning** (classroom based)

There are other ways in which staff can actively develop their personal and professional skills, such as:

**Stepping Up** (covering an employee's annual or sick leave to gain relevant experience and development (unpaid))

**Acting Up** (covering the duties of a higher-graded post on a longer-term basis (paid))

**Secondments** (a temporary transfer of an employee to another section or department. Usually within Medway Council but can also be an external organisation)

The Career progression framework points to relevant learning and development suggestions to reach the level at which they are displayed. For example, information displayed at a Level C refers to the development required to reach an Accomplished level within that job role.

In some cases development options should not be considered as essential, but as useful suggestions to build, encourage and support staff to build expertise, confidence and experience to enable their next chosen move.

### Transferable Skills

Transferable skills support a flexible approach to career planning through highlighting abilities, attributes and behaviours that underpin effective performance. They can give a preliminary basis for identifying where transferable skills could be helpful to job mobility and provide a starting point for understanding strengths. These skills can be developed and refined through working experience or learning interventions as part of any personal and professional Development.

## Evidence required to progress through the Framework: Family Group Conference Team

*For career progression applications a portfolio of evidence is required to demonstrate skill and competency at that level. If an individual piece of work does not meet all required criteria, please ensure an additional example is provided to cover that evidence.*

| Early Help Practitioner<br>Range 4   |   |   |
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| EVIDENCE FOR LEVEL A   | EVIDENCE FOR PROGRESSION TO LEVEL B   | EVIDENCE FOR PROGRESSION TO LEVEL C   |
| <u>Qualifications:</u> <ul style="list-style-type: none"> <li>GCSE certificates presented during recruitment</li> </ul>  | <u>Qualifications:</u> <ul style="list-style-type: none"> <li>Completed Level 3 certificate</li> </ul>  | <u>Qualifications:</u>  |
| <u>Knowledge:</u> <ul style="list-style-type: none"> <li>Recruitment application should indicate relevant knowledge from previous work or education</li> <li>Interview questions to specifically demonstrate awareness of the role and purpose of intervention plans which support the safeguarding of children and young people.</li> </ul> | <u>Knowledge:</u> <ul style="list-style-type: none"> <li>Minimum of 5 completed Intervention plans, to demonstrate understanding of the plans, purpose of the meetings and application of Signs of Safety. These examples should also demonstrate understanding of legislation, policy and practice, national and Medway standards.</li> <li>Completed MOSAIC training</li> </ul> | <u>Knowledge:</u> <ul style="list-style-type: none"> <li>Minimum of 5 completed intervention plans that include: evaluating risk to children and assessment of measures to reduce that risk, supported with reflection and manager feedback <i>and</i> documented contribution to safeguarding decisions being made</li> <li>Employee able to confidently discuss strategies to engage reluctant young people in interventions which reduce the identified risks within their families or communities.</li> </ul> |
| <u>Experience:</u> <ul style="list-style-type: none"> <li>Recruitment application should reflect use of IT</li> </ul>  | <u>Experience:</u><br><i>A minimum of 18 months at level A for career progression applications, evidenced through personnel records.</i>  | <u>Experience:</u><br><i>A minimum of 18 months at level B for career progression applications, evidenced through personnel records.</i>  |

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| <p>programmes to support in role activity</p> <ul style="list-style-type: none"> <li>• Interview questions to reflect experience of working with vulnerable children, young people and their families</li> <li>• Employment references should support this experience</li> </ul> | <ul style="list-style-type: none"> <li>• A minimum of 5 case examples of intervention plans should be submitted that demonstrate experience of the following and include feedback and personal reflection: <ul style="list-style-type: none"> <li>- working with disadvantaged or vulnerable young people</li> <li>- arranging multi-agency meetings, including preparation</li> <li>- recording minutes of case meetings which increase safety</li> </ul> </li> <li>• Please provide a minimum of 5 examples to evidence your ability to build relationships with young people, their families, practitioners and partner agencies, this may include examples of case notes following initial telephone calls or home visits with families, minutes from your professional discussions with practitioners and other partner agencies.</li> <li>• Evidence of consistently using screening tools such as the Exploitation Toolkit to assess contextual safeguarding risks</li> <li>• Evidence of engaging in 5 case mapping discussions where there is evidence of adequate preparation, consideration of need and risk, knowledge of the child and their family dynamics, wishes and feelings, to support purposeful intervention planning.</li> <li>• Evidence of being able to write 'To the Child', keeping the child in mind during case recordings following interventions undertaken.</li> <li>• Provide partnership meeting minutes demonstrating input, learning and reflection and documented discussion on how learnings have been applied to practice</li> </ul> | <ul style="list-style-type: none"> <li>• Provide 5 examples of completed written reports, with feedback from a manager</li> <li>• A minimum of 5 family plans should be submitted that demonstrate: <ul style="list-style-type: none"> <li>- how you engaged with difficult to engage families, to include feedback and reflection of outcomes</li> <li>- meeting plans with SMART outcomes and reflection on how you supported the family to develop</li> <li>- confident and unsupported risk assessments</li> <li>- application of Signs of Safety in practice</li> </ul> </li> <li>• Provide a variety of meeting minutes that evidence knowledge sharing to include reflection on how learning and best practice from the meeting has been applied</li> </ul> |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recruitment application will demonstrate Microsoft systems use and workload skills</li> <li>• Interview questions will demonstrate communication skills, workload management and independent working</li> </ul>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• A minimum of 3 high quality intervention plans submitted that demonstrate collaborative working with partner agencies.</li> <li>• 3 case note recordings to a high standard which demonstrates your ability to capture and maintain accurate records of work-this</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Minimum of 5 examples that demonstrate: <ul style="list-style-type: none"> <li>- proactive work to engage reluctant young people who are considered to be at risk and in need of targeted intervention</li> <li>- resilience and ability in managing a challenging or</li> </ul> </li> </ul>  |

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|  | <p>should include recordings written 'To the child'.</p> <ul style="list-style-type: none"> <li>• Able to coordinate meetings with key professionals such as Safeguarding Leads which support appropriate step downs at the point of case closure which ensure that the child and family continue to receive support which prevents a re-referral to the service.</li> <li>• Able to communicate effectively to different stakeholders: to include (but not exhaustive) families, partner agencies, internal colleagues<br/>Examples should demonstrate appropriate language, accurate spelling and grammar, appropriate style chosen and clear and understandable content.</li> <li>• The ability to demonstrate flexibility and working well under pressure will be assessed and documented during supervision/performance appraisal with manager.</li> </ul> | <p>difficult situation which supports the child achieving increased safety either within their family or community.</p> <ul style="list-style-type: none"> <li>• Minimum of 5 examples of high-quality written records of the child's journey and understanding documented clearly and professionally</li> <li>• Provide a variety of examples (5+) of good communication and networking – where instructions and information has been understood by the receiver and a variety of methods and styles is demonstrated</li> <li>• 3 separate occasions of delivering coaching or training to another person, to be observed and documented by manager and include feedback</li> </ul> |
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**Youth Mentor  
Range 3**

| EVIDENCE FOR LEVEL A   | EVIDENCE FOR PROGRESSION TO LEVEL B  | EVIDENCE FOR PROGRESSION TO LEVEL C  |
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| <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>• GCSE certificates presented during recruitment</li> </ul>   | <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>• Level 3 in a relevant related discipline</li> <li>• Child Protection Level 2 (or working towards)</li> </ul>  | <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>• Level 4 in Working with families with multiple and complex needs or willingness to work towards.</li> <li>• Evidence of continuous professional development.</li> </ul>   |
| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Recruitment application should indicate relevant knowledge from previous work or education</li> <li>• Interview questions to specifically demonstrate awareness of the role and early help prevention and safeguarding procedures</li> </ul> | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Minimum of 5 completed case examples that demonstrate: <ul style="list-style-type: none"> <li>- understanding of legislation related to Child Protection policies</li> <li>- application of nationally agreed standards of practice</li> <li>- use of Signs of Safety</li> </ul> These examples should also demonstrate understanding of safeguarding legislation, policy and practice, national and Medway standards.</li> <li>• Completed MOSAIC training</li> </ul> | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• A minimum of 5 examples of high-quality family plans that: <ul style="list-style-type: none"> <li>- evidence evaluating risk to children and assessment of measures to reduce that risk, supported with reflection and manager feedback</li> <li>- demonstrate a contribution to safeguarding decisions being made where there is increased complexity to address within the family network or community</li> <li>- demonstrate a clear and</li> </ul> </li> </ul> |

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|   |   | confident understanding of legislation and policy  |
| <p><u>Experience:</u></p> <ul style="list-style-type: none"> <li>Recruitment application should reflect use of IT programmes to support in role activity</li> <li>Interview questions to reflect experience of working with vulnerable children, young people and their families. To also address any experience of Signs of Safety.</li> <li>Employment references that support this experience</li> </ul> | <p><u>Experience:</u></p> <p><i>A minimum of 18 months at level A for career progression applications, evidenced through personnel records.</i></p> <ul style="list-style-type: none"> <li>A minimum of 5 case examples should be submitted that demonstrates the following and includes feedback and reflection: <ul style="list-style-type: none"> <li>- working with disadvantaged or vulnerable families</li> <li>- Attend and contribute to multi-agency meetings, including preparation</li> <li>- recorded minutes of case meetings with frontline practitioners</li> </ul> </li> <li>Complete Genograms as part of interventions with families <ul style="list-style-type: none"> <li>- Drive intervention plans devised by frontline colleagues</li> <li>- review meeting minutes regularly to avoid drift and delay</li> <li>- ability to quickly build relationships with families, practitioners and partner agencies, this may include examples of case notes following initial telephone calls or home visits with families, minutes from your professional discussions with practitioners and other partner agencies</li> <li>- ability to support families to problem solve using their informal family network, universal services with the application of the Signs of Safety model.</li> </ul> </li> </ul> | <p><u>Experience:</u></p> <p><i>A minimum of 18 months at level B for career progression applications, evidenced through personnel records.</i></p> <ul style="list-style-type: none"> <li>A minimum of 5 case examples should be submitted that demonstrates the following and should include feedback and reflection of outcomes: <ul style="list-style-type: none"> <li>- engagement with difficult to engage children and young people</li> <li>- evaluating risk to children and assessment of measures to reduce that risk</li> <li>- application of Signs of Safety model</li> <li>- Contributing to intervention plans that have facilitated safeguarding decisions being made</li> </ul> </li> <li>Provide at least 5 examples of high-quality written records documenting the child's journey and written 'To the child', which demonstrate an understanding of their current needs and any identified risks</li> <li>Provide a minimum of 5 verbal examples in your 1:1 with your line manager of where you have deputised for the Senior Youth Mentor; this could include attending multi-agency meetings, liaising with families or at key stakeholder meetings.</li> <li>Provide a minimum of 5 reflective accounts of providing support to junior colleagues in managing complex cases, setting out why the situation was complex, what you did to support your colleague and what the outcome of your intervention was.</li> </ul> |
| <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Recruitment application will demonstrate Microsoft systems use, workload skills and reflect on communication skills</li> </ul>   | <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>A minimum of 3 intervention plans submitted that demonstrate collaborative working with partner agencies</li> </ul>  | <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Provide examples (minimum of 5) of high-quality written records with the child's journey and understanding documented</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• Interview questions will further demonstrate communication skills, workload management, appropriate handling of data and independent working</li> <li>• Employment references should support team working and confidentiality</li> </ul> | <ul style="list-style-type: none"> <li>• 3 case note recordings to demonstrate your ability to capture and maintain accurate records of work</li> <li>• Can provide a variety of effective and appropriate communication to different stakeholders: to include (but not exhaustive) families, partner agencies, internal colleagues<br/>Examples should demonstrate appropriate language, accurate spelling and grammar, appropriate style chosen and clear and understandable content.</li> <li>• The ability to demonstrate flexibility and working well under pressure will be assessed and documented during supervision/performance appraisal with manager.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide a variety of examples of good communication and networking – where instructions and information has been understood by the receiver and a variety of methods and styles is demonstrated</li> <li>• Minimum of 5 case examples of intervention plans that demonstrate: <ul style="list-style-type: none"> <li>- The engagement of young people and the reduction of the identified risk at the point of referral</li> <li>- resilience and ability in managing a challenging or difficult situation whilst supporting a junior colleague.</li> </ul> </li> <li>• Please provide at least 5 reflective accounts of deputising and supporting the team in the absence of the Senior Youth Mentor</li> </ul> |
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**Senior Youth Mentor  
Range 3**

| <b>EVIDENCE FOR LEVEL A</b>  | <b>EVIDENCE FOR PROGRESSION TO LEVEL B</b>  | <b>EVIDENCE FOR PROGRESSION TO LEVEL C</b>  |
|--|---|---|
| <u>Qualifications:</u> <ul style="list-style-type: none"> <li>• GCSE certificates presented during recruitment &amp; Completed Level 3 certificate</li> </ul>  | <u>Qualifications:</u> <ul style="list-style-type: none"> <li>• Working towards or achieved a Level 4 certificate</li> </ul>  | <u>Qualifications:</u> <ul style="list-style-type: none"> <li>• Working towards ILM3 or an equivalent management qualification</li> </ul>   |
| <u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Recruitment application should indicate relevant knowledge from previous work or education</li> <li>• Interview questions to specifically demonstrate awareness of the role and early help prevention and safeguarding procedures</li> <li>• Minimum of 5 completed case examples that demonstrate: <ul style="list-style-type: none"> <li>- understanding of legislation related to Child Protection policies</li> <li>- application of nationally agreed standards of practice</li> </ul> </li> </ul> | <u>Knowledge:</u> <ul style="list-style-type: none"> <li>• A minimum of 5 examples of high-quality family plans that: <ul style="list-style-type: none"> <li>- evidence evaluating risk to children and assessment of measures to reduce that risk, supported with reflection and manager feedback</li> <li>- demonstrate a contribution to safeguarding decisions being made where there is increased complexity to address within the family network or community</li> <li>- demonstrate a clear and confident understanding of legislation and policy</li> </ul> </li> </ul> | <u>Knowledge:</u> <p>A minimum of 5 examples of quality assuring family plans that:</p> <ul style="list-style-type: none"> <li>- Evidence supporting junior staff to evaluate risk to children whilst providing support with reflection through manager feedback</li> <li>- Provide 5 examples of your contribution to safeguarding decisions being made where there is increased complexity to address within the family network or community</li> <li>- Consistently demonstrate a clear and confident understanding of legislation and policy</li> </ul> |

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| <p>- Consistent use of Signs of Safety model to support the team in mapping complex cases<br/>These examples should also demonstrate understanding of safeguarding legislation, policy and practice, national and Medway standards.</p> <ul style="list-style-type: none"> <li>• Completed MOSAIC training</li> </ul>  |  |   |
| <p><u>Experience:</u></p> <ul style="list-style-type: none"> <li>• Recruitment application should reflect use of IT programmes to support in role activity</li> <li>• Interview questions to reflect experience of working with vulnerable children, young people and their families. To also address any experience of Signs of Safety.</li> <li>• Employment references that support this experience</li> <li>• A minimum of 5 case examples should be submitted that demonstrates the following and includes feedback and reflection: <ul style="list-style-type: none"> <li>- working with disadvantaged or vulnerable families</li> </ul> </li> <li>• - Attend and contribute to multi-agency meetings, including preparation <ul style="list-style-type: none"> <li>- recorded minutes of case meetings with frontline practitioners</li> </ul> </li> <li>• Complete Genograms as part of interventions with families</li> <li>• Drive intervention plans devised by frontline colleagues <ul style="list-style-type: none"> <li>- review meeting minutes regularly to avoid drift and delay</li> <li>- ability to quickly build relationships with families,</li> </ul> </li> </ul> | <p><u>Experience:</u></p> <p><i>A minimum of 18 months at level A for career progression applications, evidenced through personnel records.</i></p> <ul style="list-style-type: none"> <li>• A minimum of 5 case examples should be submitted that demonstrates the following and should include feedback and reflection of outcomes: <ul style="list-style-type: none"> <li>- engagement with difficult to engage children and young people</li> <li>- evaluating risk to children and assessment of measures to reduce that risk</li> <li>- application of Signs of Safety model</li> <li>- Contributing to intervention plans that have facilitated safeguarding decisions being made</li> </ul> </li> <li>• Provide at least 5 examples of high-quality written records documenting the child's journey and written 'To the child', which demonstrate an understanding of their current needs and any identified risks</li> <li>• Provide a minimum of 5 verbal examples in your 1:1 with your line manager where you have deputised for the Team Leader; this could include attending multi-agency meetings, liaising with families or at key stakeholder meetings.</li> <li>• Provide a minimum of 5 reflective accounts of providing support to junior colleagues in managing complex cases, setting out why the situation was complex, what you did to support your colleague and</li> </ul> | <p><u>Experience:</u></p> <p><i>A minimum of 18 months at level B for career progression applications, evidenced through personnel records.</i></p> <ul style="list-style-type: none"> <li>• A minimum of five examples of supervision notes and case management recordings where you have provided clear guidance to a junior member of staff needing to escalate a case which requires a statutory response, this should include the context, interventions offered and clear rationale for the step-up to statutory services.</li> <li>• A minimum of five examples where you have represented the service to a wider audience, this could include presenting on a topic during the monthly service meeting, representing the service at a multi-agency event or other partnership event.</li> </ul> |

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| <p>practitioners and partner agencies, this may include examples of case notes following initial telephone calls or home visits with families, minutes from your professional discussions with practitioners and other partner agencies</p> <p>- ability to support families to problem solve using their informal family network, universal services with the application of the Signs of Safety model.</p>  | <p>what the outcome of your intervention was.</p>  |  |
| <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Recruitment application will demonstrate Microsoft systems use, workload skills and reflect on communication skills</li> <li>• Interview questions will further demonstrate communication skills, workload management, appropriate handling of data and independent working</li> <li>• Employment references should support team working and confidentiality</li> <li>• A minimum of 3 intervention plans submitted that demonstrate collaborative working with partner agencies</li> <li>• 3 case note recordings to demonstrate your ability to capture and maintain accurate records of work</li> <li>• Can provide a variety of effective and appropriate communication to different stakeholders: to include (but not exhaustive) families, partner agencies, internal colleagues</li> </ul> <p>Examples should demonstrate appropriate</p> | <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Provide examples (minimum of 5) of high-quality written records which evidences your management oversight in the child's journey</li> <li>• Provide a variety of examples of good communication and networking – where instructions and information have been understood by the receiver and a variety of methods and styles is demonstrated</li> <li>• Example of driving a minimum of 5 case examples of intervention plans that demonstrate: <ul style="list-style-type: none"> <li>- The engagement of young people and the reduction of the identified risk at the point of referral</li> <li>- Give 5 examples of where you have supported a junior colleague to develop resilience when managing a challenging or difficult situation with increased complexity</li> </ul> </li> </ul> | <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Please provide at least 5 reflective accounts of deputising and supporting the team in the absence of the Team Leader.</li> <li>• Please provide examples of 5 case mappings, where you have used signs of safety to find solutions and increased safety for children.</li> </ul> |

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| <p>language, accurate spelling and grammar, appropriate style chosen and clear and understandable content.</p> <ul style="list-style-type: none"> <li>The ability to demonstrate flexibility and working well under pressure will be assessed and documented during supervision/performance appraisal with manager.</li> </ul> |  |  |
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| <b>Adolescent MDT Team Leader<br/>Range 5</b> |
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| EVIDENCE FOR LEVEL A | EVIDENCE FOR PROGRESSION TO LEVEL B | EVIDENCE FOR PROGRESSION TO LEVEL C |
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| <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>A minimum of 5 GCSE's including English and Maths (grades 4-9) or equivalent.</li> <li>Level 4 in Working with families with multiple and complex needs or another relevant discipline.</li> <li>Willingness to work towards ILM level 3 in Management or equivalent.</li> </ul> | <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>Working towards ILM Level 3 in Management or equivalent.</li> </ul> | <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>ILM Level 3 in Management or equivalent.</li> </ul> |
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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Recruitment application should indicate relevant knowledge from previous work or education</li> <li>Interview questions to specifically demonstrate understanding of safeguarding legislation.</li> </ul> | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Completed Signs of Safety training and can evidence with certificate of completion</li> <li>Demonstrate developed understanding of the roles of the Early Help Practitioner and Youth Mentor through: <ul style="list-style-type: none"> <li>effective knowledge sharing through team meetings and supervision</li> <li>Development of team knowledge and standards through effective case management and feedback</li> </ul> </li> <li>Reflect either in writing or documented during supervision on how you have utilised KPIs to ensure the quality of work and throughput within the team</li> </ul> | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Provide KPI data to support team targets being met</li> <li>Confidently able to provide update to Service Manager related to development of the team, to include: <ul style="list-style-type: none"> <li>risk management of children and young people</li> <li>legislative and policy adherence, including safeguarding procedures and execution</li> </ul> </li> </ul> |
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| <p><u>Experience:</u></p> | <p><u>Experience:</u><br/><i>A minimum of 18 months at level A for</i></p> | <p><u>Experience:</u><br/><i>A minimum of 18 months at level B for</i></p> |
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| <ul style="list-style-type: none"> <li>Recruitment application will evidence relevant experience working with vulnerable children, young people and adults</li> <li>Interview questions to demonstrate experience of effective partnership working, leading a team and undertaking direct work with families</li> <li>Employment references will support and confirm the relevant experience and competence</li> </ul> | <p><i>career progression applications, evidenced through personnel records.</i></p> <ul style="list-style-type: none"> <li>3 examples of providing supervision to staff demonstrating an understanding of Signs of Safety to draw out the strengths that exist within the family network and how risks have been identified.</li> <li>Provide examples of how you have monitored and used your delegated budget effectively to provide a cost-effective service to vulnerable children and young people with the provision of positive activities.</li> <li>Evidence of supporting staff to consistently utilise screening tools such as the Exploitation Toolkit to assess risk</li> <li>Routine attendance at multi-agency safeguarding meetings (MED's) where you can evidence how your input has significantly contributed to the increased safety of vulnerable children and young people</li> <li>Sample of 5 quality assured Intervention plans drafted by Early Help Practitioners or Youth Mentors to ensure a high standard, supported by team meeting and/or supervision notes where guidance has been provided related to standards of plans.</li> <li>3 examples of: <ul style="list-style-type: none"> <li>how you have supported staff to reflect upon their own professional practise and development</li> <li>providing support to practitioners in complex or difficult situations</li> </ul> </li> <li>5 examples of data insight and analysis including how this was fed back to the team and Service Manager regarding actions/improvements that were introduced</li> </ul> | <p><i>career progression applications, evidenced through personnel records.</i></p> <ul style="list-style-type: none"> <li>At least 4 completed and submitted evaluation reports that provides overview and analysis of team effectiveness</li> <li>Discuss, evidence and document during supervision a variety of examples (at least 5) of the following, to be supported with feedback and personal reflection.: <ul style="list-style-type: none"> <li>providing coaching/mentoring to staff</li> <li>Managing performance within the team using Key Performance Information</li> </ul> </li> <li>Provide examples of completed QA and case management, to include discussion with manager capturing feedback delivered, identified trends and actions taken to improve standards within team.</li> <li>Provide examples of at least 5 occasions where you have represented the service or deputised for the Service Manager at multi-agency meetings.</li> </ul> |
| <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Recruitment application should demonstrate communication and ICT skill, and reference skills</li> </ul>   | <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Ability to contribute to service plans and work independently will be discussed and captured through Performance Appraisal</li> </ul>   | <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Supported through Performance Appraisal and Career Conversation documentation</li> </ul>  |

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| <p>acquired through relevant experience</p> <ul style="list-style-type: none"> <li>• Interview questions to identify line management competency, ability to manage and advise on difficult and sensitive situations and budget management.</li> <li>• Employment references will support and confirm the relevant skills and competence</li> </ul> | <p>and Career Conversation documentation</p> <ul style="list-style-type: none"> <li>• Provide examples (minimum of 5) of high-quality written supervision records which offer clarity to staff in terms of how to progress their casework, whilst also offering support around their personal needs.</li> <li>• Dip sample by manager of at least 5 mosaic reports and oversight and 5 document contribution examples to demonstrate consistent excellent communication skills</li> <li>• Supported by meeting minutes and any feedback received</li> <li>• Ability to engage in regular auditing of the work within your team to ensure the production and recording of work to a high standard.</li> </ul> | <ul style="list-style-type: none"> <li>• Documented verbal discussion of how they have ensured appropriate use of the team budget to provide a cost-effective service, evidenced also by monthly budget monitoring reports.</li> <li>• Provide minimum of 3 examples of contribution to the writing or review of guidance and policies related to their team</li> <li>• At least 3 occasions of documented supervision shadowing and feedback from line manager</li> <li>• provide a minimum of 5 examples of deputising for Service Manager. This could be meeting minutes, feedback from others, encouragement of referrals.</li> </ul> |
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