**Person Specification**

Post Title: Specialist Foster Carer Post Number:

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| **Knowledge** | **E = Essential**  **D = Desirable** | **Identified By** |
| * A knowledge of child development and an ability to provide experiences which will stimulate a child/young person and provide opportunities to develop new skills. |  |  |
| **Skills and Abilities** | **E = Essential**  **D = Desirable** | **Identified By** |
| **Meeting Children’s Basic and Emotional Needs:**   * An ability to provide a child with a good standard of care and to promote healthy development including emotional, physical, health and education. * An ability to develop and maintain a secure, healthy relationship between the child/young person and yourself. * An ability to encourage full participation in educational activities, and to work together with education professionals. * An ability to transport children and young people to and from school and other educational activities. * An ability to manage the health needs of children and young people in a proactive way and encourage the child to value their own health.   **Communication:**   * An ability to work well with all those people in a child or young person’s network, including the child’s family, social worker, other professionals and people who are significant to a child or young person.   **Positive Transition:**   * An ability to communicate with children and young people about the reasons for the move in a positive manner. * An ability to encourage the child or young person to develop good relationships with the future carers. * An ability to help the child or young person gain and maintain memories of the time they have spent with you. * An ability to share what you have learnt about the child or young person’s needs with both the social worker and future carers. * An ability to manage your own feelings about the move in a way which is beneficial for the child or young person. * To support young people into independence if appropriate   **Routines and Boundaries**:   * An ability to set appropriate boundaries and manage a child or young person’s behaviour without the use of physical or other inappropriate punishment   **Knowledge of Child Development:**   * An understanding of the impact of Adverse Childhood Experiences on children/young people   **Knowledge of Safer Care**   * A knowledge of how to keep children safe from harm or abuse. * A knowledge of procedures regarding the safety of a child, eg injury, exploitation, missing from care, grooming. * A willingness to develop a safe caring policy within your household, with the help of a worker from the fostering team. * An understanding of issues surrounding harm and abuse and how to support children and young people in a way which is appropriate to their age and understanding. * An understanding of how to support a child/young person to develop confidence to tell you if they are or have been harmed in any way. * A knowledge and understanding of reporting and recording significant incidents. * An ability to remain respectful of parents and others, and to communicate well with them. * An ability to understand the important role of parents and others in the lives of looked after children and to involve the parent (as appropriate) in the child’s life. * A willingness to facilitate contact which may include providing transport or supporting a child or young person through the process. |  |  |
| * **Experience** | **E = Essential**  **D = Desirable** | **Identified By** |
| **Experience of Childcare:**   * Experience of supporting or caring for children who have experienced trauma or difficult circumstances. * Experience of caring or supporting children with complex and challenging needs * Experience of using a positive parenting strategies and approaches * Experience of supporting a child or young person through any meetings they may be required to attend.   **Experience of Working as part of a team:**   * Experience of communicating with children and young people about what they think and feel. * Experience of ensuring the child or young person’s point of view is respected and to help them share their point of view, even if you personally disagree with it. * An experience of advocating for children or to challenge professionals where appropriate and yet still maintain a good working relationship with them. * Experience of communicating and working with a wide range of people, including professionals. * Experience of attending appropriate meetings and to share your views, either verbally or in writing (with the help of your supervising worker if necessary).   **Experience of record keeping:**   * Experience or willingness to learn what needs to be recorded and how as well as keep records and store them in a safe place. * A willingness to share information with the child or young person’s social worker and your own supervising worker. * Experience or willingness to help the child or young person gain and maintain memories of their life. |  |  |
| **Qualifications** | **E = Essential**  **D = Desirable** | **Identified By** |
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| **Other Circumstances** | **E = Essential**  **D = Desirable** | **Identified By** |
| An ability to fulfil all spoken aspects of the role with confidence through the medium of English  Valid UK Driving Licence  \*There is a contractual requirement for the postholder to provide a car for the efficient and effective performance of the duties of this role. The postholder is therefore required be a car driver with a valid driving licence and access to a vehicle. | E  E | Interview  Application Form/Licence |

\*If an applicant cannot drive as they are precluded by disability, applicants are still welcome. Applicants are asked to provide a statement as to how they will be in a position to alternatively meet the requirements to enable the duties to be carried out effectively and efficiency with reasonable adjustments”

For an employee to either retain or be awarded the allowance, the relevant criteria outlined above must be met. Assessment for eligibility for essential car user allowance can be made after 6 months employment.

Car usage is assessed annually. The principle of the annual review of the allowance recognises that individuals meet the criteria on an ongoing basis.  If the criteria are met year on year, the allowance will remain.  If the criteria are not met in any given year, the allowance will be removed.  It would remain entirely possible for an individual to meet the criteria again in future years.