



Tros Gynnal Plant
Standing up for Children

JOB DESCRIPTION

JOB TITLE: *Advocacy Worker (casual)*

OFFICE LOCATION: *Carmarthenshire/ Ceredigion/Pembrokeshire*

LINE MANAGER: *Team Manager*

SUPERVISORY RESPONSIBILITIES: *None*

PRINCIPAL JOB PURPOSE:

To provide independent information, advice and advocacy to children and young people who are eligible to access the service.

DUTIES & RESPONSIBILITIES

To provide an advocacy service for children and young people by:

1. Speaking up for children and young people and where possible enabling them to speak up for themselves. Helping them to achieve an understanding and to participate in and influence decisions that affect their lives. Representing their views, wishes and needs to decision-makers and seeking remedies for breaches of their human rights.
2. To assist young people in exploring options, understanding rights and in making complaints using informal and formal complaints procedures.
3. To negotiate with social workers, senior managers, foster carers, solicitors and other professionals on young people's behalf.
4. To accompany children and young people to decision-making forums and ensure that their views are represented.
5. To publicise the advocacy service to children and young people eligible to receive the service.
6. To promote equal opportunities, anti-oppressive practice and work in an anti-discriminatory way.

7. To monitor referrals/contacts with service users and keep accurate records.
8. In conjunction with the Project Manager and other staff, provide training and information sessions for Social Service staff, carers and other agencies as requested.
9. To assist in the evaluation of the Service.
10. To attend relevant meetings within Tros Gynnal Plant as agreed with the Project Manager and to participate in the overall development of Tros Gynnal Plant.

The post will involve working independently, using professional judgement and initiative, often in complex and demanding situations, which may involve child protection issues.

WORKING CONDITIONS

Casual hours in agreement with the Team Manager.

In order to provide a service that is available and accessible for children and young people, work outside of office hours i.e. 9.00 a.m. – 5.00 p.m. is inevitable. This will require a flexible approach to the working week and may involve occasional weekend work.

The Service Manager will support the post holder in the performance of their role and will provide regular supervision.

Travel to various locations requiring a full driving licence and access to transport.

**Core competencies (Applicable to all staff)
alongside specific National Occupational Standards**

| | |
|--|---|
| Communicating Effectively: | Expresses information and ideas in a clear, concise and accurate manner; listens actively and ensures information is shared |
| Respecting Individual and Cultural Differences: | Demonstrates the ability to work constructively with people of all cultures gender and backgrounds |
| Showing Team Spirit: | Develops effective relationships with colleagues and team members within and across the organisation |
| Managing Yourself: | Manages own behavior in a self-reflective manner and seeks opportunities for continuous learning and professional growth |
| Producing Results: | Produces quality results in a service-oriented and timely manner and is committed to deliver agreed outcomes |
| Embracing Change: | Is open to new approaches and ideas, responds positively to change and adapts quickly to new situations |

Advocating for Children and Young People - National Occupational Standards

These standards identify the requirements when you lead independent representation and advocacy with, and on behalf of, children and young people. This includes supporting children and young people to identify how and by whom they wish to be represented, then working with them to represent their needs and wishes. It also includes helping children and young people to understand the outcomes of the representation. The standards include supporting children and young people to evaluate their experiences of the advocacy support they have used and the systems they have encountered.

An independent advocate must reflect the wishes of the child or young person for whom they are an advocate, even where there may be a conflict with the 'best interests' of the child or young person. Independent advocates are most likely to work with children who are looked after, but may also represent children or young people in other circumstances.

[Advocacy for Children and Young People](#)

[Independent Advocacy](#)

National Standards for the Provision of Children's Advocacy Services:

[National Advocacy Standards](#)



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PERSON SPECIFICATION

(Specific to this role)

*When completing your application form, please ensure you include evidence of how you meet **all** the **essential** criteria/requirements outlined. If you meet any of the desirable requirements, please also include evidence of this. Before completing the application form, you should ensure you read:-
‘Guidelines for completing the application form’

| REQUIREMENTS: | ESSENTIAL/ DESIRABLE | HOW MEASURED Application Form (A) Interview (I) Documentation (D) Test (T) |
|--|---|---|
| <p>In line with the National Occupational Standards (NOS) the post-holder will need to evidence skills, knowledge and understanding in their competency statements around:</p> <p>Performance – see Appendix 1</p> <ul style="list-style-type: none"> • Work with children and young people to identify how and by whom they wish to be represented • Work in partnership with children and young people to represent their preferences and needs • Help children and young people to understand the outcomes of the representation • Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered <p>Knowledge and Understanding – see Appendix 1</p> <ul style="list-style-type: none"> • Rights • Communication • Safeguarding | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> | <p>A</p> |
| <p>QUALIFICATIONS</p> <p>A professional qualification in social work, youth and community work or related discipline such as Health and Education.</p> | <p>D</p> | <p>A – D</p> |
| <p>EXPERIENCE</p> <p>Advocacy or a clear understanding of the role</p> | <p>E</p> | <p>A</p> |
| <p>OTHER</p> <p>The ability to speak Welsh</p> <p>Full Driving Licence</p> | <p>D</p> <p>E</p> | <p>A – I</p> <p>A - I</p> |
| <p>SPECIALIST TRAINING REQUIRED FOR THIS POST</p> <p>None</p> | | |

APPENDIX 1

Matching Competencies to National Occupational Standards.

Advocacy Worker

When completing your Application Form you should evidence as many elements as possible of the skills, knowledge and understanding indicated in the right hand column.

| Performance | We are looking for examples which may include some or all of the following: |
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| Work with Children and young people to identify how and by whom they wish to be represented | <ul style="list-style-type: none"> • How you have engaged with a child or young person in ways which promote their trust and active participation, taking account of their level of development • How you have supported a child or young person to understand the processes in which they are involved. • How you have supported a child or young person to communicate their feelings, preferences and needs about advocacy and independent representation. • How you have supported a child or young person to understand the choices they have regarding decisions being made about them and any restrictions placed upon them and others. |
| Work in partnership with children and young people to represent their preferences and needs | <ul style="list-style-type: none"> • How you have provided information in an accessible and understandable format and language that gives a child or young person appropriate power and an effective voice • How you have supported a child or young person to communicate what they want you to say on their behalf explored options and potential consequences of any courses of action • How you have supported a child or young person to understand what others who are challenging their representation may say and how you might have to change what you say in response to the comments • How you have, following the end of each contact, agreed any follow up action with the child or young person. |
| Help Children and young people to understand the outcomes of the representation. | <ul style="list-style-type: none"> • How you have supported a child or young person to understand the outcomes from the representation • How you have enabled a child or young person to understand any future action that may be taken, how they may be involved in this and any likely effects this may have on their life |
| Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered. | <ul style="list-style-type: none"> • How you have supported a child or young person to evaluate their experiences of the advocacy and the systems to support it • How you have supported a child or young person to raise concerns and follow the complaints procedures when they are not happy with the service |

| Knowledge and understanding | We are looking for examples which may include some or all of the following: |
|-----------------------------|---|
| Rights | <ul style="list-style-type: none"> • What you know and understand about legal and work setting requirements on equality, diversity, discrimination and rights • What you know and understand about your role in promoting children and young people's rights, choices, wellbeing and active participation |
| Communication | <ul style="list-style-type: none"> • What you know and understand about methods to promote effective communication and enable children and young people to communicate their needs, views and preferences |
| Safeguarding | <ul style="list-style-type: none"> • What you know and understand about legislation and national policy relating to the safeguarding and protection of children and young people • What you know and understand about how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties |