

# Early Intervention Service Redesign

**8<sup>th</sup> June 2016**

Produced by Early Intervention Redesign Team

Errol Albert - Head of Service – Project Manager

08 June 2016

Dear Colleague,

### **Staff Consultation – 8<sup>th</sup> June 2016**

You will by now be aware of discussions relating to potential changes and the proposed redesign of Early Intervention Services (EIS) in Harrow.

You will have already received the invitation to attend one of the following to discuss the proposals on **8<sup>th</sup> June 2016** at either:-

<b>Time</b>	<b>Venue</b>
9.30 – 11.00 a.m.	Committee Rooms 1 & 2
2.30 – 4.00 p.m.	Committee Rooms 1 & 2
5.00 – 6.30 p.m.	Committee Rooms 1 & 2

This is the start of the formal consultation process and I have also invited your Trade Union representatives to the meetings. Since the beginning of January 2016 your views and that of our key internal and external stakeholders, partners and families have also been sought to inform the proposed redesign.

I enclose a consultation pack which sets out:

- The rationale for the proposals
- The proposals for the redesign
- The process for moving from the current model to the new model
- A statement of positions at risk of redundancy from proposals of the redesign

As you are aware part of the process has included the confirmation of accurate job descriptions for roles currently in the EIS.

Role profiles have been reviewed in line with the new proposed model of delivery, and new role profiles have been developed as part of this consultation.

These are subject to the consultation process with you and an evaluation process involving unions. Unison and GMB have been fully informed regarding the proposal and consultation process.

Also included in the pack are Frequently Asked Questions which you may find helpful.

I confirm the timetable for this consultation is as follows:

<b>Date/Times</b>	<b>Activity</b>
Wednesday 8 <sup>th</sup> June (am)	Consultation document issued to staff and Trade Unions
Wednesday 8 <sup>th</sup> June	Staff Consultation and open consultation meeting, including Trade unions
Tuesday 14 <sup>th</sup> June 1.45 –	Individual consultations meetings if required, by appointment, with a member of the redesign team or the HR associate.

4.00 15 minute slots	To book a 15 minute individual slot please email <i>both</i> Ann Garratt <a href="mailto:ann.garratt@harrow.gov.uk">ann.garratt@harrow.gov.uk</a> and Hilary O'Byrne <a href="mailto:ccprojectwork@harrow.gov.uk">ccprojectwork@harrow.gov.uk</a> after 8 <sup>th</sup> June 2016 and before midday on 13 June 2016.
Wednesday 15 <sup>th</sup> June 8.00 – 11.00 a.m.  15 minute slots	As above
14 <sup>th</sup> June 10.30 – 11.30	Group Session (venue TBC)
14 <sup>th</sup> June 11.45 – 12.45	Group Session (venue TBC)
7 <sup>th</sup> July 5pm	Closing date for comments from consultation.
21 <sup>st</sup> July	Indicative date for consultation feedback meeting with staff and Trade Unions.

For your reference, the Council's [Change Management and Organisational Review Policy \(CMOR\)](#) is available to you on the Harrow Hub.

I do not underestimate the anxiety caused to staff by this process to date and want to acknowledge that the content of this document is for some, likely to have a significant impact on individual personal and professional circumstances. Please note that advice and support is available to you from your trade union and the Council's [Employee Assistance Programme](#) who can be contacted on 0800 141 2784.

Finally, I want to take this opportunity to sincerely thank you for your continued support, cooperation and professionalism during this challenging period of change and crucially, thank you for your on-going commitment to the children and young people of Harrow.

Yours sincerely



Errol Albert  
Head of Service  
Early Intervention Service

## **Proposed Early Intervention Service (EIS) Redesign**

### **Contents**

1. ....	<i>Glossary of Terms</i>
2. ....	<i>Executive Summary/Summary of Key proposals</i>
3. ....	<i>Background</i>
4. ....	<i>Reorganisation</i>
5. ....	<i>Project Activity</i>
6. ....	<i>Rationale for Change</i>
7. ....	<i>Current staffing structure</i>
8. ....	<i>The future of the Early Intervention Service</i>
9. ....	<i>Details of Proposed Changes</i>
10. ....	<i>Name and Scope of the new service</i>
11. ....	<i>Proposed new structure compared to existing structure</i>
12. ....	<i>Proposed New Job Descriptions</i>
13. ....	<i>Post proposed to be deleted</i>
14. ....	<i>Posts remaining unchanged</i>
15. ....	<i>Posts transferring out of EIS to Education Services</i>
16. ....	<i>How posts will be filled in the new structure</i>
17. ....	<i>Proposed selection process</i>
18. ....	<i>Redeployment</i>
19. ....	<i>Voluntary Redundancy</i>
20. ....	<i>Career Progression Criteria</i>
21. ....	<i>80% / 20% Working model</i>
22. ....	<i>Staff Relocation</i>
23. ....	<i>JNC Terms and Conditions</i>

24.....	<i>Hours of work</i>
25.....	<i>Referral Pathways</i>
26.....	<i>Time limited enabling interventions</i>
27.....	<i>One family, one plan, one worker</i>
28.....	<i>Championing Work</i>
29.....	<i>Together with Families</i>
30.....	<i>Communications</i>
31.....	<i>Implications for Conditions of Service</i>
32.....	<i>Support for employees through process</i>
33.....	<i>Timescales and Next Steps</i>

**Additional**

*Frequently Asked Questions*

**Appendices**

<i>Current EIS Structure .....</i>	<i>Appendix 1.1</i>
<i>Current Children’s Centre Structure .....</i>	<i>Appendix 1.2</i>
<i>Early Support Proposed Structure.....</i>	<i>Appendix 2 &amp; 2a</i>
<i>Proposed New Job Description .....</i>	<i>Appendix 3.1 to 3.4</i>
<i>Volunteering for Redundancy.....</i>	<i>Appendix 4</i>

## 1. Glossary of Terms

EIS	Early Intervention Service
ES	Early Support
EIT	Early Intervention Team
YDT	Youth Development Team
CC	Children's Centre
JNC	Joint Negotiating Committee
JD	Job Description
FRT	First Response Team
CIN	Children in Need
MASH	Multi Agency Safeguarding Hub
AIM	Attendance Intervention Model
CME	Children Missing Education
FTE	Full Time Equivalent
SALT	Speech and Language Team
WDP	Westminster Drugs Project

## 2. Executive Summary/Summary of Key proposals

The table below sets out in brief the key proposed changes which would affect EIS staff in the redesign. Further details of each proposal are detailed within the consultation document.

<b>Renamed Service</b>	From September 2016, the Early Intervention Service will be known as <b>Early Support</b> . This will incorporate all services delivered to children and young people aged 0-19/25. Staff will be working out of <b>Early Support Hubs</b> .
<b>Relocation</b>	By September 2016, all Civic Centre based EIS staff will be working out of Children's Centre or youth centre sites.
<b>Reduction of posts</b>	Posts will reduce from 50.64 FTE to 36.5 FTE
<b>Agency staff</b>	Agency staff are not considered part of the FTE establishment therefore are not included in the redesign.
<b>Joint Negotiating Committee staff (JNC)</b>	JNC Terms and Conditions will not apply in the new model and service
<b>Children Missing Education (CME)</b>	It is considered that this statutory responsibility should transfer and align with the Education Service
<b>Attendance Intervention Model (AIM)</b>	It is considered that this statutory responsibility should transfer and align with the Education Service
<b>Savings</b>	The proposed draft model meets the necessary savings target of £682k
<b>Salary Grades</b>	The salary grades in the new model range from G3 to MG1
<b>New Job Titles</b>	Job titles will include: Early Support:- Educator; Practitioner; Coordinator; Manager.
<b>Roles – 5 JDs</b>	Domestic – G1 Early Support Educator – G3 to G4 Early Support Practitioner – G5 to G7 Early Support Coordinator – G9 Early Support Manager – MG1
<b>Hours of working</b>	Staff will be expected to work to agreed rosters to ensure sufficient capacity to deliver the work plan, at the times required to meet the needs of 0 – 19/25 years and their families.
<b>Part Time contracts</b>	Part time contracts will start from 15 hours per week
<b>Cross Network model</b>	Early Support will work with prenatal to 19/25. However hubs will be distinguished by age ranges providing the staff with opportunities to develop their skills and experience of different ages of children.
<b>Referral Pathways</b>	A separate referral access point is being developed for partners and families to access Universal Plus services via Children's Centres.

### 3. Background

In December 2015, Harrow Council Members gave the Early Intervention Service (EIS) the challenge of delivering an in-year saving of £682k from its budget in light of the need to find savings across the local authority.

In response to the need to reduce the overall EIS budget from £2.463m to £1.781m this was considered a timely opportunity to review and respond to a number of factors identified as a result of; performance management scrutiny, case audits, informal feedback from partners, staff, children, young people and parents/carers.

A redesign, rather than a reduction in provision, is considered the appropriate approach in order to plan and develop a sustainable service which, in accordance with the Harrow Corporate Plan, identifies and supports the needs of children, young people and their families before they become acute and require more intensive, specialist interventions.

This opportunity and the scope of the re-design includes; the Youth Development Team, Early Intervention Teams and Children's Centres.

Children's Centres have previously been reorganised on three occasions and it is the intention of the council to continue to meet its statutory responsibility through retaining the boroughs 2 main Children's Centres and Children's Centre delivery sites, along with the current Children's Centre 'reach' figures for under 5's.

The statutory responsibility for the Children's Centres is to assist with:-

- Child development and school readiness
- Parenting aspirations and parenting skills
- Child and family health and life chances

The current agreed annual reach figures for **Children's Centres** are:-

- Hillview Hub: 3,395 children, 2,995 from the most deprived areas
- Cedars Hub: 3,720 children, 2,720 from the most deprived areas
- Overall Total: 7,115 children, 5,715 from the most deprived areas

The statutory responsibility for **Youth Offer** is to promote:-

- The voice of the child, and
- Positive activity

There is no current agreed reach figure, nor defined activities to meet the above responsibilities.

The statutory responsibility for the **Early Intervention Teams** is:-

- Children Missing Education
- AIM – (Attendance Intervention Model )

There is no current agreed reach figure for non-statutory EIT's work.



#### **4. Reorganisations**

Children's Centres have reorganised on three previous occasions, the last one completed in 2015.

The last reorganisation that included the entire Early Intervention Service was in 2010/11.

There have been considerable changes of Management over the past 5 years and it was evident that some intended changes were not fully implemented, leading to a situation that has afforded a level of inconsistency within the service. Examples of this include:

- A large number of differing job descriptions initially identified within the Early Intervention Teams and Youth Development Service areas (37 in total) even though staff are undertaking similar roles, leading to duplication of activities and responsibilities;
- Following extensive scrutiny, discussion and taking into account post holder's views, the number of job descriptions were significantly reduced to 25 for the process of job matching;
- Lack of consistent quantitative and qualitative evidence demonstrating impact and positive outcomes for families;
- There is evidence to support that the role and focus of EIS has become intertwined with targeted services and appears to be a subsidiary of statutory social work teams as opposed to a consent-based support service.

This reorganisation and a redesigned model for EIS is due to be implemented by September 2016 and it is not anticipated that a further redesign will be necessary for, at least, as long as the current administration is in place.

#### **5. Project Activity**

In January 2016, the redesign project team were formed and undertook the process of gathering data and information relating to the 'as is' establishment and EIS offer in order to inform the proposed redesign. These activities included:

Review of:

- EIS Job descriptions – roles and remits
- As and When staff usage
- Service outputs
- Case work audits (for different roles)
- All joint working cases
- Cases open for 12 months plus
- Pathways e.g. links to MASH/FRT/CIN
- Step up / step down cases
- Staff attendance at meetings / panels and purpose of those e.g. terms of reference
- Agreed outcomes
- Protocols and procedures
- Hours of staff availability per day/week/month
- Commissioned services
- Projects/programmes delivered by EIS staff
- Budget handling processes
- Decision making/allocation processes

Analysis of:

- Performance data linked to service delivery
- Specific service areas e.g. CME/AIM/CC work/youth offer including mentoring
- Staff deployment including direct and non-direct contact with families and hours of working
- Budget data
- The responses from Informal consultation and engagement including:
  - 8 separate staff dates = 13 group sessions 39 + attendees
  - Questionnaires circulated to all staff - 25 returned
  - 1:1's x 11
  - 32 individual JD responses via face to face or email exchanges
  - 9 Staff briefings to date
  - 6 x union meetings
  - Opportune informal conversations – numerous
  - Drafted models and undertaken cost analysis against required savings targets
  - 7 x Partner sessions
  - Individual partner discussions including: Early Years, CAMHS, SALT, Commissioning, Head Teachers, WDP, Homestart, Labour Group, Compass, Barnardos, Public Health, Ignite, Youth Parliament, Young Harrow Foundation
  - Met and received feedback from young people
  - Feedback from parents/carers awaited

## **6. Rationale for change**

Through analysis of the services and staff feedback the following learning has been identified as needing attention in designing the new model:

- Reducing gaps and duplication in the current offer
- Ensuring the focus is on responsive and timely Early Intervention and Prevention
- Review where statutory responsibility sits
- Scrutiny and development of current joint working arrangements with key partners
- Identifying the most effective ways of improving outcomes for children, young people and families
- Community based Children's Centre resources which support vulnerable families are not being fully utilised
- Opportunity to streamline roles to avoid duplication and inconsistency
- Reduce the numbers of senior managers (fewer Team Managers and Senior workers)
- Senior grade workers' to undertake front line work and support managers
- Reduce 'specialist' roles and 'project work' roles where the role holder does not undertake client work (a level of management that is not management)
- The extensive use of As and When workers
- Improve communication and collaboration across services
- The need to implement 80% direct work with clients and 20% non-direct working
- To be able to evidence the outcomes for families through a skilled and flexible workforce
- Use available Harrow intelligence to plan and deliver wanted and needed services within the communities

There is a need to ensure that through the new model the Council meets its statutory responsibilities, as named above, and delivers; universal and targeted services that ensure protection; care, development and learning are optimised and which intends to provide

integrated, innovative, accessible, responsive and enabling services to children, young people and their families.

It is also intended that the service has the flexibility to address increasing financial pressures, changing demographics, changing needs and changing Government initiatives.

A strategic decision was taken in December 2015 for the Head of Service for Early Intervention to take on the responsibility for the Youth Offending Team (YOT). The redesign of EIS provides the opportunity also to re-align the youth offer to assist in engaging young people at risk of Child Sexual Exploitation, violence, offending, radicalisation and gang affiliation.

The intention is to work with a whole-family approach ensuring younger siblings/relatives of those young people already involved with the criminal justice system are able to access good quality universal plus services.

## **7. Current staffing structure**

The current EIS structure charts are attached as Appendices 1.1 to 1.2.

The current EIS establishment excluding known leavers and the Head of Service is 50.64 full time equivalent (FTE) excluding vacancies with 65 staff in post, made up of the following:

	Full Time		Part Time		Term Time Only		Total	
	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads
Permanent	36	36	7.74	18	4.43	8	48.17	62
Fixed Term/Temporary	2	2	0.47	1			2.47	3

Additionally a total of 6,209 hours was worked by 20 'As and When' staff in April 2015 – March 2016 which equates to 3.31 FTE. These hours were predominantly focussed on youth work and after school clubs.

## **8. The future of the Early Intervention Service**

In planning the future of the EIS in Harrow it is intended to ensure the redesigned service is both affordable and sustainable in the long term, meets the needs of children, young people and their families in Harrow and meets the priorities in the Harrow Ambition Plan 2020.

More specifically it is intended to ensure that health, protection, care, development and learning are optimised through our early intervention model which will provide integrated, innovative, accessible, responsive and enabling services to children, young people and their families.

In order for the model to be successful the Council values will need to be upheld, they are;  
*“do it together, make it happen, be courageous”.*

The required action is to reduce the overall budget to £1.781m to deliver a saving of £682k and to ensure that the service is able to deliver effective evidenced based programmes and activities to improve agreed outcomes for children, young people, families and their communities.

There is the intention and expectation that there will be no necessity to change the overall structure again in the life of the current administration; giving time to embed an integrated early intervention and prevention approach.

The outline timeline is set out in paragraph 34 below.

It must be acknowledged that £682k is a significant saving, and therefore to achieve this it inevitably means that...

- Staff will be affected by the redesign
- Posts in the structure will be affected
- Some staff will potentially be at risk of redundancy

No final decision has yet been taken. We remain keen to hear your views to understand how these proposals will affect you.

## **9. Details of proposed changes**

The Design principles for the service are:

- A sustainable, fit for purpose solution
- Retain the 2 Main Children's Centres, 7 delivery sites and Wealdstone Youth Centre and consider the extended use of Cedars Youth Centre site
- An early intervention model which extends from 0-19/25 - intervening at the right time
- To recognise that parents, carers, corporate parents are key to the success of interventions with children and young people
- Achieve the ambition of having one family, one plan, one worker
- Reduce the complexity of current job descriptions
- Utilise the most integrated, effective and efficient way of using all the reduced resources available
- Ensure the highest proportion of a skilled staff team time is spent *with* children, young people and parents/carers
- Children's Centres at the heart of a true early intervention and prevention model provided within the community
- Make better use of buildings specifically evenings and weekend
- Identify with individuals and families emerging problems as early as possible and prevent them from escalating into targeted services
- Work in partnership with multi-agency colleagues in the best interests of the child, young person and / or family
- Work closely with social care to step-up to statutory services promptly as necessary or signpost to universal services.
- Support the delivery of the Together with Families Strategy
- Provide strong agreed universal evidenced based, preventative interventions to enable lifelong learning and educational and health outcomes for individuals and families so that they can be independent, resilient and powerful to achieve their ambitions.

### **Children Missing Education (CME)/ Attendance Intervention Model (AIM) School attendance improvement**

The current statutory responsibilities relating to CME and AIM are managed within EIS. It is considered that these statutory responsibilities should transfer to align with the Education Service. This will assist with compliance within the regulatory framework providing a more

joined up and consistent service to schools and families. Therefore, it is proposed that the following posts and post holders in Early Intervention Service move to the Education Service:-

- Senior Education Welfare Officer x 1
- Court Attendance Officer x 1

The two business support posts for the above posts are currently funded through EIS and are not part of the EIS establishment.

The EIS redesign does not include the central Business Support Staff; discussions are taking place as to the delivery of Business Support to the new model.

The EIS redesign does not include current Domestic staff.

## **10. Name and Scope of the new service**

The proposal is to rename the service from Early Intervention Service to Early Support. The scope of Early Support will be to work with children and young people ages 0 – 19/25 years if deemed to have a learning disability or is a care leaver.

The term Early Support will incorporate Youth Services and Children’s Centres.

## **11. Proposed new structure compared with existing structure**

The proposed Early Support structure charts are attached as Appendices 2 and 2A. The existing structure has 50.64 FTE posts. There are currently 65 individual post holders.

The proposed Early Support establishment is 36.5 FTE.

## **12. Proposed New Job Descriptions**

The consultation includes the proposal to have in place four Job Descriptions attached as Appendices 3.1 to 3.4, two of which include career progression grades and progression criteria. Qualifications for grades will be stated within the new proposed job descriptions.

The grades range from G3 to MG1.

In the model it is proposed that there will be:-

<b>Post title</b>	<b>Grade</b>	<b>FTE</b>
Domestic Support	G1	4
Early Support Educator (career grade)	G3	2
Early Support Educator (career grade)	G4	2
Early Support Practitioner (career grade)	G5	10
Early Support Practitioner (career grade)	G6	6
Early Support Practitioner (career grade)	G7	5.5
Early Support Coordinator	G9	4
Early Support Manager	MG1	3

### 13. Posts Proposed to be Deleted

With the changes being proposed above the following posts which are filled on a substantive basis are deleted from September 2016 and therefore the current post holders are potentially at risk of redundancy and entitled to be considered for vacant posts within the new structure.

All vacancies including those filled on an 'acting up' or secondment basis will also be deleted from the establishment. The FTEs below **exclude** current vacancies and/or acting up/secondments.

<b>Team</b>	<b>Job Title</b>	<b>Grade</b>	<b>FTE</b>	<b>Heads in Post</b>
Children Centre	Children Centre Educator	G3	3.25	4
Children Centre	Play Worker	G3	0.38	2
Children Centre	Children Centre Practitioner	G5	7	8
Children Centre	Play Leader	G5	0.31	1
Youth Development	Mentoring Project Worker	G6	1.47	2
Early Intervention	Early Intervention Worker	G7	10.76	12
Youth Development	Youth Development Project Coordinator	G8	1	1
Early Intervention	Network & Project Coordinator	G9	3	4
Early Intervention	Intensive Family Support Worker	G9	3	3
Early Intervention	Early Intervention & Parenting Coordinator	G9	1	1
Youth Development	Mentoring Project Coordinator	G9	1	1
Youth Development	Youth Volunteering & Social Action Manager	G9	1	1
Youth Development	Youth Employment Project Coordinator	G9	1	1
Youth Development	Senior Youth Development Team Officer	G10	1.88	2
Early Intervention	CAF Coordinator	G10	1	1
Early Intervention	Social Welfare Worker	G10	2	2
Early Intervention	Early Intervention Worker with Education Responsibilities	G10	1	1
Youth Development	Youth Worker	JNC	2.51	3
Youth Development	Youth & Community Worker	JNC	0.8	6

Team	Job Title	Grade	FTE	Heads in Post
Youth Development	Area Youth Worker	JNC	1	1
Early Intervention	Team Manager, Early Intervention & Youth Development	MG1	1	1
Children Centre	Hub Manager	MG1	2	2
	<b>Total</b>		<b>47.36</b>	<b>60</b>

#### 14. Posts remaining unchanged

There are no proposed changes to the duties and responsibilities of the Domestic/Cleaning staff apart from a potential change to the reporting line.

Team	Job Title	Grade	FTE	Heads in Post
Children Centre	Cleaner/Domestic	G1	1.46	3
	<b>Total</b>		<b>1.46</b>	<b>3</b>

#### 15. Posts transferring out of EIS to Education Services

As part of this consultation, there are no proposed changes to the duties and responsibilities of the following apart from a change the reporting line to the post. These posts would be subject to review following transfer to Education Services.

Team	Job Title	Grade	FTE	Heads in Post
Early Intervention	Senior Education Welfare Officer	G10	1	1
Early Intervention	Court Attendance Officer	G10	1	1
	<b>Total</b>		<b>2</b>	<b>2</b>

#### 16. How posts will be filled in the new structure

The process that will be applied, including the process for raising complaints, will be the Council's [Change Management and Organisational Review Policy \(CMOR\)](#).

In accordance with the CMOR the following proposals have been informed by 'job matching' i.e. comparing posts in the current structure with posts in the proposed new structure:

##### Appointment by job matching and assimilation and/or Ring-fenced interview

The new posts below are potentially considered to be sufficiently similar to the old posts that following a job matching process it would warrant assimilation and/or ring-fenced interview:

<b>Proposed new post &amp; Grade &amp; FTE</b>	<b>Current post proposed to be deleted</b>	<b>Current Headcount (potentially assimilated and/or ring-fenced to new post)</b>	<b>Current FTE (potentially assimilated and/or ring-fenced to new post)</b>
Early Support Manager x 3 MG1	<ul style="list-style-type: none"> <li>• EIS Team Manager</li> <li>• Hub Managers</li> </ul>	3	3
Early Support Coordinator x 4 G9	<ul style="list-style-type: none"> <li>• Network and Project Coordinators</li> <li>• Youth Development Project Coordinator</li> <li>• Area Youth Worker</li> <li>• Youth Employment Project Coordinator</li> </ul>	tbc	tbc
Early Support Practitioner x 21.5 G5 – G7	<ul style="list-style-type: none"> <li>• Early Intervention Workers</li> <li>• Children’s Centre Practitioners</li> <li>• Mentoring Project Worker</li> <li>• Youth Worker</li> <li>• Youth and Community Worker</li> </ul>	tbc	tbc
Early Support Educator x 4 G3 – G4	<ul style="list-style-type: none"> <li>• Children Centre Educator</li> <li>• Play Worker</li> <li>• Play Leader</li> </ul>	tbc	tbc

If there are others with a reasonable claim to the post, then assimilation and/or ring fencing will be considered.

Appointment to vacant posts following ring-fenced interviews will be by open competition, if there are no redeployees or others with comparable claims.

### **17. Proposed selection processes**

Any assimilation is proposed to take place in the last week of July 2016 and followed by ring-fenced interviews currently scheduled to take place from August 2016. It is proposed the selection process will include the use of presentation, ability tests and/or assessment centre culminating in an interview.

### **18. Redeployment**

The following posts are not considered to be sufficiently similar to any of the proposed new posts following a job matching process and will therefore be subject to redeployment:

<b>Existing post title</b>	<b>Grade</b>	<b>FTE</b>	<b>Head in post</b>
Mentoring Project Coordinator	G9	1	1
Early Intervention & Parenting Coordinator	G9	1	1
Intensive Family Support Worker	G9	3	3
CAF Coordinator	G10	1	1



Youth Volunteering & Social Action Development Manager	G9	1	1
Social Welfare Worker	G10	2	2
Early Intervention Worker with Education responsibilities	G10	1	1
Senior Youth Development Officer	G10	1.88	2

Staff displaced by the proposals will be considered for redeployment to any remaining vacant posts and for posts available for open competition.

Staff not appointed to any post in new structure will be at risk of redundancy.

The Council will make every effort to find suitable alternative employment and you will be expected to co-operate with the Council's attempts to find suitable alternative employment as, if you do not, you may not be entitled to redundancy payments in the event that your employment is subsequently terminated.

### **19. Voluntary Redundancy**

To mitigate against potential compulsory redundancies arising from the EIS Service Transformation, consideration of volunteers for redundancy is being proposed and confirmed with the trade unions via this consultation pack.

There are two opportunities in which staff can provide an expression of interest. The first being during the formal consultation for the service transformation expected to end on 7<sup>th</sup> July 2016. EIS, CC & YDT staff who may wish to volunteer in line with the Change Management policy can do so by following: [Change Management and Organisational Review Policy \(CMOR\)](#). Staff should confirm their interest by emailing Gloria Lau, [Gloria.lau@harrow.gov.uk](mailto:Gloria.lau@harrow.gov.uk) HR Associate supporting the project.

The second opportunity is to formally apply between the period of 21<sup>st</sup> and 28<sup>th</sup> July 2016 (final structure and implementation is published). Appendix 4 attached is the proforma for completion by volunteers for redundancy **after** the end of consultation.

### **20. Career progression criteria and process and the Progression Panel**

Within the proposed model the Early Support Educator and Early Support Practitioner posts are career graded posts. To ensure these posts remain financially sustainable and to allow real career progression within the structure it is necessary to set a ceiling on the numbers of posts in each grade and the proposed numbers are set out above.

It is proposed that progression is based on evidence of the post holders who consistently achieve desired outcomes over and above their existing grade/remit and linked to the appraisal process. Validation of readiness for progression is linked to the mid year or year end performance appraisal review.

When a vacancy at a higher grade within the career grades arises a panel made up of the Head of Service and nominated Early Support Managers and/or Early Support Coordinators will be convened to consider the presentation by individual(s) of the evidence of their achievement and outcomes for clients.

The operating model of the team will work on the basis of Early Support Hubs working across the following age ranges:

Indicative Grade & FTE	Main Focus	Secondary Focus
G3 x 2	Prenatal – 12 years	
G4 x 2	Prenatal – 12 years	12 -16 years

Indicative Grade & FTE	Main Focus	Secondary Focus
G5 x 6	Prenatal – 16 years	16 – 19/25 years
G5 x 4	12 – 19/25 years	5 – 12 years
G6 x 4	Prenatal – 16 years	16 – 19/25 years
G6 x 2	16 – 19/25 years	5 – 12 years
G7 x 3 plus 2 x 0.5 FTE	Prenatal – 16 years	16 – 19/25 years
G7 x 3	16 – 19/25 years	5 – 12 years

Indicative Grade & FTE	Main Focus	Secondary Focus
G9 x 2	Prenatal – 16 years	16 – 19/25
G9 x 2	16 – 19/25	5 – 12 years

Indicative Grade & FTE	Main Focus	Secondary Focus
MG1 x 2	Prenatal – 16 years	16 – 19/25 years
MG1 x 1	5 – 19/25 years	Prenatal – 5 years

It is proposed that staff have the opportunity to develop their skills across the Hubs and age ranges dependent upon their assessed areas for development and goals for career progression.

## **21. 80% / 20% working model**

In response to staff feedback, scrutiny of staff deployment, reach and effective time management, it is proposed that we aim to achieve the ambition of 80% of time spent directly with clients, and 20% of time on non-direct work/activity.

G9 will provide 30% support to managers and service planning; the remaining 70% of time will offer 80%/20% direct work and non-direct work/activity.

## **22. Staff Relocation**

The intention is to sustain 2 Children’s Centre Hubs, and develop a 3<sup>rd</sup> Hub – all to be known as the Early Support Hubs.

In response to staff and partner feedback suggesting that EIS staff should be based within the community, the proposal is that from September, EIS staff who are normally based in the Civic Centre, will move out to the Children Centre sites across the Borough.

At this stage, no decisions have been made as to who will be allocated where, as this cannot be achieved until after the new establishment has been confirmed.

The proposed model will mean however that staff will have an allocated Early Support base and Early Support Manager. In order to establish and embed a flexible network model across the three hubs, the cross network deployment of staff is required to plan, deliver and maximise the Early Support offer.

The Early Support Hubs will be set out as below:

<b>Hillview Hub</b>	<b>Cedars Hub</b>	<b>Wealdstone Hub</b>
Hillview	Cedars	Wealdstone
Gange	Stanmore Park	Pinner Centre*
Kenmore Park	Chandos	Cedars Youth Centre(link)**
Elmgrove	Pinner Wood	
	Whitefriars	

\*The Pinner Centre is considered as part of the Children's Centres estate and is currently partially occupied by partners including school nurses and voluntary pre-school which provides income generation as agreed in the last Children's Centre reorganisation in 2015. It will be a base for Early Support staff to work from and the building will be managed by the Early Support Manager for the Wealdstone Hub.

\*\* It is proposed that the Cedars Youth Centre will be central to the youth offer and potentially will incorporate Early Support staff working from the site.

In order to meet the needs of children, young people and their families, the proposed model will provide daytime, evening and weekend services and activities.

### **23. JNC Terms and Conditions**

The current JNC Establishment is 4.31 FTE made up of the following:

<b>Hours of Work</b>	<b>FTE</b>	<b>Heads</b>
Full time	3	3
Part time	0.51	1
Term time only part time	0.8	6
Total	4.31	10

The proposal is to have all staff working in Early Support to be working to the same Harrow Terms and Conditions of Service. When reviewing job descriptions and in discussions with staff, it became apparent that some JNC staff on JNC terms and conditions are working alongside non-JNC staff undertaking the same or similar tasks, with similar or same hours of delivery.

There is no evidence to suggest that the JNC Terms and Conditions have been adhered to or provide additionality to service delivery.

Therefore the JNC Terms and Conditions will no longer apply in Harrow's Early Support. This is proposed to:

- Ensure service continuity and flexibility across Early Support
- Maximise available staffing hours to better meet the needs of the service

### **24. Hours of Work**

The intention is that all full time staff will work 36 hours per week/ part time staff will be pro-rata.

In order to meet the needs of children and young people between the ages of 0-19/25, the Early Support work, including programmes and activities will be available between the hours of

7.30 a.m. – 8.00 p.m. with some programmes and activities, and therefore staffs pattern of working, to 10.30 p.m.

Staff will be expected to work to agreed rosters to ensure sufficient capacity to deliver the work plan, at the times required to meet the needs of 0 – 19/25 years and their families.

Term time only posts will be available however the number of posts are yet to be determined and agreed.

## **25. Referral Pathways**

The intention is to operate an Early Support direct referral process, to provide easy and timely access for families and partners without going via the MASH where this is not necessary.

It has been identified that there are referrals to MASH that are known by referrers do not meet the threshold for Social Care intervention instead require easier access to Early Support. It is intended that over time, partners will have a clear understanding of the referral process related to services under the universal plus umbrella alongside a separate referral process via MASH for safeguarding concerns.

Early Support will have a clear escalation route to the MASH in the event that an Early Support referral is received where it is deemed to have a safeguarding risk element. In such cases, the Early Support Manager or Early Support Coordinator will liaise with MASH and agree timely escalation.

## **26. Time limited enabling interventions**

The proposed model is based on the belief that parents, and main role models, in families are the most influential in children and young people's lives.

With this in mind staff will plan and deliver enabling group and, at times individual, interventions that build on family strengths, promote independence, and support them to recognise their own resourcefulness and resilience. This will offer the best opportunity to achieve positive change and improved and sustainable outcomes.

*'To engage with another's thoughts and feelings, and to attend to our own, we have to be in a certain frame of mind. We have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility.'* (Smith and Smith 2008: 20)

## **27. One family, one plan, one worker**

The ambition is to have one family, one plan, one worker to avoid the need for families to tell their story on numerous occasions to a range of different professionals, and increase the use of a 'need to know' approach. This builds on the lead professional approach, and will be referred to in Early Support as the lead practitioner.

## **28. Championing work**

It is proposed that each Early Support worker, including Early Support managers, will have an area that they are champions for within the cross network model, there may be more than 1 champion for specific areas of work where there are many 'topics' to cover.

What does this mean?

This means that:-

- the worker will have and demonstrate an enhanced interest in this area of the work
- the worker may be asked to represent either the team or the service on panels, meetings, steering groups or at events and in other such situations
- the worker will, as far as possible, find out about and keep up to date with information in this area of the work as a priority
- the worker may be asked to offer a particular service or support other departments or agencies in offering a service in this area of work
- the worker will remind us if we neglect this area of work in our feeling, thinking and doing e.g. planning and provision of services
- there will be some crossover at times with other areas of championing identified

What does this not mean?

This does not mean that:-

- the worker is the only worker to know about or work with families with the specific issue identified in their lives for change
- the worker is an 'expert' or 'specialist' in the particular area
- the worker will be the only worker to access development opportunities in the area
- it will be the only area of 'responsibility' delegated to the worker, there may be others as well as the named one

## **29. Together with Families**

In recognition that the Together with Families Strategy depends on a multi-agency response, Early Support staff will contribute to the work and implementation of the strategy by delivering the new Early Support cross network model.

The intention is to maximise the use of a skilled, flexible, trained workforce using evidenced based approaches, programmes and role modelling in all engagements with children, young people and families.

Examples of this are the knowledge that:-

- 'good youth work develops the ability of young people to think for themselves'
- 'parents need to become independent problem solvers so they trust their own judgement'
- Early Support should act as an enabler as opposed to creating dependency

### 30. Communication

Staff can feedback to inform the final model through planned group and individual sessions, or by email to [Ann.Garratt@harrow.gov.uk](mailto:Ann.Garratt@harrow.gov.uk) / Hilary via [CCProjectwork@harrow.gov.uk](mailto:CCProjectwork@harrow.gov.uk) or by written correspondence addressed to: Gloria Lau, C/O HR Department, 3<sup>rd</sup> Floor South Wing, Civic Centre, HA1 2XY.

To avoid any confusion, please include in the subject of any email the words ‘**EIS Consultation Response**’.

### 31. Implications for conditions of service

YW/JNC Terms and Conditions	Proposal is for all staff to work to Harrow's terms and conditions
36 hours FTE per week	All staff will work to the above hours and part time staff will work pro rata
Changes to current contracts / psychological agreements / geographical agreements /individual agreements/ working hours and patterns	All current arrangements will be subject to review
Part time contracts	Part time contracts will start from 15 hours per week. There will be some part time posts available and will be either:-  For grades G3 – G7, 15 or 18 Hours per week For grades G9 - 18 Hours per week For grade MG1 - FTE
Base	Staff will be allocated to designated hubs as their named base and cross network working will be expected
Transitioning around the borough and contractual implications	As part of a flexible service delivery model, staff will be expected to work at more than one site in any given day.  All Harrow employees have a designated work base stated in their contract of employment; however, they may reasonably be required to work at any location within the Borough of Harrow, at home, in neighbouring council offices, or anywhere within reasonable travelling distance and time, in addition to their normal place of work.  Any flexible working requests will be considered in accordance with the Council's Mobile and

	<p>Flexible Working Policy and the needs of the service will be paramount in agreeing any arrangement.</p> <p>It is not expected that the requirements of the proposed new posts would fulfil the eligibility criteria for Harrow Car User Allowance.</p>
Supporting with opening and closing buildings	There is an expectation that all staff may be required to open and close buildings, subject to relevant risk assessment.
80% 20% change	Staff will be expected to manage their roles and responsibilities within the 80%/20% model.

### **32. Support for employees through process**

Advice and support is available to you from your trade union and the Council's [Employee Assistance Programme](#) who can be contacted on 0800 141 2784. [LifeTrack](#) is one of the many support services available to staff. It is an on-line support tool which is provided in partnership with Working Transitions to support you throughout periods of change.

### **33. Timescale and Next steps**

<b>Activities</b>	<b>Start Date</b>	<b>End Date</b>
Formal consultation	8 <sup>th</sup> June	7 <sup>th</sup> July
Expression of interest for voluntary redundancy	8 <sup>th</sup> June	7 <sup>th</sup> July
Consider feedback, formulate and issue final structure and implementation plan	8 <sup>th</sup> July	21 <sup>st</sup> July
Assimilation confirmation	22 <sup>nd</sup> July	26 <sup>th</sup> July
Issue at risk letters	22 <sup>nd</sup> July	26 <sup>th</sup> July
Application for voluntary redundancy	21 <sup>st</sup> July	28 <sup>th</sup> July
Confirm voluntary redundancy	29 <sup>th</sup> July	5 <sup>th</sup> August
Ring-fenced selection & interviews	1 <sup>st</sup> August	26 <sup>th</sup> August
Redeployment	25 <sup>th</sup> July	30 <sup>th</sup> September
Issue redundancy notice	1 <sup>st</sup> August	30 <sup>th</sup> September
Implement new structure (staggered implementation)	1 <sup>st</sup> September	30 <sup>th</sup> September

## Frequently Asked Questions and Answers in Reorganisation

### 1. **Why does the Group need to restructure? Can't things be left the way they are?**

**Answer:** In spite of the need to find savings, this is also viewed by managers as an opportunity to propose the re-focussing of the work of the Early Intervention Service in line with the need to address the many emerging themes affecting children, young people and their families locally. The need for robust preventative services has rarely been greater. Particular attention in this redesign has been given to ensure that both cost and value are sustainable and respond to those most in need of early support.

### 2. **Does the consultation mean that my views and opinions on the proposals count and a final decision has not been made to restructure?**

**Answer:** The consultation process means that management are proposing these changes and also proposing how it will be done. A final decision on how the changes are made have not been finalised yet and your views and those of other stakeholders will be considered before a final decision is made.

### 3. **What happens within a restructure?**

**Answer:** In a restructure/reorganisation the staffing structure changes and in some cases this involves the deletion of existing posts and the creation of new posts in line with a new business way of working. Once new posts have been created management will try and match current employees to new posts within the new structure through assimilation or ring-fencing arrangements.

### 4. **Does the deletion of my post automatically mean that I have been selected for redundancy?**

**Answer:** No. Posts that are deleted may be replaced with new posts. If there is a match between the new and old post then where possible you will be assimilated/ring-fenced into the new post.

### 5. **What is assimilation?**

**Answer:** Assimilation is the process in a reorganisation whereby an employee whose current job matches a job in the new structure can be offered, without being interviewed, the new position.

### 6. **I am acting up/seconded into a higher graded post which is for a period of less than 1 year. Can I be considered for assimilation into the higher graded post?**

**Answer:** No. Assimilation will only be considered where the reorganisation affects your substantive post.



**7. What is ring fencing?**

**Answer:** Ring fencing is a method of selecting people for a post in a restructuring process. When there are more people than posts available or when an employee's current job does not match a job in the new structure, those employees affected will have the right to apply for posts in the new structure ahead of any others. Only when the ring fencing process has been completed will any "unfilled" posts be open to others.

**8. How would we ensure that Role Profiles are fair and reflect the duties required of us?**

**Answer:** Role Profiles are part of the consultation process and we welcome your views on them. The Role Profiles will also be provided to the unions to consult on their content and also the grading.

**9. What if I am not successful in obtaining a post in the new structure through assimilation or ring-fenced interview?**

**Answer:** You may wish to apply for one of the roles under open competition. HRD will support you in this process.

**10. What if I do not want to apply for any posts in the new structure or accept a redeployment opportunity and prefer to be made redundant?**

**Answer:** Unreasonable refusal to accept an offer of suitable alternative employment will normally affect an individual's entitlement to a redundancy payment. The restructuring is not an opportunity for individuals to seek voluntary redundancy but it is an opportunity for the business to re-organise itself to deliver an effective service.

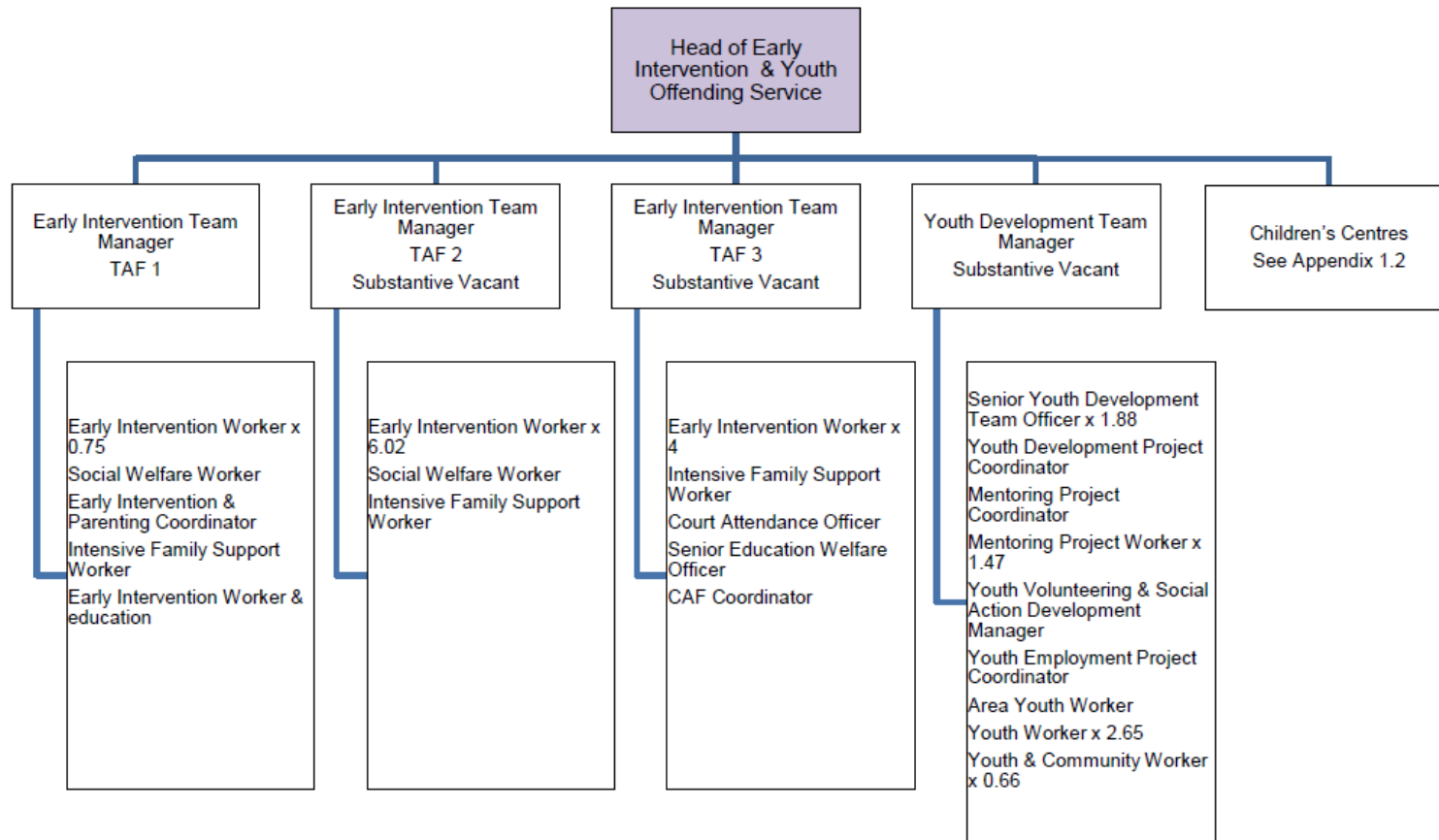
**11. What support will I receive through this re-structuring process?**

**Answer:** To ensure that staff are well supported and informed throughout the process, support and guidance will be available from your manager and, if you belong to a union, your union representative. Advice and support is also available to you from the council's Employee Assistance Programme who can be contacted on 0800 141 2784.

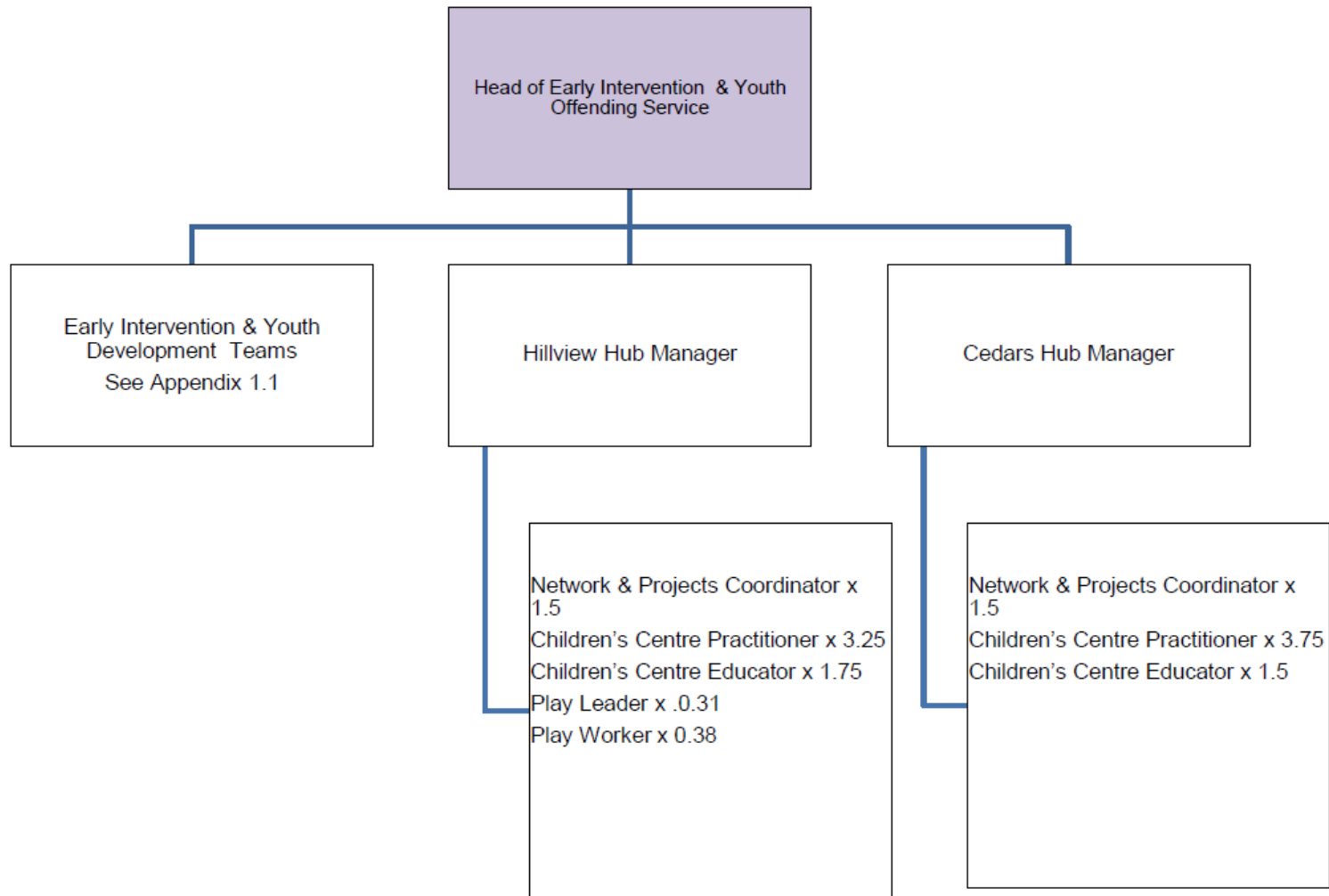
**12. What if I feel I have been treated unfairly in the restructuring process?**

**Answer:** If you feel you have been unfairly treated in the process then you should contact the senior manager leading the re-organisation. If still unsatisfied after this then you can raise your complaint through the Grievance Procedure and seek advice through your trade union.

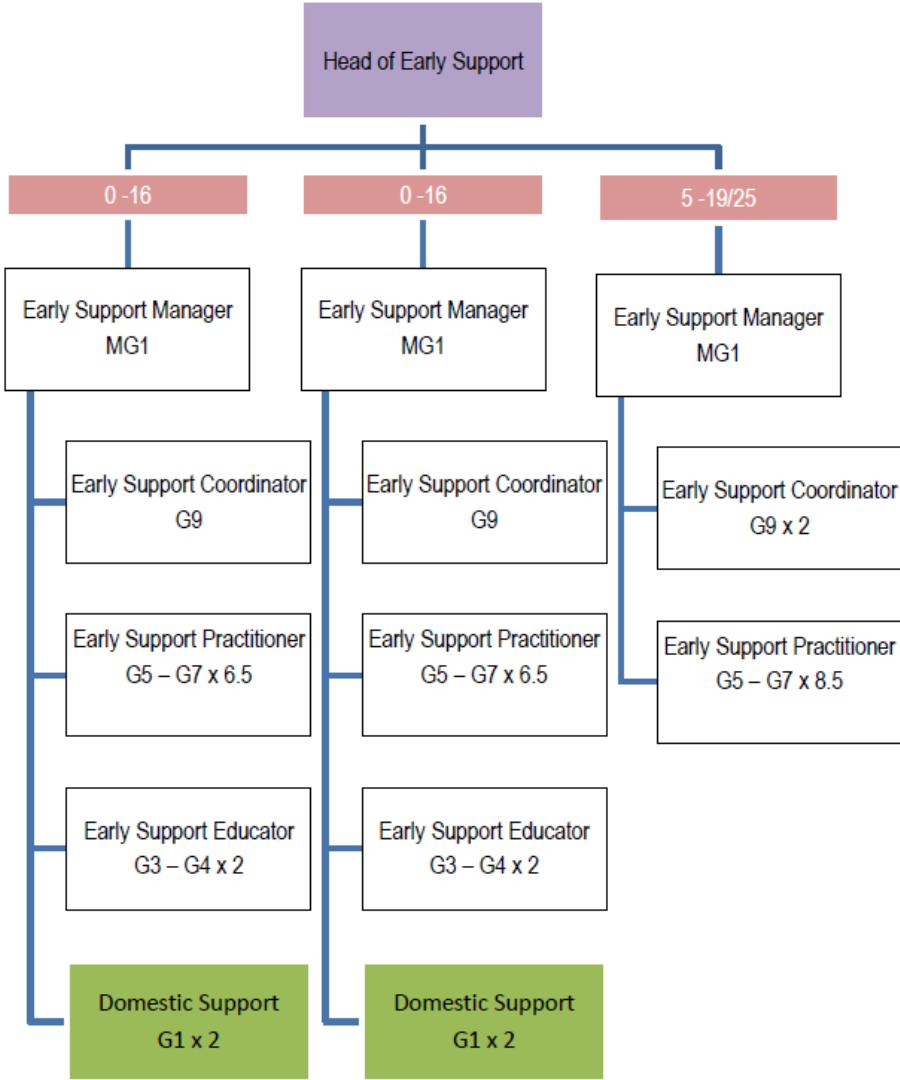
## Early Intervention & Youth Development Current Structure – Appendix 1.1



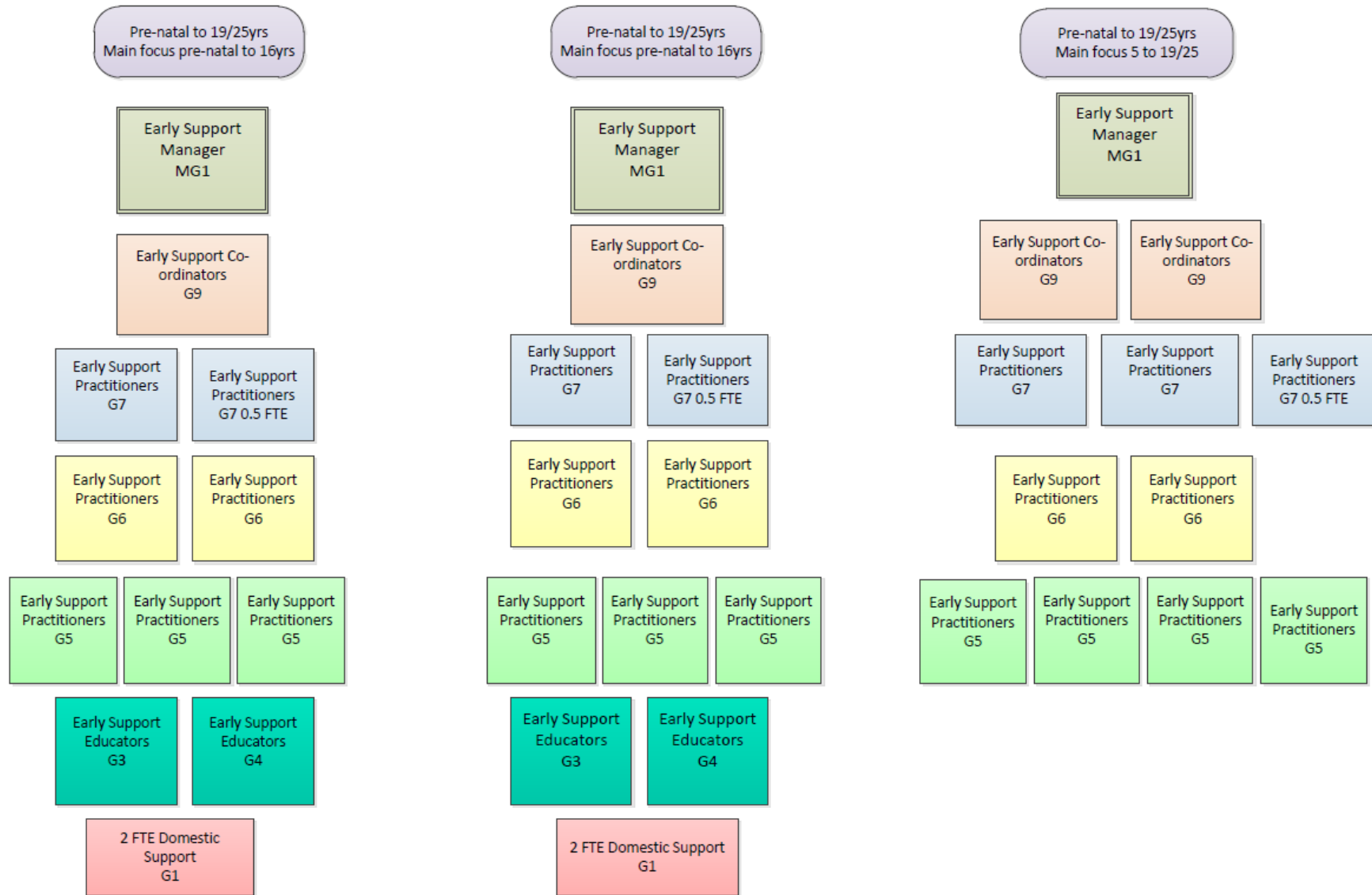
## Early Intervention: Children's Centres Current Structure – Appendix 1.2



# Early Support Proposed Structure – Appendix 2



Appendix 2a – Early Support Proposed Structure.  
Breakdown of the number of posts within each grade at any given time



## JOB DESCRIPTION / ROLE PROFILE - DRAFT

**Job Title: Early Support Educator – Appendix 3.1**

**Indicative Grade: G3 – G4 x 4**

**Directorate: People Services**

**Division / Section: Early Support - - Pre-natal – 19/25 years**

Grade & FTE	Main Focus	Secondary Focus
G3 x 2	Prenatal – 12 years	
G4 x 2	Prenatal – 12 years	12 -16 years

**Reports to: Early Support Manager**

**Date: May 2016**

### 1 ROLE PURPOSE

To work with babies, very young children, children, young people and their families (referred to in this document as our 'client group') to improve their outcomes through the provision of support and early intervention services in a range of ways including; children's group work, children and parent/carer group work, workshops, holiday activities, and on occasion individual work.

To support Early Support practitioners, key workers or other identified staff at the Centre in the provision of integrated care and education, parenting programmes, group work and a range of targeted and universal interventions planned to the key outcomes for Early Support.

#### **Addition for G4**

To work with young people 12 – 16 years and working across age ranges and undertake keyworking role for prenatal – 16 years.

### 2 DIMENSIONS

To work at times alongside named group leaders and at times as a group leader with a designated number of our client group to:

- Deliver activity sessions using the foundation stage curriculum, evidenced based parenting interventions and parenting programmes, and other agreed materials to meet all children's needs.

- Respond proactively to children’s and young people’s needs, modelling and demonstrating good practice in early years and young people’s care, health and education, sharing evidence based knowledge, scaffolding children’s learning through appropriate adult strategies, and supporting parents/carers to understand better their child’s and young people’s behaviours and needs as necessary.
- Be an effective and vigilant observer of children’s, young people’s learning, care and development
- Support the assessment of needs to ensure early identification of any potential additional learning areas that parents may be required to understand, and may need the involvement of other professionals to effect a change.
- Communicate positively, supportively and effectively with parents/carers about their children’s and or young people’s learning and development and as necessary, under the guidance of Early Support practitioners or Early Support coordinators/Early Support Managers.
- Liaise with other colleagues internal and external and contribute to successful achievements of the agreed outcomes and successful Ofsted outcomes.

**Addition for G4**

- Deliver activity sessions using the relevant curricula, including curricula for the 12 – 16 year age group
- Deliver evidenced based parenting interventions and parenting programmes, and other planned activities to meet children’s and young people’s needs

**3 CONTEXT**

- Work across an Early Support model of Children’s Centre delivery and part of a one network model
- Support agreed partnership work with the private, voluntary and statutory sectors of the community within the Children Services settings
- Work alongside others, and at times under the guidance of the Early Support practitioners and co-ordinators and the management of the Early Support Manager.

**Addition for G4**

- Work across an Early Support model of Children’s Centre and Youth Centre delivery and part of a network of centres
- Support agreed partnership work with the private, voluntary and statutory sectors of the community within the Children Services settings and other settings e.g. PVI, schools, community venues

**MAIN DUTIES / ACCOUNTABILITIES**

List the principal duties/accountabilities of the post and the role specific accountabilities.

**Note** – Minimum accountabilities for equality & diversity, health & safety, training & development and information security compliance have been included as standard phrases for all posts. Depending on the level and responsibility of the post enhance and add to these as appropriate.

<u>A</u>	<b>Generic Duties/Accountabilities – for all posts H11 and Below</b>
1.	To ensure compliance with your responsibilities as laid out in the council’s equal opportunity policy and take an active role in promoting and enabling equality of opportunity, promoting the diverse needs and aspirations of Harrow’s community.

2.	To ensure compliance with your responsibilities as laid out in the council's health and safety policy and take an active role in promoting a positive health and safety culture.
3.	To promote and participate in the council's investors in people (IIP) and individual performance appraisal and development (IPAD) initiatives.
4.	To ensure compliance with the council's information security policies and maintain confidentiality.
	<b>Service Specific Duties/ Accountabilities</b>
5.	To contribute in the Early Support delivery planning process.
6.	To work flexibly as part of a team including participating in supervision sessions, staff training days and staff meetings.
7.	To work positively and sensitively as a flexible member of the staff team across a range of projects operating within the Early Support model, this requires working with community groups, partners and will include evenings and Saturday working as part of working hours.
8.	To have knowledge of Children's Centres strategy and how this relates to providing integrated services for children, young people and their families.
9.	To support children 0 -12 years, with their individual needs and personal care, including as necessary with children's / young people's feeding, toileting and personal hygiene care.
10.	To undertake a minimum of one champion role.
11.	To keep accurate recordings as requested, contributing to activity plans and evaluations of work involving children and their families to demonstrate impact
12.	To be responsible for delegated areas of planning and evaluating of activity sessions for our client group.
13.	Prepare, offer, manage and clear activities and follow the care of the centre document in sustaining the quality of the centre building. This includes cleaning duties.
14.	To modify activities to enable all children to access the activities/curriculum, encouraging independent skills, record keeping is part of this process.
15.	To safeguard all children by following Harrow Safeguarding Children's Board guidelines and be able to record as needed any incident. Record any referral information following the protocols and procedures in place.
16.	Undertake associated administrative tasks and relevant risk assessments; both people and environment, commensurate with grade
17.	To carry out other related duties within the early intervention service commensurate with the grade.
18.	To work within all Harrow Council's and the Children's Centres' and Youth Centres procedures pertaining to the Early Support model.
19.	<b>Addition for G4</b>
20.	To support children 0 -12 years and young people 12-19/25 with their individual needs and personal care, including as necessary with children's / young people's feeding, toileting and personal hygiene care.
21.	To undertake low level universal plus keyworking role as required

## SELECTION CRITERIA

**Note for applicants** – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A'



below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked 'A'

**Note for managers** – List the selection criteria that are essential for individuals to possess in order to do the job. Equality & diversity criteria must be built into the selection criteria to assess understanding, awareness and commitment to equality and diversity in employment and service delivery and how individuals will apply it when carrying out their duties.

Clearly indicate in the end column which **method of assessment** or combination of methods will be used to assess each criteria i.e. Application (A), Interview (I), Test (T)

**Ranking Order** – All criteria must be numerically ranked (in the ranking order column) in order of importance with the most important criteria ranked highest relative to other criteria i.e. The most important criteria be given the ranking order of 1, the next most important 2 and so on. Where 2 or more criteria are equally important, they should be ranked the same i.e. Both given the same ranking order of 1 for example.

<b>Ranking Order</b>	<b>Knowledge Indicator</b> (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	<b>Method of Assessment</b>
1	a. Knowledge and understanding of equal opportunities in service delivery and an understanding of anti-discriminatory practice in working with children, young people and their families.	A I
1	b. Knowledge of how to promote positive images of racial identity and disability for all children.	A I
1	c. Knowledge of Special Educational Needs, requirements of Ofsted, and Safeguarding Children	A I
1	d. Knowledge of the Early Years Foundation Stage Curriculum/key stage 1 curriculum	A I
	<b>Addition for G4</b>	
1	e. Knowledge of Youth Services and the Youth Offer and how it relates to positive Youth outcomes	A I
	<b>Experience</b> (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	<b>Method of Assessment</b>
1	f. Working with children, young people and with parents.	A I
1	g. Working with children aged prenatal – 5 years in a care, health and education group setting	AI
1	h. Working with children and families with diverse needs	A I
1	i. Working with children prenatal – 12 years	A I
2	j. Working within a multi disciplinary environment	A
2	k. Working within a team and attending staff meetings and training	A
1	l. Experience of planning age appropriate learning environment for children prenatal – 12 years accompanied by parents/carers	A I
2	m. Experience of delivering a quality, proactive and client-focussed service	A I
	<b>Addition for G4</b>	
1	n. Experience of working with young people 12 -16 years	A I
	<b>Education, Qualifications and Training</b> (Specify only essential qualifications that can be justified and equivalent qualifications)	<b>Method of Assessment</b>

	gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	
1	<b>o.</b> Early Years vocational qualification level 3 or above	<b>A Cert</b>
	p. Commitment to and evidence of continual professional development	<b>A</b>
	q. Full First Aid certificate/Paediatric First Aid or willingness to train	<b>A Cert</b>
	r. Food handling certificate or willingness to train	<b>A Cert</b>
	Addition for G4	
1	s. Commitment to train/upskill in working with young people	<b>A I</b>
	<b>Skills and Abilities</b> (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	<b>Method of Assessment</b>
1	<b>t.</b> Ability to effectively understand, observe and record children's learning and development	<b>A I</b>
1	<b>u.</b> Ability to communicate effectively through oral, written and listening skills with children, young people and adults	<b>A I</b>
1	v. Good interpersonal skills – able to influence and inspire confidence with fellow Early Support professionals, Council colleagues, external partners/stakeholders and clients	<b>A I</b>
1	<b>w.</b> Ability to build and maintain appropriate professional relationships with carers/parents.	<b>A I</b>
1	x. Good analytical ability with good attention to detail – able to analyse and interpret information including basic data and produce accurate and meaningful management information	<b>A I</b>
1	y. Able to effectively plan and handle own workload with conflicting priorities as well as maintain and balance client focus and demonstrate resilience	<b>A I</b>
1	<b>z.</b> Ability to work in a flexible manner and respond to changing priorities.	<b>A I</b>
1	aa. Resourceful and pragmatic problem solving skills	<b>A I</b>
1	<b>bb.</b> Ability to work responsibly both on your own initiative and with others in a busy multi-disciplinary environment and contribute to the broader Early Support agenda	<b>A I</b>
1	cc. Proficient use of MS Office Tools including Outlook, Word and Excel. Willingness and aptitude to learn other IT systems, databases to proficient user level as required	<b>A I</b>
1	dd. Ability to lift, carry and move children, equipment and resources.	<b>A</b>
1	ee. Ability to travel between sites	
	<b>Addition for G4</b>	
1	ff. Ability to effectively understand, observe and record young people's learning & development	<b>A I</b>
1	gg. Ability to plan age appropriate positive environment for young people age 12-16 years	<b>A I</b>
1	hh. Ability to keywork with families and individuals	<b>A I</b>
	<b>Other Essential Factors</b> (Specify criteria directly related to the job e.g. ability to work unsocial hours, physical requirements, distinguish between 'need' and 'convenience' so it is justifiable and not discriminatory e.g. to women or disabled applicants. Include Genuine Occupational Qualifications or Requirements (GOQ's or GOR's) here if an essential requirement	<u>Method of Assessment</u>
1	<b>ii.</b> To be willing to attend appropriate training courses to promote	<b>A</b>

	professional development, and keep up to date through professional reading.	
1	jj. To be able to work flexible working hours including evenings and weekends.	A
1	kk. Satisfactory enhanced DBS check	A
1	ll. Satisfactory health and attendance record	A
1	mm. Willingness to travel between sites	A

**Form Completed by:**

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Form Evaluated by:**

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## JOB DESCRIPTION / ROLE PROFILE

**Job Title:** Early Support Practitioner – Appendix 3.2

**Indicative Grade:** G5 – G7x 21.5

**Directorate:** People Services

**Division / Section:** Early Support - Pre-natal – 19/25 years

Grade & FTE	Main Focus	Secondary Focus
G5 x 6	Prenatal – 16 years	16 – 19/25 yrs
G5 x 4	12 – 19/25	5 – 12 years
G6 x 4	Prenatal – 16 years	16 – 19/25
G6 x 2	16 – 19/25	5 – 12 years
G7 x 3 plus 2 x 0.5 FTE	Prenatal – 16 years	16 – 19/25
G7 x 3	16 – 19/25	5 – 12 years

**Reports to:** Early Support Manager

**Date:** May 2016

---

### 1 ROLE PURPOSE

To take a lead role in the Early Support model to ensure high quality direct work takes place with babies, very young children, children, young people and their families (referred to in this document as our 'client group') to improve their outcomes through the provision of support and early intervention services in a range of ways including; children's group work, young people's group work, children/young people with parent/carer group work, parent workshops, out of school and holiday agreed and targeted activities, and on occasion individual work, as a keyworker.

To work as a lead worker directly with our client group, and as a universal plus key worker when necessary, and with other staff at the centres in the provision of integrated care, health and education, parenting programmes, group work and a range of targeted universal and universal plus interventions planned to ensure good outcomes for early Support.

To offer support, advice and guidance to early Support Educators in their work at the centres, and to take responsibility for the planning, or overseeing others planning, of high quality evidenced based care, health and education activity sessions for our client group.

To support the planning of services for the age ranges 0-16 years across Early Support and take responsibility for supporting the activity plan across the service sites.

### **Addition for G6**

To be an Early Support Universal Plus keyworker working with families receiving targeted Early Support resources and those at risk of escalating to targeted continuum of need for the age ranges 0-19/25 years

### **Addition for G7**

To be an Early Support Universal Plus key worker, working with families with considerable challenges and where there are family, and / or professional concerns that they may have reached the need for Targeted assessment

To support transitions to targeted services and work to sustain family in Universal Plus activities

## **2 DIMENSIONS**

To work individually and at times with others as a named keyworker/ group leader to a defined designated number of children and families and:

- Lead practice and planning of a range of interventions to improve, health, and well-being, social and educational needs of our client group.
- Support the service planning for the changing needs identified in Early Support work.
- Plan and deliver a full range of activity sessions using the relevant curricula. Plan and deliver evidenced based programmes, agreed workshops materials, and other planning to meet all children's needs.
- Respond proactively to children's and young people's needs; modelling and demonstrating excellent practice in care, health and education, sharing a range of evidence based knowledge, scaffolding children's and young people's learning through knowing and demonstrating appropriate adult strategies, and by supporting other staff and parents to understand better children's and young people's behaviours and children's and young people's needs as necessary.
- Be an effective and vigilant observer of children's and young people's learning and development, to support the assessment of their needs and to ensure early identification of any potential health, care and learning needs that may need to be understood by staff and parents and may need the involvement of other professionals.
- Communicate positively, supportively and effectively with parents/carers about their children's and young people's learning and development and as necessary under the guidance of Early Support Coordinator/Early Support Manager.
- Contribute fully to successful achievements of the Early Support engagement model with target groups and achieving the agreed outcomes including a successful Children's Centre Ofsted outcome, and Children's Services Ofsted outcome.

### **Addition for G6**

- To deliver time limited enabling interventions in both group and individual settings, which at time may be the family home
- Work closely with co-workers and key partners
- Refer to make full use of the universal services and universal plus services available to effect desired changes
- No requirement for supervising others or managing a budget

### **Addition for G7**

- To facilitate group discussions to support mentors' role
- To support the Early Support Coordinator in the initial planning of new local and national initiatives

- To support the Early Support Coordinator and Early Support Manager in the successful sourcing of funding

### **3 CONTEXT**

- Work across a network model of Children and Young People’s service delivery.
- Work alongside multi disciplinary staff and lead as necessary Early Support workers, students, mentors, volunteers, proactively contributing to partnership work with the private, voluntary and statutory sectors of the community.
- Work under the guidance of the Early Support co-ordinator, and the leadership and management of the Early Support Managers.
- To work as part of an Early Support team and with the larger team across the Early Support model and sites and other areas of Children’s Services.

### **MAIN DUTIES / ACCOUNTABILITIES**

List the principal duties/accountabilities of the post and the role specific accountabilities.

**Note** - Minimum accountabilities for equality & diversity, health & safety, training & development and information security compliance have been included as standard phrases for all posts. Depending on the level and responsibility of the post enhance and add to these as appropriate.

<b>A</b>	<b>Generic Duties/Accountabilities - for all posts H11 and Below</b>
22.	To ensure compliance with your responsibilities as laid out in the council’s equal opportunity policy and take an active role in promoting and enabling equality of opportunity, promoting the diverse needs and aspirations of Harrow’s community, ensuring equality and diversity is mainstreamed in all service activities
23.	To ensure compliance with your responsibilities as laid out in the council’s health and safety policy and take an active role in promoting a positive health and safety culture.
24.	To promote and participate in the council’s investors in people (IIP) and individual performance appraisal and development (IPAD) initiatives and information management best practice.
25.	To ensure compliance with the council’s information security policies and maintain confidentiality.
<b>Service Specific Duties/ Accountabilities</b>	
26.	To participate in the service planning process for the Early Support model and the Centres delivery plan ensuring inclusive practice.
27.	To work flexibly as part of a team including participating and contributing in supervision sessions, staff training days and staff meetings.
28.	To work as a keyworker to universal plus families, and Together with Families, or other government initiative interventions.
29.	To work positively and sensitively as a flexible member of the staff team across a range of projects operating within Early Support, this requires working with community groups, partners and will include working evenings and Saturdays as part of working hours.
30.	To liaise with other colleagues internal and external to ensure early identification and intervention is a priority to improve outcomes for our client group. Make referrals in partnership with parents to other professionals or other services available to support families’ individual needs.
31.	To support children prenatal -12 years, young people 12 – 19/25 years with their individual needs, including at times all personal care and to modify activities to enable all children to access the activities/curriculum, encouraging independent skills.

32.	To undertake a minimum of one champion role.
33.	To keep accurate records, plans and impact evaluations of work involving children and their families, and support Early Support educators to achieve this.
34.	To carry out other related duties within the Early Support services commensurate with the grade.
35.	To safeguard all children by following Harrow Safeguarding Children Board guidelines and be able to write coherent, concise reports as necessary.
36.	To be responsible for leading the planning of activities across the named Early Support sites and supporting others in the process, and in gathering evidence of impact.
37.	To prepare, offer, differentiate, manage and clear activities and follow the care of the centre document in sustaining the quality of the centres buildings. This includes cleaning duties.
38.	To work with all Harrow Councils Children's Centres and Youth Centres procedures pertaining to the Early Support model.
39.	Use software systems to recording work outputs, keyworker records.
	<b>Addition for G6</b>
40.	To plan and deliver evidenced based, bespoke universal plus group work interventions
41.	To undertake relevant agreed outcome focussed assessments with individuals and or families, involving other professionals as necessary
42.	To support and overview, as agreed with a manager, other staff undertaking assessments
43.	To engage and work with young people and vulnerable adults, and where appropriate their family, to identify and achieve their aspirations
44.	To work to enable parents, with their children, to identify the barriers to be the best parent they can be
45.	To explore with parents and carers their needs and circumstances in order to offer support to facilitate changes to improve the outcomes for them and their children
46.	To hold family and multi-agency family focussed discussions to effect change
47.	To be responsible for producing, implementing and evaluating a concise outcome focused individual or family intervention plan
48.	To deliver on existing and new Government initiatives to reach those who have not yet been reached and those who are challenged by making necessary changes in their lives
49.	To take additional responsibility over and above G5 remit and generic championing remit e.g SEND
50.	To undertake relevant recording processes for case work and group work; maintaining accurate electronic record keeping
51.	<b>Addition for G7</b>
52.	In conjunction with other agencies the post holder will assist in the planning, development and delivery of services for the families on their caseload.
53.	Undertake assessments and work with families that are facing considerable challenges in their lives; gathering information to map needs and chronology of events in regard to all family members, utilizing information from both the family and all the agencies involved with the family.
54.	Develop an Action Plan for each family that the family and agencies will work toward achieving. work from an evidenced based, enabling intervention focus; and when

	necessary support transitions to Targeted service.
55.	Work in partnership with the Police, Probation, Health, Housing, Education and other agencies in respect of families who present with multiple and complex needs.
56.	Ensure the implementation of the work with families considers the diversity of the local population and the diverse needs of the families through effective recording, monitoring and evaluation.

## SELECTION CRITERIA

**Note for applicants** – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A' below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked 'A'

**Note for managers** - List the selection criteria that are essential for individuals to possess in order to do the job. Equality & diversity criteria must be built into the selection criteria to assess understanding, awareness and commitment to equality and diversity in employment and service delivery and how individuals will apply it when carrying out their duties.

Clearly indicate in the end column which **method of assessment** or combination of methods will be used to assess each criteria i.e. Application (A), Interview (I), Test (T)

**Ranking Order** – All criteria must be numerically ranked (in the ranking order column) in order of importance with the most important criteria ranked highest relative to other criteria i.e. the most important criteria be given the ranking order of 1, the next most important 2 and so on. Where 2 or more criteria are equally important, they should be ranked the same i.e. both given the same ranking order of 1 for example.

Ranking Order	Knowledge Indicator (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	Method of Assessment
1	<b>nn.</b> Knowledge and understanding of equal opportunities service delivery and an understanding of anti-discriminatory practice in working with children, young people and their families.	A I
1	<b>oo.</b> Knowledge of how to promote positive images of racial identity and disability for all children.	A I
1	<b>pp.</b> Knowledge of Children's Centre agenda and how it relates to providing services for children and their families. Safeguarding Children, Special Educational Needs, Early Years Foundation Stage Curriculum, Ofsted requirements and Children's Centre inspection.	A I
	<b>qq.</b> Knowledge of the statutory responsibility for Young People and the Youth Offer	
1	<b>rr.</b> Knowledge of delivering and leading the implementation of the Early Years Foundation Stage Curriculum and key stage curricula	A I
1	<b>ss.</b> Knowledge of planning and delivering new projects to meet the needs of the community and to improve outcomes.	A I



1	tt. Knowledge of participating in the changing environment of Children's Services, Children's Centres, Youth Service and associated Government initiatives	A I
	uu. Knowledge of supporting staff development and service improvements.	AI
	<b>Experience</b> (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	<b>Method of Assessment</b>
1	vv. Working with children between the ages of prenatal -12 years and with children and parents together in groups.	A I
	ww. Working with Young People 12 – 19 / 25 years	
1	xx. Leading in service developments for direct work with children, young people and their parents/ carers.	A
1	yy. Working with children, young people and families with diverse needs, including well-being, social and health needs and leading the planning and delivery of a range of activities to meet these needs.	A I
1	zz. Working within, and taking a lead role in a team, attending and contributing to staff meetings and training	A I
2	aaa. Working responsibly both on your own initiative and with others in a busy multi disciplinary environment.	A I
1	bbb. Proven experience of working as a key worker, group lead with children aged birth – 12 years in a care, health and education group setting.	A
	ccc. Proven experience of working as a key worker, group lead with young people aged 12 – 19/25 years in a social, health and educational group setting.	
	<b>Additions for G7</b>	
	ddd. Substantial experience of working with clients who present with complex or multiple needs	
	eee. Assessing needs of young people, vulnerable adults or 'at risk' client groups	
	fff. Applying solution focused and problem solving skills with children, young people and families.	
	ggg. Implementing action plans with children, young people and families which require regular monitoring and support.	
	a. Experience of using IT for recording case notes and the monitoring of data to better target service provision hhh.	
	<b>Education, Qualifications and Training</b> (Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	<b>Method of Assessment</b>
1	iii. Early years care and education vocational qualification level 3 or above and commitment to study to level 4 and above. Level 2/3 certificate in Youth Work	A Cert
1	jjj. Parents as First Teachers or Strengthening Families Strengthening Communities or other evidenced based parenting programme or intervention, with a willingness to train in the 2 named programmes.	A
1	kkk. Commitment to and evidence of continual professional development	A

1	lll. Full First Aid/Paediatric first aid	A
1	mmm. Food Handling or willingness to be trained	A
	<b>Additions for G6</b>	
	nnn. Level 2 certificate in Youth Work Studies	
	<b>Additions for G7</b>	
	ooo. Level 4 + qualification in a relevant discipline (such as Early Years, Social Work, Health or Health and Social Care)	
	ppp. Level 2 Level (remove level 2?) or Level 3 certificate in Youth Work Studies (pre 2010) or Honours level degree (post 2010)	
	<b>Skills and Abilities</b> (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	<b>Method of Assessment</b>
1	qqq. Effectively understand, observe and record children's and young people's learning and development and support others to do the same.	A I
1	rrr. Communicate competently and effectively through oral, written and listening skills with children, young people and adults	A I
1	sss. Good interpersonal skills – able to influence and inspire confidence and develop network with fellow Early Support professionals, Council colleagues, external partners/stakeholders and clients	A I
1	ttt. Good analytical ability with good attention to detail – able to analyse and interpret information including statistical data and produce accurate and meaningful management information	A I
1	uuu. Able to effectively organise & plan and handle own workload with conflicting priorities as well as maintain and balance client focus and demonstrate resilience	A I
1	vvv. Resourceful and pragmatic problem solving skills	A I
1	www. Ability to work responsibly both on your own initiative and with others in a busy multi-disciplinary environment and contribute to the broader Early Support agenda	A I
1	xxx. Proficient use of MS Office Tools including Outlook, Word and Excel. Willingness and aptitude to learn other IT systems, databases to proficient user level	A I
1	yyy. Work in a flexible manner and respond to changing priorities, and support other staff, students, mentors and volunteers to do the same	A I
1	zzz. Able to build and maintain appropriate professional relationships with children, young people, carers/parents, staff, partners and other professionals.	A I
1	aaaa. Lead the planning of effective activities and services for children, young people and their families including assessment of risk for people and environment.	AI
1	bbbb. Support others to work effectively towards set targets	AI
1	cccc. Travel between sites to plan and provide services	A
	<b>Additions for G7</b>	
	dddd. Ability to hold multi-agency discussions with a variety of statutory agencies, with a focus of developing a support package that can empower families to reduce statutory service involvement where appropriate.	A I

	eeee. Ability to assess the needs of whole families, identifying priority areas, to plan and implement a programme of early support	<b>A I</b>
	ffff. Able to build credibility & presence to influence, inspire confidence and respect and develop network within and outside of the Council	<b>A I</b>
	gggg. Ability to work under pressure with strict deadlines	<b>A I</b>
	hhhh. Effective written, verbal and presentation skills. Ability to communicate effectively verbally and in writing, including the ability to produce accurate case records of work undertaken and to write reports.	<b>A I</b>
	iiii. Able to exercise judgement on contentious issues and analyse and interpret complex data and produce accurate and meaningful management information	<b>A I</b>
	<b>Other Essential Factors</b> (Specify criteria directly related to the job e.g. ability to work unsocial hours, physical requirements, distinguish between 'need' and 'convenience' so it is justifiable and not discriminatory e.g. to women or disabled applicants. Include Genuine Occupational Qualifications or Requirements (GOQ's or GOR's) here if an essential requirement)	<u>Method of Assessment</u>
1	jjjj. To keep up to date through professional reading and be willing to attend appropriate training courses to promote professional development	<b>A</b>
1	kkkk. To be able to lift and carry and move children, equipment and resources	<b>A I</b>
1	llll. To be able to work flexible working hours including evenings and weekends.	<b>A I</b>
1	mmmm. Satisfactory Enhanced DBS	
1	nnnn. Satisfactory health and attendance record	
	<b>Additions for G7</b>	
	oooo. Able to work evenings and weekends on a regular and consistent basis, as part of working hours.	<b>A I</b>
	pppp. Able to travel widely and frequently across the borough	<b>A I</b>

<b>Form Completed by:</b>	
<b>Name:</b>	_____
<b>Designation:</b>	_____
<b>Signature:</b>	_____ <b>Date:</b> _____

<b>Form Evaluated by:</b>	
<b>Name:</b>	_____
<b>Designation:</b>	_____

**Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

## **JOB DESCRIPTION / ROLE PROFILE**

**Job Title: Early Support Co-ordinator – Appendix 3.3**

**Indicative Grade: G9 x 4**

**Directorate: People Services**

**Division / Section: Early Support - Prenatal – 19/25 years**

<b>Grade &amp; FTE</b>	<b>Main Focus</b>	<b>Secondary Focus</b>
G9 x 2	Prenatal – 16 years	16 – 19/25
G9 x 2	16 – 19/25	5 – 12 years

**Reports to: Early Support Manager**

**Date: June 2016**

---

### **1 ROLE PURPOSE**

To work within Early Support to contribute fully to the work of the service and achieving the desired outcomes for individuals and families, through universal to targeted service (universal plus) provision in centres and through Outreach.

To undertake services and project work across the network of centres in response to Harrow Council's approach to Government legislation related to Children's Centres and Young People provision, and other relevant Government initiatives.

To set up and provide, independently or in partnership with others, specific services in the network of centres on behalf of Early Support, especially for those who have not yet been reached.

To offer management cover, in the absence of Early Support Managers, and take responsibility for the day to day management of any centre within the network of centres, all of which offer a range of services to children, young people and families in the local communities in Harrow.

To undertake group and case work and offer support, advice and guidance as required through an allocation process, and oversight of other staffs work.

To provide the Early Support response system related to referrals.

### **2 DIMENSIONS**

- To be responsible for ensuring that any financial management at centres being covered remain within the set standards in accordance with council financial regulations and legal restraints.

- To sustain working practices in each centre in accordance with the centres systems, pathways and protocols; some may differ from centre to centre.
- To uphold and promote high quality standards in a way that fully integrates all services offered to children, young people, parents and the community.
- To keep accurate and appropriate notes and records in order that they are shared with managers following any cover period.
- To coordinate as required evidence based interventions, programmes and curricula into all service provision.
- To analyse and use management data information, to ensure timely and effective responses to ??? families needing Early Support.
- To oversee, as required, planning, evaluations and keyworking documentations and recording.

### **3 CONTEXT**

- To provide high quality cover to ensure that care, health and education for very young children, young people and their families continue to be of the highest standard.
- To contribute to internal and external evaluations and inspections including Ofsted, as appropriate, contributing to any reports or self evaluations as necessary.
- To work proactively and consistently with other agencies with regard to the provision of joined up multi agency services for children, young people and their families.
- To develop valuable community involvement and ownership in the planning and coordination of Early Support services as part of any delegated project work.
- To work with lead officers, managers of Early Support, and other partners to provide quality services, training, and recruitment.

### **MAIN DUTIES / ACCOUNTABILITIES**

**Note** - Minimum accountabilities for equality & diversity, health & safety, training & development and information security compliance have been included as standard phrases for all posts. Depending on the level and responsibility of the post enhance and add to these as appropriate.

<u>A</u>	<b>Generic Duties/Accountabilities - for all posts H11 and Below</b>
1.	To ensure compliance with your responsibilities as laid out in the council's equal opportunity policy and take an active role in promoting and enabling equality of opportunity, promoting the diverse needs and aspirations of Harrow's community, ensuring equality and diversity is mainstreamed in all service activities

2.	To ensure compliance with your responsibilities as laid out in the council's health and safety policy and take an active role in promoting a positive health and safety culture.
3.	To promote and participate in the council's investors in people (IIP) and individual performance appraisal and development (IPAD) initiatives and information management best practice.
4.	To ensure compliance with the council's information security policies, and maintain confidentiality.

<b>Service Specific Duties/ Accountabilities</b>	
.5.	To represent Early Support on partnership project groups and carry out relevant associated work across the network in line with the council's vision and values.
6.	To coordinate and deliver events as required supporting Early Support to be recognised as a high functioning quality service.
7.	To offer management cover at centres to ensure children, young people, their parents and carers and the local communities are safe and secure, and access quality service provision; by managing any arising issue in line with the named person protocol to support staff teams to continue in their designated roles and responsibilities.
8.	To offer cover taking on responsibility for the day to day management of centres including quality care, health, education and group work for the relevant age curriculum and parenting remit.
9.	To support and sustain in managers absence on-going provision, implementing agreed protocols and procedures of a full range of activities for the local communities through planned and scheduled services including outreach services.
10.	To build strong links with all the professionals based at, and offering services from the centres and to work proactively with other agencies in order to plan and provide needs led activity for those who are considered more difficult to reach.
11.	To develop and carry out to a high standard a variety of project work on behalf of Early Support as requested, including; planning, providing, transition and evaluation - engaging with relevant partners and reporting on the progress and outcomes.
12.	To undertake group and casework; offer support advice and guidance as required through allocation and oversight of other staffs work.
13.	To contribute to the strong ethos which promotes positive, respectful, enabling, professional relationships with children, young people, parents, carers, local communities and all users of the centres; inspiring valuable community involvement and ownership in the planning and coordination of centre services.
14.	To undertake a minimum of one champion role.
15.	To work with the Early Support Manager and/or Head of Service and others to implement quality training, recruitment and inductions.
16.	To assist the Early Support Manager in income generation activities.
17.	To offer work related group discussion and support, for individual and team development as required by the manager.
18.	To undertake other duties and tasks commensurate with the grade.

--	--

## 5. SELECTION CRITERIA

**Note for applicants** – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked ‘A’ below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Short listing will be on the basis of assessing the selection criteria marked ‘A’

**Note for managers** - List the selection criteria that are essential for individuals to possess in order to do the job. Equality & diversity criteria must be built into the selection criteria to assess understanding, awareness and commitment to equality and diversity in employment and service delivery and how individuals will apply it when carrying out their duties.

Clearly indicate in the end column which **method of assessment** or combination of methods will be used to assess each criteria i.e. Application (A), Interview (I), Test (T)

**Ranking Order** – All criteria must be numerically ranked (in the ranking order column) in order of importance with the most important criteria ranked highest relative to other criteria i.e. the most important criteria be given the ranking order of 1, the next most important 2 and so on. Where 2 or more criteria are equally important, they should be ranked the same i.e. both given the same ranking order of 1 for example.

Ranking Order	Knowledge Indicator (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	Method of Assessment
1	qqqq. Sound working knowledge and understanding of the developmental, educational, care and health needs of very young children and young people (prenatal – 12 years and / or 12 – 19/25 years)	A I
1	rrrr. Sound working knowledge of the national and local Children’s Centre and Young People agendas along with the skills to implement these within and through a centre.	A I
1	ssss. Sound knowledge of supporting parents and carers in the role of parenting through evidenced based interventions.	A I
1	tttt. Knowledge and understanding of relevant legislation related to children and families, Safeguarding Children, Children Act, National Standards, Ofsted.	A I
2	uuuu. Knowledge of relevant Health and Safety, buildings/premises management including DDA requirements.	A
1	vvvv. Knowledge of management approaches to support quality of service provision, individuals and teams performance.	A I
	<b>Experience</b> (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	<b>Method of Assessment</b>
1	wwww. Proven post qualification experience of working	A I



	successfully with children aged between birth- eight years and above including their families. 12 – 19/25 years.	
1	xxxx. Proven post qualification experience of working to provide integrated services for children, young people and their families as a project lead.	A I
1	yyyy. Proven experience of offering management cover and supervising staff and services within a complex multi disciplinary environment in multiple locations.	A I
1	zzzz. Proven experience of project lead work, proactively forging positive relationships and partnerships with parents, staff and colleagues from a range of statutory and voluntary agencies.	A I T
2	aaaaa. Experience of successful multi agency planning of projects that benefit young children, young people and their families.	A I
2	bbbbb. Experience of working with a distance manager, coordinating a diary in response to the needs of others whilst working in a quickly changing service area.	A I
2	ccccc. Experience of working within a performance management environment	A I
2	ddddd. Experience of assisting in the development of service/training plans and the annual appraisal & development cycle for staff and coaching staff to improve performance	A I
1	eeee. Experience of assessing and managing risk – dealing with clients in difficult and/or sensitive situations in a professional manner applying judgement and demonstrating resilience	
	<b>Education, Qualifications and Training</b> (Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	<b>Method of Assessment</b>
1	Holder of a relevant early years care and education or health qualification and / or Youth Work qualification.	A
1	Degree level qualification or working towards a degree level qualification.	A
1	National Professional Qualification in Integrated Centre Leadership (NPQICL) or a commitment to study to this level at the earliest opportunity  Or  JNC Youth and Community BA honours degree	A
1	Commitment to and evidence of continual professional development	A
	<b>Skills and Abilities</b> (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	<b>Method of Assessment</b>
1	ffff. Ability to engage creatively with diverse communities in order to meet their needs	A I T
1	ggggg. Ability to supervise staff, new and changing projects, and multi-agency working through sound practices in flexible, supportive approaches towards individuals, teams, groups and service users.	A I T

1	hhhhh. Strong interpersonal skills - able to build a high degree of credibility and presence to negotiate, influence, inspire confidence and respect and develop network within and outside of the Council	A I
1	iiii. Ability to understand financial agreements, funding and finance systems and budgets using IT skills to support.	A I
1	jjjj. Ability to work with partners at all levels to plan new initiatives to improve quality and equality of access to services.	A I T
1	kkkkk. Ability to work to timescales, prioritising and influencing whilst working responsively with staff and others.	A T
1	lllll. Excellent communication skills (verbal, written and presentation) – able to communicate effectively with a wide range of audience from professional practitioners in Children Services and other disciplines, Council colleagues, external partners/stakeholders and service users	A I
1	mmmmm. Proficient use of MS Office Tools including Outlook, Word, Excel & Powerpoint. Willingness and aptitude to learn other IT systems, databases to proficient user level	A I
1	nnnnn. Resourceful and pragmatic problem solving skills	A I
1	ooooo. Able to exercise judgement on contentious issues and analyse and interpret complex statistical data and produce accurate and meaningful management information	A I
	<b>Other Essential Factors</b> (Specify criteria directly related to the job e.g. ability to work unsocial hours, physical requirements, distinguish between ‘need’ and ‘convenience’ so it is justifiable and not discriminatory e.g. to women or disabled applicants. Include Genuine Occupational Qualifications or Requirements (GOQ’s or GOR’s) here if an essential requirement	<u>Method of Assessment</u>
1	ppppp. Able to work flexibly including evenings and Saturdays as necessary.	A

**Form Completed by:**

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Form Evaluated by:**

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**JOB DESCRIPTION / ROLE PROFILE – Appendix 3.4**

**Job Title: Early Support Manager**

**Indicative Grade: MG1**

<b>Grade &amp; FTE</b>	<b>Main Focus</b>	<b>Secondary Focus</b>
MG1 x 2	Prenatal – 16 years	16 – 19/25 years
MG x 1	16 – 19/25 years	5 – 16 years

**Directorate: People Services**

**Section: Early Support**

**Reports to: Head of Service – Early Support**

**Date: June 2016**

**1) ROLE PURPOSE**

To lead the vision, planning and delivery of the Early Support integrated model and for children, young people 0-19/25 years and their families, maintain and promote standards of excellence in a way that fully integrates all services offered to children, young people, parents and the community in line with Harrow’s vision and values.

To ensure the implementation of Harrow Council statutory responsibilities for the young peoples services, at a large geographical locality level through the effective co-ordination of strategic and operational leadership and management arrangements for the network model

To deliver improved outcomes for children, young people and their families by establishing and sustaining a network of integrated services to meet the requirements of the Children’s Centre core offer, and the youth offer, and beyond, and to deliver an increasingly wanted and needed seamless service, from a user’s perspective, with a focus on; provision, service quality, partnerships and impact.

To plan and provide services that deliver integrated evidence based interventions to children, young people and families.

**2) DIMENSIONS**

Responsible for:

- a) Direct management and supervision of the staff Team
- b) Key multidisciplinary partnership working and development
- c) Direct Staff up to 15
- d) Indirect Staff – up to 15 including volunteers, commissioned and contracted staff
- e) Annual Budget - £532k plus any commissioned budget up to 100k
- f) Distance management and leadership of staff
- g) Leadership and management of DfE Ofsted inspections

h) Management of a minimum of buildings

### 3) CONTEXT

The post is responsible for the following services and outputs:

- Early Support teams are responsible for delivering the following:  
Harrow Councils Statutory Duty to provide services in response to the core Children's Centre, and young people services, to improve outcomes for young children and their families, with a particular focus on ensuring disadvantaged families that meet the Together with families criteria or similar government initiatives and minority groups in greatest need of support are reached in order to reduce inequalities in:
  - Child development and school readiness
  - Parenting aspirations and parenting skills
  - Child and family health and life chances
  - Voice of the child
  - Positive youth activities
- Contribute to local authorities fulfilling their wider duty to improve the well-being of young children and young people in Harrow and to reduce inequalities. (Well-being in this wider context is defined by the Act as: physical and mental health and well-being; protection from harm and neglect; education, training and recreation; the contribution made by them to society; social and economic well-being.)
- Providing universal and targeted services to meet the needs of the local communities
- Reach 7,000 plus children under 5 years with nearly 6,000 of these from the deprived areas of the borough
- Reach young people
- Quality Monitoring & Management Information
- Data analysis and effective use of management information
- Responding to new local and central government initiatives for children, young people and families.

The post is also responsible for:-

- Management and security of 5 buildings including responsibility for those using the buildings

***The Centres are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment***

**This position requires that the post holder undertake an Enhanced CRB disclosure prior to employment and every three years after.**

**This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not**

entitled to withhold information about convictions, which would be regarded as spent for other purposes

### **MAIN DUTIES / ACCOUNTABILITIES**

<b>Generic Duties/Accountabilities</b>	
1.	Implement and champion, through service and staff development, the Council's Health and Safety, Equal Opportunity and Information Security Policies.
2.	Promote and ensure participation in the councils supervision process, IPAD and training initiatives, information governance initiatives and information management best practice.
3.	Ensure that all post holders comply with their responsibilities as laid out in the council's Health and Safety policy and takes an active role in promoting a positive health and safety culture.
4.	To ensure that services are delivered in a manner that promotes the Council's approach to diversity.
5.	Support the operation of local and general elections when requested by the Returning Officer.
6.	To undertake recruitment and selection of new staff within agreed procedures as appropriate.
7.	To work effectively as a member of Early Support Management Team taking responsibility for leading staff, managing change and contributing to specific service Developments and initiatives.
8.	To be accountable for the financial management of the centre budget, and operate the hub and spoke services within the allocated budget and in accordance with Harrow Council's Financial Regulations, legal constraints, and allocates resources effectively.
9.	To proactively work with key partners to maximize income generation opportunities across the service. .
10.	To work closely with team managers in other areas of the Early Support to ensure quality of provision, the Team Around the Family approach, and intervention at the earliest opportunity.
11.	To be accountable for the Early Support aspects of contributing to strategic work and reports In Children and Families service and be fully involved in Children and Families Ofsted inspections as required..
<b>Service Specific Duties/ Accountabilities</b>	
1.	To be fully conversant with operational and practice issues pertaining to the delivery of Early Support Services and how they contribute to the Early Intervention Teams and other Children's Services provision, and to be accessible and responsive to these and other agencies.
2.	To be accountable for ensuring effective Governance arrangements are in place for the network model to meet the Governments governance requirements for Children's Centres, and young peoples services and be accountable for producing regular governance reports on the progress and impact of the service.
3.	To be accountable for the centres workforce development, working together, and the network approach to allow success and achievement across all provision within Harrow

4.	To ensure positive professional relationships with children, young people, parents, carers and users of the centres, promoting community involvement and ownership in the planning and co-ordination of activities.
5.	To provide strong and visionary professional leadership to staff employed by the local authority and the partner agencies and organisations that contributes to the work of Early Support .
6.	To be accountable for ensuring a positive, safe and enabling learning environment which safeguards children and young people, prioritises children's and young people's needs and supports them to achieve their full potential through access to wanted and needed services.
7.	To lead, motivate and performance manage all identified staff members in line with Harrow's policies, procedures and protocols to ensure a quality service for children, young people and their families and to promote equality of opportunity and the delivery of services that set standards of excellence.
8.	To be accountable for the success of leading on developing outward facing services including being commissioned to undertake work that improves outcomes for the most vulnerable young children.
9.	To provide opportunity to support adults back into employment through proactive partnership working, access to support, advice, guidance and adult learning, including new initiatives.
10.	To be accountable for the systematic planning, monitoring, evaluating and reviewing of the Children's centre work and interventions, working with key partners as necessary to achieve this, and with the use of IT systems to record and report data and outcomes.
11.	To lead and manage the process of successful interagency working, both internal and external, to meet the government and local objectives of the Children's Centre model and be accountable for the achievements in all identified Key Performance Indicators.
12.	To develop and support social enterprise opportunities to be successful with the intention of sustaining Early Support through commissioned work and bid for funding.
13.	To lead on the development of the vision for the Early Support , communicate and drive the vision and the service objectives, set standards to staff and key partners, so that they are aware of what is expected of them.
14.	To understand, analyse and use performance intelligence data to plan for the communities in Harrow and demonstrate innovative and creative approaches to ensure that the needs of the local communities can be met; especially those who have not yet been reached.
15.	To promote the centre as an environment for the professional development of Early Years providers from all sectors and others ; to share and disseminate best practice in the care, health and education of children locally
16.	To formulate an annual plan that identifies the key priorities for improvement towards an outstanding Ofsted and is agreed by, and approved by Children's Centre Strategic Group and young peoples strategic group.
17.	To be accountable for the use, care and maintenance of the buildings within the model.
18.	To be responsible for health and safety matters within the buildings and keep informed and up to date with such procedures and protocols and ensure that they are known, understood and followed by all appropriate staff.
19.	To be responsible for maintaining a single central record of Enhanced DBS

	disclosures in order to safeguard users of the centres
20.	To ensure that, as new services are planned and developed across Early Support adequate attention is given to the longer-term sustainability of those services having regard to the financial and human resources available to the overall Early Support.
21.	To advise and alert the Head of Service on a need to know basis about any situation that may be contentious, complex, critical or costly to the Service so that an appropriate risk assessment and management plan is put into place.
22.	To represent and/or deputise for the Service Manager as agreed whenever necessary and appropriate

The job description reflects the current duties and responsibilities of the post. As services develop and change the job description will be reviewed and amended in consultation with the postholder.



## 5. 1 SELECTION CRITERIA

**Note for applicants** – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked ‘A’ below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked ‘A’

Ranking Order	Knowledge Indicator	Method of Assessment
1	a) Up to date knowledge and understanding of the principles and applications of relevant legislation and standards Ofsted Standards and best practice	A
1	b) Thorough knowledge of safeguarding processes and procedures	A
1	c) Working knowledge of Government Key Targets and Performance indicators for Children’s Centres	A I
1	d) Knowledge and comprehensive understanding of the practical application of business planning and operational and performance management systems and processes	A I
1	e) Working knowledge of implementing the Early Years Foundation Stage curriculum guidance	A
1	f) Knowledge of working in an inclusive and developmental way when working with diverse communities	AI
1	g) Knowledge of ways to analyse and interpret data to monitor and improve service outcomes	AI
1	h) Budget Management	
	<b>Experience</b>	<b>Method of Assessment</b>
1	h) Proven track record in the successful management of people in a multi disciplinary Children’s Centre environment	A I
1	i) Sound experience of working directly with young children, young people, and their families	A
1	j) Successful experience of leadership to secure improvements to service provision	A I
1	k) Proven experience of leading a team through significant change	A I
1	l) Experience of effective delegation, performance management, motivation and development of staff	A I
1	m) Experience of working effectively to safeguard children	A I
1	n) Experience of forging and managing relationships including conflict resolution which led to successful partnership working with a wide range of stakeholders from the statutory, private and voluntary sector	A I
1	o) Experience of successfully managing buildings including	A

	<b>the security and maintenance</b>	
1	<b>p) Proven successful Children’s Centre management experience</b>	<b>A</b>
1	<b>Experience of risk assessment and management</b>	<b>A I</b>
1	<b>Track record of successfully sourcing and securing funding and commissioning and managing key operational services</b>	
	<b>Education, Qualifications and Training</b>	<b>Method of Assessment</b>
1	<b>q) Relevant early years childcare and education qualifications level 4 or above</b>	<b>A</b>
1	<b>r) Evidence of wide-ranging continued professional development</b>	<b>A</b>
1	<b>s) Degree level qualification - NPQICL - or working towards this qualification</b>	<b>A</b>
1	<b>t) Parents as First Teachers qualification</b>	<b>A</b>
	<b>Skills and Abilities</b>	<b>Method of Assessment</b>
1	<b>u) Excellent interpersonal, written, verbal communication skills at all levels and including presentation skills</b>	<b>AI</b>
1	<b>v) Ability to build a high degree of credibility and presence to negotiate, influence, innovate and inspire confidence and respect in multi disciplinary environments and develop network within and outside of the Council</b>	<b>API</b>
1	<b>w) Strong analytical ability with good attention to detail – able to exercise judgement on complex and contentious issues and analyse and interpret complex statistical data and information to produce accurate and meaningful management reports</b>	<b>A T I</b>
1	<b>x) Ability to build, lead and develop teams and individuals</b>	<b>A I</b>
1	<b>y) Resourceful and pragmatic problem solving skills and ability to demonstrate resilience</b>	<b>A I</b>
1	<b>z) Excellent planning and organisational skills to effectively plan and handle own and team workload when facing with conflicting priorities and maintain and balance service focus. Able to work flexibly and adapt to changing needs</b>	<b>A I</b>
1	<b>aa) Ability to produce and successfully implement business/action plans</b>	<b>A</b>
1	<b>bb) Ability to chair meetings</b>	<b>A</b>
1	<b>cc) Ability to deliver services against set targets</b>	<b>AI</b>
1	<b>dd) Ability to manage budgets effectively</b>	<b>AI</b>
1	<b>ee) Proficient at using a range of IT software including the deployment specific systems</b>	<b>A I</b>
1	<b>ff) Ability to work flexibly including evenings and Saturdays</b>	<b>A</b>
1	<b>gg)Satisfactory enhanced DBS</b>	<b>A</b>
1	<b>hh)Satisfactory health and attendance</b>	<b>AR</b>
1		

### **COMPETENCIES**

Identify the competencies at the appropriate level necessary to carry out the role successfully.

Refer to Council's Competency Target Levels by Role & Competencies Dictionary documents.

The competency section can only be added after the role has completed a Hay evaluation.

<b>Form Completed by:</b>	
<b>Name:</b>	_____
<b>Designation:</b>	_____
<b>Signature:</b>	_____ <b>Date:</b> _____

\_\_\_\_\_

<b>Form Evaluated by:</b>	
<b>Name:</b>	_____
<b>Designation:</b>	_____
<b>Signature:</b>	_____ <b>Date:</b> _____

\_\_\_\_\_

--	--	--	--	--	--	--	--

## VOLUNTEERING FOR REDUNDANCY – Appendix 3

### EIS Service Transformation June 2016

#### Introduction:

The Council is seeking volunteers in order to mitigate against potential compulsory redundancies arising from the EIS Service Transformation. Consideration of volunteers is being proposed and confirmed with the trade unions via this consultation pack.

Formal consultation for the service transformation is expected to end on 7th July 2016, the feedback received will be considered and the final structure and implementation plan is expected to be shared with staff on 21st July 2016. In advance of the 7<sup>th</sup> July and to give time for staff to consider whether they wish to consider volunteering it has been decided to invite expression of interest from existing EIS, CC & YD staff who may wish to volunteer in line with the [Change Management and Organisational Review Policy \(CMOR\)](#) to mitigate against any compulsory redundancies.

Each request will be considered by the Council's Officer Sub-Group on a case by case basis and by inviting you to apply the Council is not committing itself to agreeing that your application will be agreed.

#### Conditions:

- To qualify for redundancy pay you must have at least two years continuous service at **30th September 2016 or your agreed last day of service whichever is earlier.**
- Volunteers whose formal application is accepted will leave voluntarily and their employment will end by reason of redundancy.
- Unless varied by agreement, the effective date of termination of employment will be **30 September 2016**
- Outstanding annual leave that is not taken will only be paid where management has requested the employee work and not take leave. Employees who have taken holiday in excess of their accrued leave entitlement will have equivalent deductions of pay made from their final salary and redundancy payment.
- Consideration and approval of any requests including the option to cover temporary vacancies is entirely at the Council's discretion. Management decisions will be based on:
  - the need to maintain a service with the best fit of staff in terms of knowledge, skills and capability, albeit with reduced numbers of staff;
  - that there is an identifiable saving;
  - the viability of suitable alternative employment
  - this list is not exhaustive and other factors may be equally relevant
- There will be no right of appeal against the decision of the Sub-Group.
- The Council reserves the right to withdraw its agreement even after formal notice has been issued in the event suitable alternative employment is found for the employee.

All applications are to be made on this understanding and in making an application individuals are indicating their acceptance of the terms in this document.

### Sub-Group considerations:

All applications will be considered for approval by the Officer Sub-Group, currently; comprising of:

Director Legal & Governance

Director Finance

Divisional Director HR & OD

### Redundancy and early retirement payment:

Estimates of redundancy payments and early retirement figures (applicable to staff over 55 who are in the local government pension scheme) have been provided to staff who have made a request. If you have not already received the figures they can be obtained in writing by email from Gloria Lau, [gloria.lau@harrow.gov.uk](mailto:gloria.lau@harrow.gov.uk), HR Associate. Please contact Gloria to avoid in delay in receiving your figures.

### Application process and Indicative Timeline:

#### **Application Deadline:**

If you wish to apply you must do so by using the attached form and submit that form to Gloria Lau by **28<sup>th</sup> July 2016**. Applications received after this date may not be considered. Staff on holiday, maternity leave, long term sick or secondment may submit their applications by post or email sent to [gloria.lau@harrow.gov.uk](mailto:gloria.lau@harrow.gov.uk)

The Sub-Group will consider all applications on a date to be confirmed.

#### Sub-Group Decisions –

The decision of the panel will be communicated to the applicant(s) in writing from 29<sup>th</sup> July 2016 . Where an application is approved, the employee will receive formal confirmation of the Council's agreement to their request for voluntary redundancy. Where an application has been declined the employee will be given a written explanation of the reason for refusal.

**EIS**

**REQUEST TO VOLUNTEER FOR REDUNDANCY (June 2016)**

**APPLICATION FORM**

**(Please Print using block capitals)**

**To be completed by employee**

Name:..... Payroll Number.....

Date of Birth:..... Post:.....

Grade:..... Service area:.....

I wish to request voluntary redundancy or voluntary early retirement under the terms set out in the scheme on a no obligation basis.

**Voluntary Redundancy**

**Voluntary Early Retirement\***   
(including voluntary redundancy)

\*Only applicable if you are over age 55  
And are in the Local Government Pension Scheme

(please tick appropriate box)

I have received from the Pensions Team an estimate of my redundancy payment and early retirement figures (if applicable) **Yes/No** delete as appropriate

I would like to be considered for extended notice, should a temporary vacancy exist (i.e. absence cover) **Yes/No** delete as appropriate

I understand that my eligibility to receive redundancy payment, or the amount of redundancy payment payable, may be affected if I have previously received a redundancy payment from a local authority or an associated employer and that my redundancy payment will be affected if I receive an unconditional offer of employment from this or any other Local Authority (or any other employer covered by the Modification Order), on or before my last day of service with this Council **and** I take up such employment within 4 weeks of my last day of service.

Have you received a redundancy payment before from a previous employer? **Yes/No** delete as appropriate

If yes please state the name of the employer and date of payment:

Name of Employer..... Date of Payment:.....

Signature..... Date.....

**This form must be submitted to Gloria Lau by 5:00 pm 28<sup>th</sup> July 2016**

