



# Mental Health Social Worker

## Mental Health Social Care

### Job Reference No. SCC04660/FG

Inside this pack:

- [What You Will Be Good At](#)
- [What You Will Deliver](#)
- [What We Will Offer You in Return](#)

If you are interested in finding out more before applying, please get in touch with Teri McDonald at [Teri.Mcdonald@somerset.gov.uk](mailto:Teri.Mcdonald@somerset.gov.uk)

If you have any questions about the benefits we offer, or our recruitment process, please contact our Recruitment Team on [recruitment@somerset.gov.uk](mailto:recruitment@somerset.gov.uk) or telephone on **01984 600211**.

We will notify you by email if you have been selected for interview or have been unsuccessful on this occasion. Please check that the automated email has not gone in your junk mail folder before contacting us.

When completing your application/CV please provide your full employment history and ensure that any gaps in employment are explained. Please start with your current or most recent employment.

# What You Will Be Good At

## Work Experience Knowledge & Skills

### Essential

- Knowledge and experience of mental health gained through employment, student placements or personal experience.
- Knowledge of appropriate legal and policy frameworks that inform and mandate social work practise in mental health settings.
- Knowledge to provide professional opinion, giving the rationale and knowledge base.
- Ability to speak fluent English as stated in Part 7 of the Immigration Act (2016)

### Desirable

- Recent social work experience in a mental health setting.

## Qualifications

### Essential

- Possession of recognised Social Work Qualification – Degree in Social Work (BA), a Masters Degree in Social Work, or equivalent.
- Social Work England registered.

### Desirable

## Personal Attributes

### Essential

- Promotes the need for change and acts as a role model for change.

### Desirable

- Positive, committed, adaptable, thorough and confident approach.
- Ability to work to deadlines and to motivate others to work effectively and demonstrate a duty of care.
- Committed to diversity in service delivery and employment.
- Innovative and creative approach to service development and value.
- Customer - and Communities - focussed.
- Personal integrity.
- Drive and self-motivation – “can do” attitude.
- Sound analysis and decision-making in dealing with complex service delivery and/or policy development matters.
- Access to / use of a vehicle is an essential requirement

All disabled applicants meeting the essential criteria will be interviewed.



# What You Will Deliver

## Key tasks and responsibilities:

To work alongside people to assist them to maximise opportunities for greater independence and the least possible reliance on the state for care. This approach is focused on agreed outcomes that promote independence.

### Main Responsibilities and Duties:

Enabling citizens to access statutory social care and social work services and advice to which they are entitled, discharging the legal duties and promoting the personalised social care ethos of the local authority.

### Wide LSSA statutory functions

- Professionalism: Model and help others to demonstrate professionalism.
- Values and Ethics: Model and support others to reflect on and manage the influence and impact of own values on professional practice.
- Diversity: Inform, guide and model good practice in the application and understanding of identity and diversity to practice; identifying and taking up issues when principles of diversity are contravened in the organisation.
- Rights, justice and economic wellbeing: Demonstrate ability to interpret and use current legislation and guidance to protect and/or advance people's rights and entitlements, balancing use of different legislation to achieve the best outcomes; support colleagues (both inside and outside the organisation) to do so.
- Knowledge: Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them.
- Critical Reflection and Analysis: Model critical reflection and evidence-based decision making, and support others in developing these.
- Intervention and Skills: Be able to gather information quickly and effectively so as to inform judgment for interventions including in crises, and in response to challenge, or in the absence of complete information.
- Contexts and Organisations: Model and encourage positive working relationships in the team, promoting strategies for collaboration and a supportive team culture.

- Professional Leadership: Play a leading role in practice development in the team and help sustain a learning culture.

### **Promoting recovery and social inclusion with individuals and families.**

- Professionalism: Model and help others to maintain professional/personal boundaries and skilled use of self.
- Values and Ethics: Demonstrate confident application of an understanding of the benefits and limitations of partnership work, support others to do so, and promote service user and carer participation in developing service delivery.
- Diversity: Demonstrate and model the effective and positive use of power and authority, whilst recognising and providing guidance to others as to how it may be used oppressively.
- Rights, Justice and Economic Wellbeing: Support others to enable individuals to access opportunities that may enhance their economic status (eg education, work, housing, health services and welfare benefits).
- Knowledge: Recognise the short- and long-term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice.
- Critical Reflection and Analysis: Model critical reflection and evidence-based decision making, and support others in developing these.
- Intervention and Skills: Maintain and expand a range of frameworks for assessment and intervention.
- Contexts and Organisations: Model and demonstrate the ability to work within your own organisation, and regularly work with relationships between the organisation, practice and wider changing contexts.
- Professional Leadership: Play a leading role in practice development in the team and help sustain a learning culture.

### **Intervening and showing professional leadership in situations characterised by high levels of social, family and interpersonal complexity, risk and ambiguity.**

- Professionalism: Establish a network of internal and external colleagues from whom to seek advice and expertise.

- Values and Ethics: Demonstrate confident and critical application of professional ethical principles to decision making and practice, supporting others to do so using a legal and human rights framework.
- Diversity: Demonstrate and model the effective and positive use of power and authority, whilst recognising and providing guidance to others as to how it may be used oppressively.
- Rights, Justice and Economic Wellbeing: Demonstrate ability to interpret and use current legislation and guidance to protect and/or advance people's rights and entitlements, balancing use of different legislation to achieve the best outcomes; support colleagues (both inside and outside the organisation) to do so.
- Knowledge: Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice.
- Critical Analysis and Reflection: Provide professional opinion, giving the rationale and knowledge base.
- Intervention and Skills: Anticipate, assess and manage risk, including in more complex cases, and support others to develop risk management skills.
- Contexts and Organisations: Anticipate, assess and manage risk, including in more complex cases, and support others to develop risk management skills.
- Professional Leadership: Play a leading role in practice development in the team and help sustain a learning culture.

**Working co-productively and innovatively with local communities to support community capacity, personal and family resilience, earlier intervention and active citizenship.**

- Professionalism: Model and help others to maintain professional/personal boundaries and skilled use of self.
- Values and Ethics: Promote and advance, wherever possible, individuals' rights to autonomy and self-determination, providing support, guidance and challenge to others.
- Diversity: Inform, guide and model good practice in the application of understanding of identity and diversity to practice; identifying and taking up issues when principles of diversity are contravened in the organisation.
- Rights, Justice and Economic Wellbeing: Provide guidance and challenge to others about applying the principles of social justice, social inclusion and equality to decision making.

- Knowledge: Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience.
- Critical Analysis and Reflection: Model critical reflection and evidence-based decision making, and support others in developing these.
- Intervention and Skills: Actively support and initiate community groups and networks, including professional ones.
- Contexts and Organisations: Model and demonstrate the ability to work within your own organisation, and regularly work with relationships between the organisation, practice and wider changing contexts.
- Contexts and Organisations: Contribute to organisational developments. Play a leading role in practice development in the team and help sustain a learning culture.

### **Core duties and responsibilities**

- Manage an active caseload, commensurate with knowledge and experience of around 25 people;
- Undertake the role of duty social worker on a rota basis;
- Undertake a designated role such as hospital or child care link worker;
- Carry out assessments in line with legislation including the Care Act and Mental Capacity Act and which promote recovery and independence and apply for funded care where applicable;
- Maintain accurate, succinct records using electronic record systems and clearly document the rationale for decision-making;
- Continuously develop knowledge and practise and maintain professional registration;
- Participate in post qualifying training and regular professional development programmes;
- Provide placements and supervision for students and other social care staff.

### **Problem Solving and Creativity:**

There is a need to manage competing demands on a daily basis, and prioritise and re-prioritise work. This will frequently involve managing demands in relation to people who are in crisis and experiencing distress.

The principles used in relation to problem solving and creativity are:

- We will work in close partnerships with individuals, families, neighbourhoods and communities where relationships are valued;
- We will use a proportionate model of intervention starting with three purposeful conversations (see below for further information);
- Every contact will count and will be carried out with a relational approach;



- At the first point of contact, we will help people to find solutions to meet their needs from their own personal resources, from within their family, neighbourhood and/or local community and the third sector;
- We will use assistive technology where possible to promote safety and personal security;
- We will follow-up to ascertain if the solution is meeting the person's needs;
- We recognise that sustainable change that can reduce dependency on services in the long run can require time and dedication to the value of relationships within places and communities;
- Co-production will be at the heart of our day to day work including work to develop communities and services;
- Our practise will be strengths based and supported by co-produced reflective practise.

### **Decision Making:**

The service offers three conversations. There are proportionate 'assessment conversations' under the Care Act which provide a starting point and a structure for purposeful conversations within which mental health social workers use their social work skills including active listening.

The three conversations are:

1. 'How can I connect you to things that will help you get on with your life - based on assets, strengths and those of your family and neighborhood? What do you want to do? What can I connect you to?'
2. When people are at risk – 'What needs to change to make you safe? How do I help to make that happen? What offers do I have at my disposal, including small amounts of money and using my knowledge of community, to support you? How can I pull them together in an emergency plan and stay with you to make sure it works?'
3. 'What is a fair personal budget and where do the sources of funding come from? What does a good life look like? How can I help you use your resources to support your chosen life? Who do you want to be involved in good support planning?'

The conversations are underpinned by a set of guidelines which include:

- Focusing on 'connecting people to people' rather than 'people to services';
- Starting with the assets and strengths of people, their families and their communities and thinking about services last;
- Gaining and maintain knowledge of the families, neighbourhoods and communities you work with in order for conversation one to be effective;
- Converting conversations into outcomes and ask the question 'how will we know when you have achieved this?'

- Use data from your practice for reflection, in supervision and with your team to identify the impact you have and to contribute to continuous learning (outcome data will be shared with teams on a regular basis).

The rationale for decisions must be clearly documented in the person's electronic records and decisions requiring additional authority or where there is significant risk, will be escalated to team managers.

**Physical Effort and Working Conditions:**

Work is undertaken in a variety of environments including offices, peoples' homes, hospitals, police stations and community venues. There are potential risks to personal health and safety, for example threats or actual violence and unsanitary environments. Social workers are responsible for risk assessing potential risks in different environments and escalating these to their team manager.

Lone working is frequent and social workers must adhere to lone working arrangements.

**Contacts and Relationships:**

There is frequent contact with people accessing the service and family members, other professionals and third sector organisations. Involvement in multi-agency work is frequent.

**Further information specific to this job**

The successful candidate has a responsibility for promoting and safeguarding the welfare of the vulnerable people they are responsible for or come into contact with.

Somerset Council is subject to Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English will be an essential requirement for customer-facing roles.

This job requires a criminal background check (DBS) via the disclosure procedure.

## What We Will Offer You in Return

<b>Salary and grade:</b>	Grade 10, between £34,834 to £39,186 per annum Appointments are normally made at the bottom of the salary scale.
<b>Contract type:</b>	Permanent
<b>Location:</b>	Taunton based with countywide travel
<b>Hours of work:</b>	37 hours per week. These will be in agreement with the line manager.
<b>Annual leave:</b>	For this grade: <b>30 days.</b>  This is inclusive of two statutory days. In addition, there are 8 bank holiday days.  Please note, the amount stated will be pro-rata for part-time and fixed term contract posts.  The annual leave year starts on 1 <sup>st</sup> April.
<b>Probationary period:</b>	The appointment will be subject to a probationary period of 6 months. Internal applicants who have already completed their probationary period would not normally be expected to complete this again.
<b>Notice period:</b>	Following completion of the probationary period, this post will be subject to a notice period of three calendar months on either side.



**Somerset**  
Council