

**Department:** Children's Services

**Division/Section:** Targeted Support/Early Help

**Job Title:** Early Help Support Officer

**Post No:**

**Grade:** 10

**Reports to Post No / Title:** Family Work Manager

**Line Management responsibility for:**

**CRB Check applicable?**

Standard ☐ Enhanced ☒ None ☐

**Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions?**

Yes ☐ No ☒

**Organisation Chart:**

**Job Purpose:** The Early Help Support Officer is responsible for leading on the strategic development and operation of the Early Help Assessment Framework in Peterborough – previously referred to as the CAF (Common Assessment Framework). This post is fundamental to the Integrated Working and Early Intervention agenda and requires the involvement of all internal and external stakeholders, including schools and the voluntary sector. The role is also responsible for the analysis of training needs and some direct delivery in the use of Early Help Assessments, the Early Help Module (online case management system) and identification of wider beneficial universal workforce development and reform initiatives to better support vulnerable families in Peterborough.

- To ensure the Early Help Assessment framework is fully developed to ensure it fulfils its function as a comprehensive, consent driven, multi-agency early intervention process
- To develop effective communication channels and positive working relationships with agencies across the city including health services and schools to ensure Early Help Assessment framework is widely understood and used.
- To develop, implement and evaluate training and change management processes, including Early Help Assessment framework business processes are fit for purpose.
- To promote the wellbeing and safeguarding of children and young people
- There will be a requirement for the post holder to attend Chord Park, Godmanchester on a rotational basis and as a result there is a

requirement for the post holder to have a satisfactory enhanced police check

- The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the role

**Description prepared by: Karen Moody**

**Date: Reviewed May 2025**

**Description agreed by postholder:**

**Date:**

**Authorised by Director: John Gregg**

**Date:**

## **Main Duties and Responsibilities**

### **1. Leadership**

1. To be the single point of contact for staff within a designated area seeking advice, guidance and support about Integrated Processes including the Early Help Assessment framework (EHAF), Team Around the Child (TAC), Lead Professional (LP) and Multi Agency Support Groups (MASG's).
2. To lead on the continuing effective operation of Early Help Assessments, TAC, LP and MASG within Peterborough, identifying opportunities for improvement and driving through change where it is beneficial to do so
3. Ensure the Early Help Assessment framework process is developed to ensure individual needs are met within the context of the diverse population of Peterborough.
4. To influence and implement change and improvement through skilled negotiation with appropriate colleagues

### **2. Partnership Working**

1. To liaise with key stakeholders including children's centres, schools, education, health service, police, housing, young people's service, children's social care, voluntary sector.
2. To form robust working partnerships with internal and external services and agencies to develop and sustain an integrated approach to delivering services for vulnerable children, young people and their families.
3. To work in partnership with other team members to ensure a common approach for integrated processes across Peterborough City and cross-border where relevant.
4. Through partnership working promote the necessary change in professional practice across all sectors to improve the use of the Early Help Assessment Framework.
5. To represent the Early Help team on relevant boards and bodies, prepare and deliver appropriate presentations and provide staff and team briefings as required.
6. Support the work of the locality based Multi agency Support Groups (MASG's) ensuring all required research, preparation, documentation and process needs are met.
7. To participate fully in the development and maintenance of effective liaison and co-operation with the local community, community groups, other Local Authorities, agencies and non-statutory organisations.

### **3. Advising and Supporting**

1. To provide comprehensive professional and consistent advice and support around Integrated Processes for practitioners encouraging the use of the Peterborough Threshold Document and the planning of subsequent interventions.
2. To support and advise practitioners in undertaking and completing Early Help assessments, reviewing and evaluating interventions and delivering and updating TAC plans.
3. To support and model the chairing of multi-agency Team around the Child (TAC) meetings to include parents, young people and practitioners who can potentially meet the needs identified in an Early Help assessment.
4. To support and advise colleagues making referrals to MASG's to help ensure best possible use of available resources and improved outcomes for children, young people and families of Peterborough.
5. To support a process of cultural change and to promote a positive approach and ethos of multi-disciplinary working to achieve an integrated service for children, young people and their families
6. To work closely with Children's Social Care in implementing and supporting step-up and step-down procedures to ensure a seamless transition of support to improve outcomes for the child, young person and family.
7. To work closely with Children's Social Care in supporting contacts not meeting Children's Social Care thresholds ensuring early help and preventative support is accessed as appropriate.
8. To monitor unfinished Early Help Assessments and identify how these assessments can be moved through the system.
9. To identify drift in case (through inactivity on the system) which is likely to result in success criteria not being met
10. To work closely with managers and staff of children's specialist services and partner agencies to develop appropriate pathways to support plans around a child to ensure a coherent whole system approach.
11. To ensure swift action is taken in referring to appropriate services where risk of significant harm is identified.
12. To provide advice in respect of changes in legislation, national and local trends as they relate to the Early Help Assessment framework
13. To communicate effectively with Members of the Council and other colleagues and respond appropriately in a timely manner to requests for information.
14. Provide direct support to the combined Peterborough and Cambridgeshire Multi-Agency Safeguarding Hub (MASH) based in Chord Park, Godmanchester on a rotational basis to ensure there is an Early Help Support Officer presence in the MASH on a daily basis.

#### **4. Workforce Development**

1. To identify and promote innovative ways of working to up-skill the universal and targeted services workforce to enable a more flexible, knowledgeable, experienced and confident response to families needs
2. To develop, deliver, evaluate and review the Early Help Assessment framework and integrated processes training package and resource material provided to the children's workforce in Peterborough, including face to face and eLearning material.
3. To provide advice, support and guidance, coaching and mentoring to practitioners taking on the role of lead professional and to support their induction process and on-going professional development.
4. To support the implementation of Liquid Logic Early Help Module across Peterborough

5. To ensure the Liquid Logic Early Help Module is fit for purpose, liaising with the Performance Management & Information team as appropriate
6. To ensure Early Help Assessment completers are adequately trained in the use of Liquid Logic.
7. To participate in relevant research and development opportunities

## **5. Developing and Promoting Good Practice**

1. To disseminate relevant information to practitioners to enhance the delivery of integrated processes and tools.
2. To promote the routine involvement of young people and their families in planning and delivery of services to meet their needs
3. To contribute to the development of good practice in Information Sharing within own locality and across Peterborough.
4. To develop a good working knowledge of services across Peterborough and identification of appropriate resources which support children, young people and families.
5. To maintain and update current knowledge on legislation, council policies and procedures, practice guidance notes and good practice.
6. To research good practice in other local authorities and use this to inform developments locally
7. To contribute to regional and national Integrated Processes initiatives by representing the authority as appropriate

## **6. Quality Assurance**

1. To undertake the collection, analysis and monitoring of data through the design and implementation of a performance management and evaluation framework.
2. To maintain management information systems and produce regular reports in accordance with business needs on all aspects of Early Help Assessments, including identifying trends and proposing solutions where problems are identified.
3. To contribute to the evaluation and monitoring of outputs and outcomes from integrated processes and early intervention support including outcomes for individual children, young people and families.
4. To liaise with service users as appropriate, ensuring feedback of service user experience is gathered, analysed and used to inform service improvement.
5. To produce statistical information relating to trends and indicators of need in order to prioritise and support future working practice
6. To produce regular reports and updates on the impact of Integrated Processes early intervention support and report this back to the children's workforce at all levels to use this information to support the strategic planning of children's services across Peterborough.

## **7. Other duties**

1. To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.
2. To comply with all Health & Safety at work requirements as laid down by the employer.

**Flexibility  
Clause:**

Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

**Variation  
Clause:**

This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible Peterborough City Council reserves the right to make changes to your job description following consultation.

## Person Specification

**JOB TITLE:** Early Help Support Officer

**POST NO:**

**SCALE:** Grade 10

**DEPARTMENT:** Targeted Support

**DIVISION:** Children's Safeguarding

**DIRECTOR:** John Gregg

**DATE:** Reviewed May 2025

**COMPLETED BY:** Jodie Lefevre

*[ At the end of each criteria the following codes are used to indicate how the criteria will be assessed: (A) Application / (I) Interview, (P) Presentation, (W) Written Test. Add any other codes used here.]*

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of Every Child Matters agenda, relevant legislation and child protection procedures. (A/I)</li> <li>Knowledge of children and family assessment frameworks. (A/I/W)</li> <li>Knowledge and experience in the use of integrated processes and tools to identify and support children, young people and families requiring additional support in order to improve outcomes.(A/I/W)</li> <li>Knowledge of partnership working and how to engage a wide range of partner agencies in change processes. (A/I)</li> <li>Well developed knowledge and understanding of the role and purpose of early intervention processes and their application in relation to safeguarding children and young people (A/I/W)</li> <li>Practical knowledge of the framework for the Continuum of Needs (A/I)</li> <li>Competent working knowledge of common ICT software applications including Word, Excel, Outlook and willingness to learn the Liquidlogic Early Help Module system (A/I)</li> </ul>	Knowledge of Health and Safety Legislation (A)
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>Ability to work across agencies, challenge existing working practices and to suggest appropriate changes. (A/I)</li> <li>Able to innovate and to help introduce new approaches to deliver children's services. (A/I)</li> <li>Ability to work on your own initiative, to think laterally and to problem solve.(A/I)</li> <li>Ability to broker solutions between agencies. (A/I)</li> <li>Ability to work with tact and diplomacy. (A/I)</li> </ul>	Ability to consult with children, young people and families to bring about improvement to services (A/I)

	<ul style="list-style-type: none"> <li>• Ability to motivate others and take decisions. (A)</li> <li>• Highly developed interpersonal skills (A/I)</li> <li>• Excellent oral and written communication skills, coupled with good listening skills (A/I/)</li> <li>• The ability to communicate with a wide range of audiences in a variety of settings including delivery of presentations and briefings (A/I/)</li> <li>• Ability to work flexible hours in a variety of locations / settings. (A)</li> <li>• Ability to monitor outcomes, achieve targets, evaluate projects and report results.(A/I)</li> <li>• Ability to manage a delegated budget as agreed by the Team Manager (A/I)</li> <li>• Good personal organisation, including IT skills and time management. (A/I)</li> <li>• Ability to directly engage vulnerable and sometimes challenging families in early help assessment and support services</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working in multi-agency and multi-disciplinary settings (A/I)</li> <li>• Experience of successful partnership working involving facilitating change. (A/I)</li> <li>• Experience of working with other partners and agencies in developing and implementing joint initiatives.(A/I)</li> <li>• Experience of establishing monitoring and evaluation systems and processes (A/I)</li> <li>• Experience of leading / chairing meetings. (A/I)</li> <li>• Experience of designing, delivering training in a multi-agency setting. (A/I)</li> <li>• Experience of monitoring and evaluating the effectiveness of training plans and programmes. (A/I)</li> <li>• Experience of working as part of a team including defining a common purpose, sharing information and working under pressure towards targets (A/I)</li> <li>• Experience of working directly with children and families</li> </ul>	
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• A relevant professional qualification in Social Care, Education, Health, Youth Work, Careers Guidance etc. e.g. DipSW, BEd, Registered Nurse, <b>or</b> NVQ Level 4 equivalent gained in</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of ongoing professional development</li> </ul>

	setting associated with children or young people and families <b>or</b> equivalent level of relevant and previous experience (A)	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Able to work in a flexible manner to meet project schedules and deadlines. (A)</li> <li>• Be ability to travel between various locations</li> </ul>	
<b>EQUALITY</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities. (A/I/)</li> </ul>	
<b>CUSTOMER CARE</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of effective customer care (A/I)</li> <li>• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the role (A/I)</li> </ul>	