



Job Title:	Keyworker
Base Location:	Ability to travel to other sites and CCG offices is required
Worker Status:	Agile
Contracted Hours:	Full Time (37.5 hours per week)
Reporting to:	Keyworker Network Lead
Accountable to:	Children's Commissioner for Learning Disability, Autism, Transforming Care and SEND
Key Working Relationships:	SEND, CCG, Local Authority, Adult Social Care, CPFT, NHSE

Circles Network Summary

Circles Network is a UK wide voluntary organization based in Warwickshire, renowned for building inclusive communities on the foundations of justice, advocacy, empowerment and friendships.

Within the organization there are four specialist areas these include;

- Circles Equine
- Circles Community
- Circles Advocacy
- Circles Academy.

There are a number of projects within each of these four areas that support people of any age who are isolated or at risk of isolation. Circles Network has ground breaking expertise in the development of Circles of Support, independent and collective advocacy, person-centred planning, Equine Facilitated Learning and inclusion into the mainstream of life. Working in highly creative, entrepreneurial styles, we are dynamic and ever more determined to dream, dare and do.

The Values of Inclusion

All the work carried out by Circles Network is underpinned by a strongly held set of values and beliefs known as the values of inclusion. This philosophy, where all people, regardless of ability, are seen to be citizens of worth, drives us in our mission to support.

- Everyone has a voice and the right to be heard.
- All people have dreams and aspirations.
- All people have capabilities and qualities.
- All people should have power and control over what they do now and in the future.
- The whole community can benefit from embracing diversity.
- All people should have the opportunity to lead ordinary and valued lives.
- All people have the right to live and be part of the community.
- All people need friendships and independent relationships; a natural support network.
- All means All.

Job Role

The Keyworker Network has been developed as a response to the NHS England & NHS Improvement Long Term Plan (LTP) commitment that by 2023/24, all children and young people with a learning disability, autism or both, with the most complex needs will have a designated Keyworker.

Initially, Keyworker support will be provided to children and young people with a learning disability, autism, or both, who are inpatients or are at risk of being admitted to hospital. The Keyworker will also support children and young people with Autism only who access mainstream health, education and social care services or no service at all as well as children and young people in transition between services.

Keyworking function is seen as being an important response to ensuring children and families get the right support at the time and that local systems are responsive to meeting their needs in a holistic and joined up way, placing the child /young person at the centre of planning.

The role will be responsible for understanding fully the Keyworker function and how this function can support early identification of children and young people with a diagnosis of Autism only, admission avoidance and expediate hospital discharge, using and promoting the tools with Transforming Care.

The Keyworker roles will be hosted by a group of local and specifically chosen third sector partner organisations who already have a proven track record in providing care, support, and guidance for CYP/ adults with learning disability and/or Autism.

Essential tasks and responsibilities

- Support and empower the child or young person and their family in navigating the system, and in receiving the appropriate support required at the right time, and of a high quality.
- Develop and sustain effective positive working relationships with children, parents and/or carers; having a clear grasp of their story, working to develop a personalised plan, and supporting them during times of crisis.
- Facilitate the provision and implementation of tailored behavioural and emotional support to help a child or young person and their families develop skills for progress and self-management to meet their agreed goals and outcomes.
- Facilitate the transition into, and out of, secure settings for young people to ensure minimum stay, providing support, advice and practical input as required.
- Keep track of young person's progress to gauge and meet ongoing support requirement.
- Use creative and accessible ways to communicate with children and young people with a range of communication needs, for example using pictures or role plays, to agree a set of outcomes for the Keyworking intervention.
- Represent and champion the child or young person and their family/carers/advocate in required discussions around provision of care, communicating compassionately with the young person and their family and communicating confidently with the range of professionals involved in their care.
- Maintain clear, accurate records of work with each young person in accordance with local procedures on record keeping.
- Challenge inpatient admissions to ensure they are measured, appropriate and necessary. This may involve intervention, working with services to prevent admission to inpatient settings where appropriate.

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- Create and encourage a culture which prioritises keeping children and young people within the home and local community by persuasively communicating with a range of teams and services and staff at different levels of seniority.
 - Assess procedures, systems and pathways of existing provision and teams and identify areas for improvement.
 - Within policy guidelines, streamline, coordinate and implement assessments and interventions to prevent admission to in-patient settings where appropriate.
 - Maintain an up-to-date knowledge of the local offer and keep up to date with any changes to locally available provision, in order to signpost and refer young people and their families to wider support and provision.
 - Champion and reinforce adherence to the requirements of key mental health legislation, for example the Mental Capacity Act in decisions around Tier 4 inpatient admittance to prevent unnecessary admission to inpatient settings where that is appropriate.
 - Develop effective strategic partnerships, particularly within and between children's health, social care, education, school, and the youth justice system, to disseminate specialist knowledge in the development of policies and procedures that successfully influence appropriate multi-agency improvements.
 - Actively build and maintain effective partnership working across agencies to monitor, review and address areas of concern, i.e. quality of advice and information provided in relation to DSR's and Care, Education and Treatment Review (CETR's).
 - Understand the key motivations and structural/resource-based pressures on different services in order to persuade them of need to commit to Keyworking aims where necessary.
 - Identify, guide, and refer to other services where needed e.g. carer support services, CAMHS, short breaks provision etc.
 - Identify at-risk children/young people and their families from the dynamic risk/support register (DSR).
 - Review and collate the information which has been shared and agreed with parents/carers and the young person into a clear and easily understood document to inform developments and be able to identify gaps which need to be addressed.
 - Work within an area where they may be significant barriers and resistance to change.
 - Experience occasional indirect exposure to highly emotional circumstances.

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- Identify/create plans to mitigate and overcome risks, issues, and barriers to change.
 - Keep abreast of key NHS, NHSE and STP wide service developments and service improvement techniques.
 - Frequent travel requirement.
 - Use of a visual unit on most days.

Patient Contact

Work with children, young people, parents and carers demonstrating the ability to discuss a wide range of health care information and to support them at times of crisis.

Communication

Manage difficult and contentious conversations and situations in a sensitive and collaborative manner.

Support the Keyworker Lead in collating and providing data submissions, to evidence the progress of the Keyworker Project.

Support in the feedback to NHSE on progress and the next phase of the bid process

Liaise with and support the independent sector

Ensure there is a professional link between statutory and third sector providers

Disclosure and Barring Service (Enhanced)

This post is subject to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and as such it will be necessary for a submission for disclosure to be made to the Disclosure and Barring Service to check for any previous criminal convictions. We are committed to the fair treatment of our staff, potential staff or users in line with its equal opportunities policy and policy statement on the recruitment of ex-offenders.

Person Specification

Job Title: Keyworker

	Essential Criteria	Desirable Criteria
Qualifications and Training	<p>Educated to degree level or appropriate relevant equivalent with post graduate professional experience within the NHS or social care or private sector</p> <p>Able to demonstrate on-going personal development</p>	<p>Management qualification</p> <p>Qualified and registered health care practitioner, for example, RN (child), RN (LD), RMN, Occupational Therapist, Physiotherapist or Speech and Language Therapist</p>
Experience	<p>Experience of working within the field of learning disability and autism, especially about leading, designing and delivery coproduction systems and activities</p> <p>Experience of conducting evidence-based assessments, reviews, and analysis to shape and inform services</p> <p>Experience of working in challenging environments where barriers and opposition to change are met with a solution focused approach</p> <p>Experience of working with children and young people with a range of needs which would meet the criteria for an assessment for an EHC plan and/or CETR</p> <p>Experience of working with a wide range of health professionals</p> <p>Experience of working as part of multi-agency system</p>	<p>Experience of providing input into the process of assessment and planning for an EHC plan and/or CETR</p> <p>Experience of the Cambridgeshire and Peterborough Health System</p>
Skills, ability, and	Have an understanding of Person-	Understanding of NHS and/or Third

<p>knowledge</p>	<p>Centred Planning</p> <p>Knowledge of Transforming Care and SEND Reforms and Mental Health related National Trends, relevant policies, and Legislation</p> <p>Knowledge of the statutory services that support children and young people with Transforming Care Needs (Education, Health and Social Care)</p> <p>Influencing, negotiation and liaison skills</p> <p>Excellent communication skills both verbal and written</p> <p>Change management skills</p> <p>Ability to foster good working relationships, motivate others and use influencing and negotiating skills</p> <p>Demonstrate experience of how to effect cultural and behavioural change</p> <p>Demonstrate data handling and analysis skills</p> <p>Excellent IT skills</p> <p>Ability to prioritise and respond flexibly to frequent changing demands</p> <p>Ability to travel within Cambridgeshire and Peterborough</p> <p>Ability to work under pressure, prioritise competing work streams and meeting deadlines</p> <p>Ability to manage own workload and time</p> <p>Able to consistently work within</p>	<p>Sector information systems</p> <p>Data entry, extraction, and analysis skills</p>
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	<p>timescales</p> <p>Able to communicate complex health information in a manner which can be easily understood by the public, both in a written format and verbally</p> <p>Ability to collate and synthesise a range of health information into a single health document</p> <p>Ability to undertake frequent concentration for checking detailed documents</p> <p>Ability to communicate with sensitivity and empathy with parents, carers, and young people</p>	
Personal attributes	<p>Team player</p> <p>Highly motivated, resourceful and has a proactive approach</p> <p>Flexible and adaptable</p> <p>Ability to work under pressure</p> <p>Accepts responsibility and accountability for own work</p> <p>Recognises the limits of own authority within the role</p> <p>Seeks and uses professional support appropriately</p> <p>Well organised</p> <p>Open and honest</p>	
Safeguarding and promoting the	Demonstrates understanding of safeguarding issues	

<p>welfare of children and young people/adults who are at risk of neglect or abuse</p>		
<p>Working within Professional Boundaries</p>	<p>Able to maintain high standards of diplomacy and understands the principle of confidentiality.</p> <p>Accepts responsibility and accountability for own work and can define the responsibilities of others</p> <p>Able to establish positive relationships and mutual respect with people at all levels</p> <p>Ability to contribute effectively</p>	
<p>Emotional Awareness</p>	<p>Demonstrates empathy and concerns for others</p> <p>Shows respect for others' feelings, views and circumstances</p> <p>Able to work within an environment where there may be significant barriers and resistance to change.</p> <p>Occasional indirect exposure to highly emotional circumstances.</p>	
<p>Self-awareness</p>	<p>Can demonstrate a flexible approach</p> <p>Has realistic knowledge of personal strengths and areas for development</p>	
<p>Behaviour we</p>	<p>Treat everyone in a friendly,</p>	

<p>expect</p>	<p>courteous manner</p> <p>Treat colleagues and contacts with dignity and respect</p> <p>Understand people come from varied backgrounds: challenge bias, prejudice and intolerance</p> <p>Learn from mistakes and ask for support where necessary</p> <p>Look for better ways of working to achieve improvements</p> <p>Question poor behaviour</p> <p>Uphold the values of Cambridgeshire & Peterborough CCG and be proud to be part of the CCG</p>	
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NB: The order of the list of criteria, do not indicate importance.