



# Kirklees Partnership The role of Family Support Workers

Report and recommendations

Submitted to

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## Forward

The five Kirklees Local Sure Start Programmes have each developed their own approaches to family support to meet the needs of the local communities they serve. The emerging Children's Centre agenda encourages the sharing of these experiences to inform the development of a standard family support entitlement across Kirklees. This involves addressing the different approaches that have been developed in supporting families and pulling together the commonalities into a consistent offer that families can expect across Kirklees.

In order to understand the range of family support services offered and how these are delivered, the Shared Evaluation Resource commissioned ORC to undertake a study of the role of family support workers in each of the five Sure Start Programmes. The study involved the investigation, analysis and synthesis of roles and the competencies and skills required to deliver them.

The findings are presented as a set of generic roles common to all programmes and provide a useful point of reference. The framework provided here shows where family support staff in Children Centre's fit in delivering the Every Child Matters outcomes. The detailed role descriptions and competencies may provide a useful reference in developing job descriptions and specifications across Children's Service partners and thus support consistency in cross agency working.

Shared Evaluation Resource  
Kirklees Partnership

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# 1 Executive summary

## Introduction and background

Within Kirklees, a greater understanding of what is currently offered by each family support role in Sure Start programmes is needed. Although each Sure Start is individual in how it defines and organises family support, there are likely to be commonalities in what staff are trying to achieve and the way in which they are organised. The purpose of this study is to identify commonalities.

## Methodology

The approach comprised desk based review of job role documentation from five Sure Start Programs including Dewsbury Moor and Scout Hill, Deighton and East Fartown, Thornhill/Links 4 and Batley. This was followed by 28 structured one to one interviews with job holders from these programs. The findings were reviewed analysed against the frameworks of the Common Core competencies and ECM outcomes to identify the common core competencies in use across the range of roles.

## Findings

Examining the range of roles across the Sure Start programs, these can generally be described in terms of fulfilling one of the following remits:

- Integrator roles
- Service Delivery roles
- Service/organisation development roles
- People/program management / co-ordination roles
- Support and administrative roles

These generally reflect the key elements/activities of the Sure Start program operation.

There was consistency in the focus of these roles on the ECM 5 outcomes although the focus of Integrator and Service Delivery roles was more on specific outcomes for direct client groups as opposed to the broader ECM 5.

Each role contributes to cognitive and behavioural change amongst differing clients groups, which in turn contributes to the achievement of the ECM 5 outcomes. This is illustrated in the map of the performance domain shown on pages 21 and 22 of the report.

As the focus for this study, it was possible to draw out the common core competencies in use in bringing about cognitive and behavioural change, which in general fell under the umbrella of the 'Effective communication and engagement' common core. However, in cross referencing the competences in use against the common core it was found that all were in use across the role clusters to varying degrees. This is illustrated in the table provided on pages 27-29.

## Conclusions and recommendations

The research findings have been used to develop a recommended base framework to inform the consistent specification of job roles and recruitment and development of appropriate candidates across Sure Start programs. The frameworks presented on page 27-32

- identify the different role clusters
- the context of the role to which the common core competencies are applied
- the level of competence required within the role
- a breakdown of the composite skills, knowledge and attitudes relative to each common core, which have been extracted from the research

## 2 Introduction

### 2.1 Background

The emerging Children's Service agenda in response to the Change for Children white paper requires the rethinking of Family Support Strategies. Specifically, within Kirklees, a greater understanding of what is currently offered by each family support role in Sure Start programmes is needed. Although each Sure Start is individual in how it defines and organises family support, there are likely to be commonalities in what staff are trying to achieve and the way in which they are organised. The purpose of this study is to identify commonalities. The specific study objectives were to:

- identify the range of roles in each Sure Start that make up Family Support Services using a broad definition based on a cognitive – behavioural approach
- understand what each role delivers in terms of family support, and the key benefits that each role delivers to different client types in relation to the tiers of intervention, Every Child Matters (ECM) outcomes and Children's Centre Core Offer
- understand what the commonalities across the range of roles are in terms of the services that are delivered
- group roles across Sure Starts in order to identify a possible common set of roles that could be used to deliver family support services
- identify a common set of skills and knowledge required to fulfil them, against a common core of skills and knowledge for the children's workforce.

## 2.2 Methodology

The approach comprised desk based review of job role documentation from five Sure Start Programs including Dewsbury Moor and Scout Hill, Deighton and East Fartown, Thornhill/Links 4 and Batley followed by one to one interviews with job holders from these programs.

A total of 28 one to one interviews were then conducted with a variety of job holders across these programs. Interviewees represented a cross section of part-time/full-time, ages, length of service and cultural backgrounds.

Each interview followed a structured discussion guide, addressing:

- the role purpose, objectives and measurable outcomes
- key clients and services provided to them
- decision making on services provided and allocation of work
- key relationships / contacts with whom job holders interact
- requirements to change cognition and behaviour of key client groups.

Notes from these interviews were then transcribed and analysed to determine current structures, processes, inputs and outputs for each role and to draw out the commonalities between them.

The results of the analysis are presented in the body of this report, which concludes with recommendations to take forward on the basis of the research findings.

The report is structured as follows:

- The current situation: detailing key findings of the research
- Analysis: mapping the delivery process and performance domain
- Conclusions and recommendations: presenting options for moving forward.

## 3 The Current Situation

The strategic focus for the Sure Start Programs is the Governments five outcomes for children, as set out within the Green Paper Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Achievement of these outcomes drives all goal/objective setting, development and planning within the Sure Start Programs within the context of the local community and its social/community services.

This focus was generally consistent across all job holders interviewed and is consistent within the documentation supporting each role within the program. Responses regarding connectivity to the ECM 5 outcomes and specific objectives/measurable outcomes varied across different job role holders; those in a service development or co-coordinator/manager role were more likely to make more direct links to these whilst integrator and service delivery roles focused more on the direct purpose of their specific role in relation to the families and children they worked with. For example, integrators consistently focused on:

- enabling, empowering, and creating confident and independent families
- increasing awareness of attendance at Sure Start Programs and their services

Those in a service delivery role such as Early Years Development Co-ordinators focused on improving child development and learning ability.

## 3.1 Key roles and their responsibilities within this structure

Examining the range of roles across the Sure Start programs, these can generally be described in terms of fulfilling one of the following remits:

- Integrator roles
- Service Delivery roles
- Service/organisation development roles
- People/program management / co-ordination roles
- Support and administrative roles

### Integrator roles

These comprise, for example, Family Support Workers, Community Networkers, Links Workers. These work directly with the families and children **providing the link to sure start, specialist and social services within the community**. These roles **act as a 'hub'** for information and communication as well as **the 'friendly interface' between families and the professional services that is often required to engage parents/carers and remove barriers to contact with / access to the services**. This is the key differentiator between the family support worker and the social worker. As such the main purpose of the role requires:

- that job holders in these positions **reflect and are part of the local community** – able to relate to families on their level, speak in a language and in terms they understand.
- a **high degree of cognitive and behavioural change activity**, aimed at engaging with and empowering families to become independent and accessing relevant services available to them to improve quality of life (with focus on ECM outcomes).

Competences required within these roles most critical to supporting and encouraging cognitive/behavioural change, cover the range of effective communication and engagement skills. These include the following.

### **Foundation communication**

- Verbal communication
- Non-Verbal communication
- Active listening
- Observing
- Questioning techniques
- Written communication
- Report writing
- Identifying and selling benefits (e.g. of Sure start and Social services)
- Use of appropriate computer / software systems to facilitate communication and information gathering/exchange

### **Interpersonal skills**

- Empathising
- Relating to others
- Establishing rapport
- Building trust
- Relationship Building
- Showing interest in/understanding others

### **Coaching/ counselling skills**

- (In addition to the above)
- Giving and receiving feedback
- Positive reinforcement
- Motivating and influencing others
- Educating
- Role modelling
- Group facilitation

Cognitive/behavioural changes relate mainly to the parents/carers perceptions of themselves, their children and of the social / professional services, which can act as barriers to addressing their problems and seeking appropriate help and support.

They may **also deliver certain services**, such as parent support, smoking cessation and healthy eating groups as part of the Sure Start program.

Integrator roles come into contact with families that are in need of interventions ranging from Tier 1 through to Tier 4. However, **beyond Tiers 1 and 2, the capacity of this role is to provide the link and support the transition to the appropriate provider** of Tier 3 and 4 interventions.

### Service delivery roles

There are specialist roles such as Speech and Language Therapists, Play Support Workers and Early Years Development workers, crèche and playgroup workers who provide specific services to address specific needs of children under 5 (as the primary focus) and their carers. These services **are largely associated with Tier 1 and 2 interventions**.

Job holders are in direct contact with the children as well as parents-carers and employ specific, specialised knowledge and skills to address a particular issue, such as co-ordination, learning ability, speech and language and so on. Naturally there is a greater emphasis on technical expertise within these roles. Some, such as Speech Therapists, also work with other more generic roles (such as the integration roles) to impart a base level of knowledge and skill to enable early identification and flagging of potential problems by other members of the team during early contact with the family. Services delivered through the Sure Start Programs included (but were not limited to):

- Basic support – enabling parents/carers to get time to self/for general housekeeping etc
- Respite care – for emergency childcare
- Handholding/personal support and friendship: to help build confidence and expose to new experiences
- Baby buddies: tracking growth and development and sharing of experiences
- Breast Feeding Support Group
- Teenage Parents Group
- Smoking secession groups
- Breakfast Club for Dads – promoting healthy eating and dads involvement with children
- Jabadeo/play/fun groups – promoting child co-ordination /learning and development through play

- Parent and Toddler groups : promoting community networking / development and parent/child bonding
- Baby massage sessions
- Various classes for parents/carers:
  - Healthy cooking and eating classes
  - IT / office skills – to help parents 'back to work'
- Financial advisory services
- Healthy living advice and guidance

Some overlap between service delivery and integrator role exists and is encouraged, where:

- Integrator roles receive a base level of training in a particular area to facilitate identification of problems/assessment of child/family needs
- Delivery of non-specialist services, such as parent groups for facilitated groups

### Service / organisation development roles

These focused specifically on understanding the needs of families and children in the community at a broader level (or specific sectors of this) and developing existing or new services to meet them. An element of this is also concerned with ensuring that best practice is being adopted in service delivery (for example, employing latest techniques for child development and learning etc. such as Jabadeo, a technique based on learning and development through play and movement).

Job holders come into contact with and maintain relationships with the various teams and agencies working within and with the program as well as families in the community to stay in touch with the needs of the community. External agencies that might also be required to deliver the programs would also be involved, receiving introductions to and training in new procedures and approaches from the Sure Start team member responsible. These relationships also facilitate the implementation of new practices and techniques adopted in service provision, particularly those that challenge accepted approaches that parents/carers and service providers may feel threatened by. In this respect, Service Development roles are required to bring about cognitive and behavioural changes in parents/carers and service provider staff alike, These call on similar competences as for Integrator roles.

## People and program management/co-ordination

These roles are predominantly focused on the people aspects of the role – providing support and advice to Family Support Workers in assessment of family needs and the appropriate advice/solution for specific families, in particular where the circumstances are complex and branching into Tiers 3 and 4. In programs where a Deputy Program Manager existed, their key focus was on performing the people management element of the Program Manager role, mainly:

- providing support and advice in decision making with regard to family assessments/support
- allocating work to team according to experience.

Levels of involvement with the latter (work allocation) varies depending on location. In some programs the team decide together, in others Managers have a much greater role in determining work allocation.

Some programs have extracted the '**monitoring and evaluation**' elements of these roles and created roles specifically tasked with gathering and analysing data and information on services provided and outcomes – essentially to facilitate 'auditing' of process and outcomes.

These roles form part of a group of **Support and Administrative** roles that cover the 'organisational management' of the Sure Start programs, such as financial and business management, information and audit trail management, office and premises management, marketing and promotional aspects.

In likeness to the integrator roles, management and co-ordination roles come into contact with families that are in need of interventions ranging from Tier 1 through to Tier 4. Given the seniority of the position and therefore experience of the job holder, these roles are more likely to have a greater involvement with Tier 3 and 4 interventions. However, **the role in this context remains largely one of linkage and support of the transition to the appropriate provider** of Tier 3 and 4 interventions.

## 3.2 Decision making

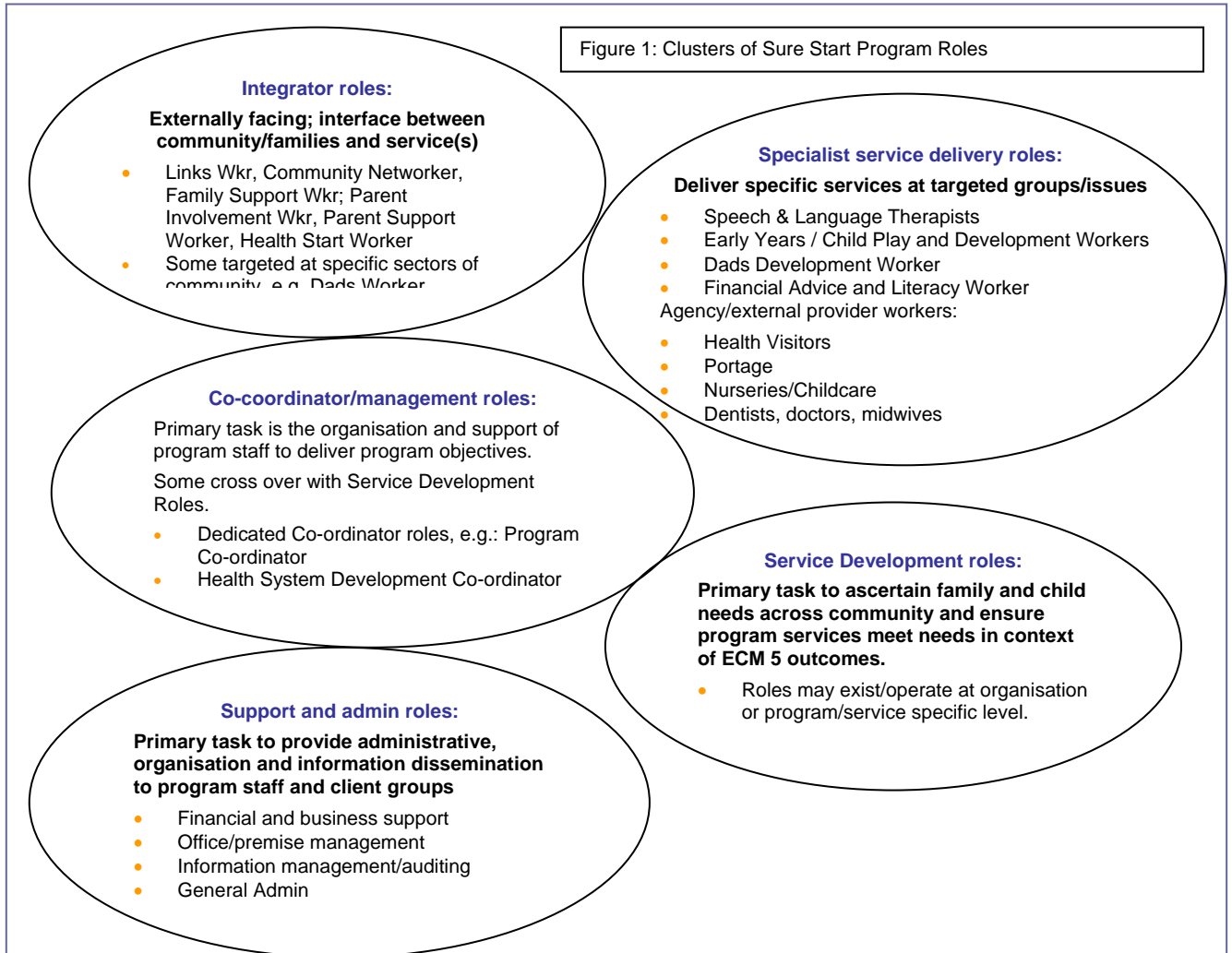
**In the context of service provision,** almost without exception interviewees agreed that the final decision on action taken and services received was made by the family, based on the information and advice that they and other providers had supplied. Often the advice and guidance given was influenced by a more senior member of the Program such as Program Manager/Deputy Manager or determined jointly between this person and the job holder.

All interviewees stressed the importance of ensuring decisions were not being made **for** the family unless there was believed to be a child protection issue which made this necessary. This was seen to undermine the ultimate aim of the program, which is to create independent families.

### **On allocation of work**

In this context, with whom the majority of decision making rested varied. In some cases the team felt entirely responsible for determining who was best placed to take which cases (families). In others, this was decided by the Team Co-ordinator, Manager or Deputy Manager. Interviewees in teams that held majority of influence on this were very happy with the allocation approach, feeling that they had greater control over their work and ownership. Some interviewees with less control felt that decisions were not always fully informed, mostly owing to insufficient consultation with the team on who possessed the most relevant experience.

Staff in bi-lingual roles in particular perceived an imbalance of the allocation of work to them owing to insufficient similarly skilled staff within the team.



### 3.3 Inter-team and agency working

A high level of interdependency within and outside of the team was perceived by all job holders interviewed. This was seen as critical to the role, especially the 'integrator' roles, ensuring that appropriate information was exchanged with regard to family and child assessments, service provision and options available.

In most instances the relationships between Sure Start Teams and external agencies/providers was described as positive, supportive and always involving two way communication and information exchange revolving around family needs, services available. Some specialist agencies/providers provided training for the Sure Start workers on specific techniques or issues.

Some challenges were identified in relation to relationship building and management with Social Services, GP groups and Health Visitors. Interviewees attributed these to these groups' perceptions of the value of the role of family support workers and where the 'ownership' of decision making on needs and service provision lay. It was noted that past patterns of social service provision placed Health Visitors and GPs as the key decision maker, which became the source of some defensiveness towards Sure Start Program workers on their introduction. Although it was felt a lot of this has been overcome now, some defensiveness/reluctance to let go of the 'ownership' of provision remained in certain areas, which was perceived as a barrier to communication and cooperation with Sure Start Programs.

Changing the perceptions and behaviour of these groups was seen as part of the role of service and organisation developers.

## 3.4 Tiers of intervention

Responses to the question “which Tiers of intervention would you say you were most involved in delivering” were varied. The majority of job holders interviewed saw their role as operating predominantly in Tiers 1 and 2. However in a number of instances, it was felt that up to 80% of their work involved them in Tier 3 and some Tier 4 (although this was overall where job holders see themselves operating least).

**Integrator** roles were very much seen as the ‘hub’ between the various services, ensuring information and communication was flowing to the appropriate service providers/job holders as necessary as the family/child circumstances changed and required differing levels of intervention. As such **integrator roles are the ‘constant’ and facilitator** for the family throughout each tier, often providing assistance to other service providers and professionals as the ‘familiar, trusted, friendly face’, removing barriers (such as negative perceptions/defensive routines) to these agencies to encourage families to receive the assistance required. This would explain why many workers perceived themselves as operating within tiers 3 and 4.

**However**, it is important to note that these roles, whilst they come into close contact with and facilitate service provision, **do not appear to deliver specific interventions** that might be categorised as Tier 3 - 4.

**Service Delivery** roles are more likely to be delivering specific interventions within Tier 3, for example, Portage, Speech and Language Therapists and Early Years workers and Counsellors. The majority of the work of Sure Start Program roles appear to be operating within Tiers 1 and 2:

- Taking preventative measure to avoid social exclusion and escalation to Tiers 3 and 4
- Signalling to other agencies/service providers operating in Tiers 3 and 4 and facilitating introduction/transition to these services
- Providing on-going support as families transfer from 3 and 4 to Tiers 2 and 1.

## 3.5 Comparison of job role perceptions against job descriptions, person specifications

### Role purpose

Most interviewees carrying out integrator or service delivery roles saw this as directed at the family; descriptions predominantly centred around:

- enabling and empowering families – to make decisions, seek services and take action themselves
- creating independent families.

Those in a **management/deputy management and co-ordinator roles** perceived **supporting and providing staff with advice and guidance** as the main purpose. Some involvement with families and providing support to this group was noted although generally time available for 'hands on' work is scarce, with people management duties taking priority.

### Role content

Most interviewees were very focused on the core element of their role when describing this, such as providing family support, delivering services or managing the team/service overall. This was somewhat in contrast to many of the job descriptions which in some cases were very broad and detailed in the description of the main responsibilities and tasks.

There was a strong commonality between the different roles in the requirement to **change the perceptions and behaviours** of the perceived 'client audience'.

**For integrators**, their work directly with the families involved a high degree of instigating cognitive and behavioural change to the families' perceptions of themselves (parents/carers and children included) and the professional services (such as Social Services, health services, CAB etc) in order to achieve the aim of enabling and empowering families to improve their mental, physical and material health.

Similarly, these job holders have been required to change the perception of Social Service workers and Health Visitors towards the Sure Start program and workers – in order for them to see the value of the work that they do and engage in collaborative work to ensure successful outcomes.

**Service / organisation developers**, are involved with a broad range of people who's perceptions of proposed approaches to delivering services or working practices might need to be changed, followed by behaviour change to adopt the new approaches. For example, in the case of the 'Service Developer', the job holder introduces new approaches to child development that challenge accepted best practice amongst parents and other service providers. These have to be overcome to ensure successful adoption and delivery of the new service throughout Sure Start programs and external service providers.

**Management and co-ordinator roles** demand similar approaches with regard to managing the team and inter-agency relationships. As is typical within people management roles, the job holder is required to influence and motivate the team to perform individual roles effectively and adopt changes to working practices as and when necessary.

In all roles there was a significant element of **information gathering, report writing and organising/co-coordinating** (of own time and others). Good report writing and communication skills were required to fulfil this part of the role however, in some circumstances, assistance (in the form of dictation/translation) was required to overcome difficulties with writing.

Whilst this was an essential requirement within Sure Start for monitoring and audit purposes, it is not an essential requirement for the post holder initially. Behavioural skills and experience are a priority and report writing skills may be developed over time.

## 4 Analysis

### 4.1 The performance domain

Figure 2 illustrates the performance domain in terms of key outcomes sought and sub-outcomes contributing to their achievement. Also indicated are the changes to cognition and behaviour being achieved within different target groups. These are grouped into:

- Parents / carers
- Children
- Sure Start and associated agency staff

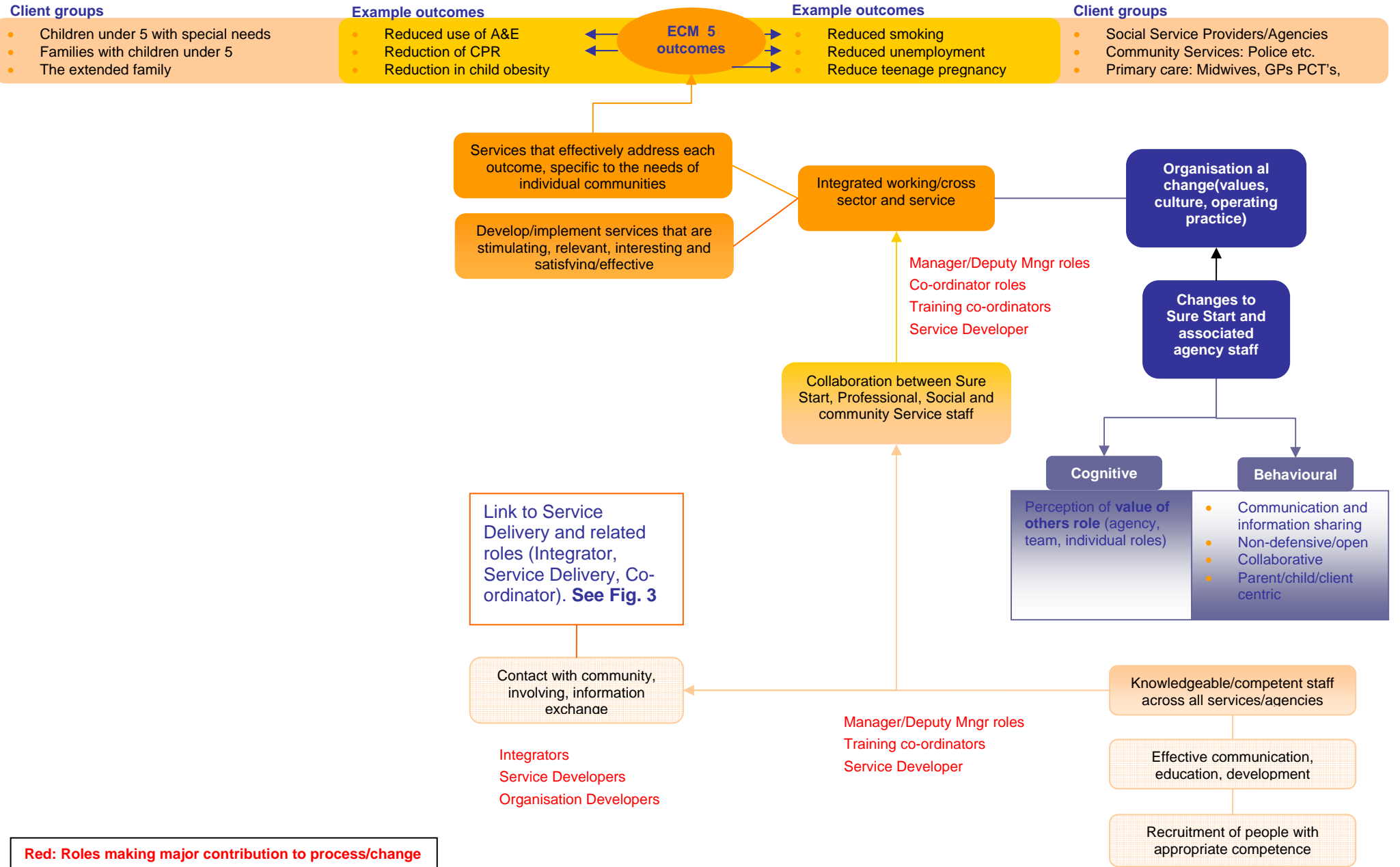
Within this it is possible to identify where in the performance domain the differing roles are contributing to the achievement of each outcome.

Figure 3 places the outcomes achieved in terms of a generic process which could be applied to the main operational contexts within the Sure Start Program, including:

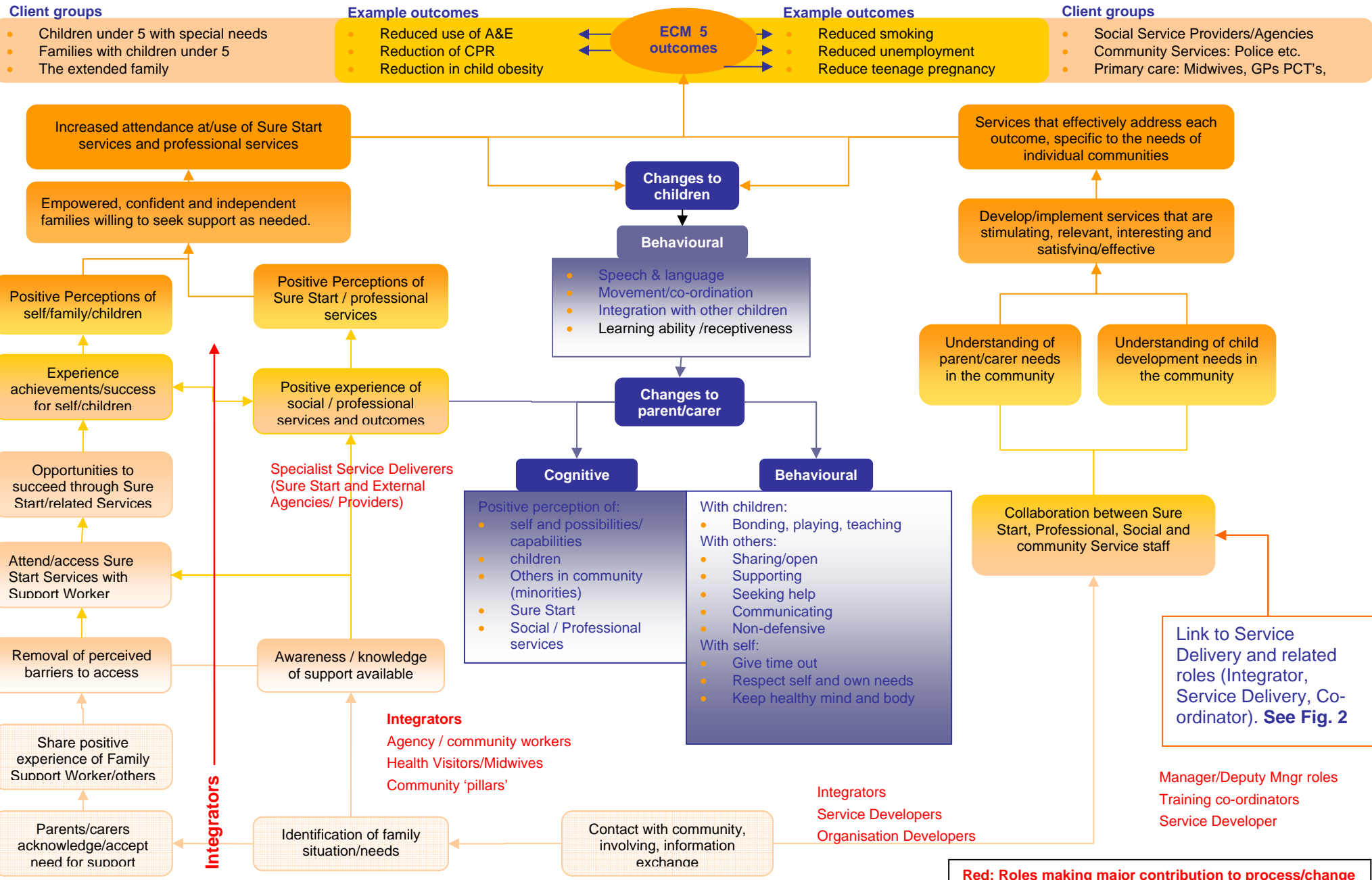
- Family Support/Service Delivery
- Team management/support
- Change management / support
- Service Development.

Within this, the key Sure Start activities and program roles are highlighted, alongside key behaviours, skills and knowledge in use at each stage. Whilst figure 3 focuses primarily on the context of Family Support and Service Delivery, the key process steps of making contact, building relationships delivering and monitoring / reviewing equally apply to Team Management and Support, Service Development and Change. The client groups will change to team members, other departments, agencies or external providers and specific services delivered as will the specific changes to cognition and behaviour. However, many of the core skills and behaviours remain the same.

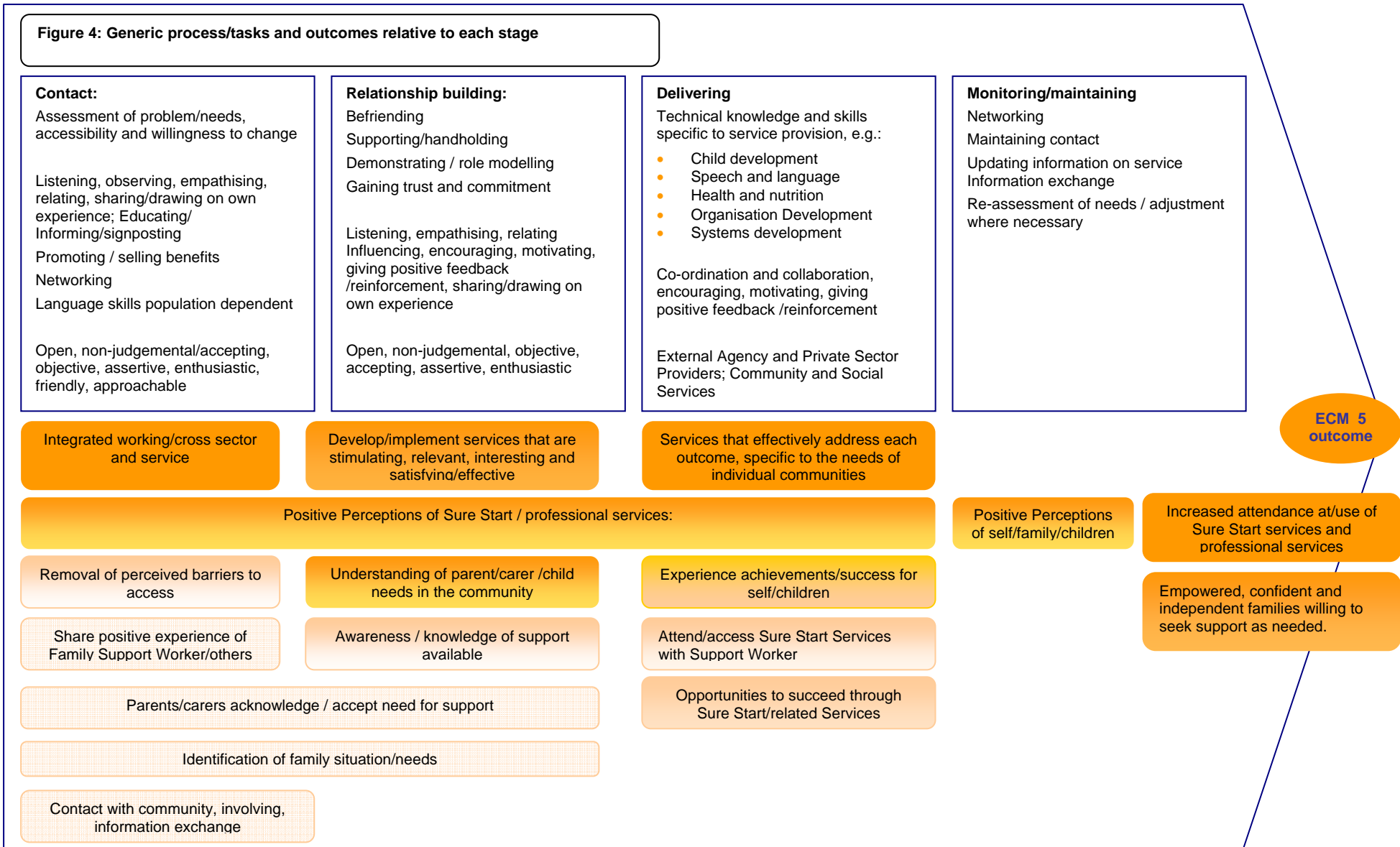
**Figure 2: Performance domain: top level scheme of the key outcomes, client groups and hierarchy of contributory outcomes to which the range of roles contribute**



**Figure 3: Performance domain: top level scheme of the key outcomes, client groups and hierarchy of contributory outcomes to which the range of roles contribute**



**Figure 4: Generic process/tasks and outcomes relative to each stage**



**ECM 5 outcome**

Empowered, confident and independent families willing to seek support as needed.

## 4.2 Core offer and staff roles

|                                                                     | Client groups                                                                        | Staff roles                                             |                                                 |                                                       |                                     |                                            |                                |                                     |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------|-------------------------------------|--------------------------------------------|--------------------------------|-------------------------------------|
| Core offer element                                                  |                                                                                      |                                                         |                                                 |                                                       |                                     |                                            |                                |                                     |
| <b>Early education and childcare</b>                                | Children under 5 + Parents and carers of Teachers (in-direct)                        | Early Years Development Co-ordinator / Outreach Workers | Speech and Language Therapists<br>Oral Health   | Parental Outreach Worker (Play and Learning)          | Homestart workers                   | Child Development Co-ordinator             | Child and Family Health Worker | Midwifery Support Worker            |
| <b>Quality teacher input to lead development of learning</b>        | Children of pre-school age Teachers                                                  | Childrens' Centre Workers / Playgroups                  |                                                 |                                                       |                                     |                                            |                                |                                     |
| <b>Parental outreach</b>                                            | Parents/Carers and extended families                                                 | Parental Outreach Worker                                | Parent Involvement Worker (+Bi-lingual support) |                                                       |                                     |                                            |                                |                                     |
| <b>Family Support</b>                                               | Parents/carers and extended families<br>Social Services                              | Family Support Co-ordinator / Workers                   | Child and Family Health Worker                  | Parent Involvement Worker<br>Parental Outreach Worker | Community Networkers/Links Workers/ | Financial Literacy Advisor                 | Midwifery Support Worker       | Project Development worker for Dads |
| <b>Local advice and information for parents</b>                     | Parents/carers and extended families<br>Social Services<br>Community Services/Health | Parent Involvement Worker<br>Parental Outreach Worker   | Community Networkers/Links Workers              |                                                       | Health Start Workers                | Project Development Worker for Dads        | Financial Literacy Advisor     |                                     |
| <b>Base childminder network and support for childcare providers</b> | Public / private sector childminder services<br>Sure Start Crèche workers            | Early Years Development Co-ordinator/ Outreach Workers  | Childrens' Centre Workers / Playgroups          |                                                       |                                     |                                            |                                |                                     |
| <b>Support for children and parents with SEN</b>                    | Parents/carers of children with SEN<br>Providers of SEN                              | Early Years Development Co-ordinator / Outreach Workers | Speech and Language Therapists                  | Parental Outreach Worker (Play and Learning)          |                                     |                                            |                                |                                     |
| <b>Effective Links with job centre plus</b>                         | Project Development Worker for Dads                                                  | Community Networkers/Links Workers/                     | Parent Involvement Worker (+bi-lingual)         | Parental Outreach Worker (+bi-lingual)                | Financial Literacy Advisor          | Community Involvement and Training Co-ord. | Employment Bureau / CAB        |                                     |

## 4.3 Common Core for the Children's workforce

The core competencies for the Children's workforce apply to all roles within the Sure Start Programs to a degree and with differing contexts.

Within **integrator roles** there is a clear emphasis on networking, building relationships in the community and with families and children. For this group, the core skills critical and therefore required at an advanced/mastery level are:

- Effective communication and engagement – in particular in relation to bringing about cognitive and behavioural changes amongst families and children relating to themselves, the Sure Start program and other agencies/professionals such as Social Services
- Supporting transitions – in relation to fulfilling their role in facilitating transition of families between tiers of intervention and support services as well as helping families manage positive transitions from one situation to the next
- Multi-agency working – in facilitating access to / provision of appropriate services to the families and children in their area
- Sharing information – which is essential to the effective execution of the previous two requirements – particularly between different providers of services

The more technical skill/knowledge bases of:

- child and young person development
- safeguarding and promoting the welfare of children

are more likely required to a base level to enable those in integrator roles to assess family needs and identify potential problem areas. In depth skills and knowledge in these areas is a greater requirement for Service development and delivery roles.

In addition, **Program/Service Development** roles require the aforementioned skills in the context of developing appropriate services to meet the needs of the community. In this context, supporting transitions is essential to the implementation of new services, enabling service delivery staff internal and external to the program to adopt new approaches effectively through appropriate education, training, role modelling and support.

Similarly within **Program Management and Co-ordination roles** these core skills are required in the context of people management and relationship building where job holders are required to influence and motivate various stakeholder groups:

- Effective communication and engagement – with the team and with other agencies / external organisations in relation to program development and delivery
- Supporting transitions, Multi-Agency working and sharing information – in relation to implementing change within the team and within the wider context of strategic development of the program in the Social/Community Services

This group also require a depth of skill/knowledge in:

- child and young person development
- safeguarding and promoting the welfare of children

both in order to support the team in decision making regarding provision of appropriate services/support to families and children and to direct appropriate development of services as part of the Sure Start program.

It may then be appropriate to identify 'levels of competence' that apply to each role type for each of the common core skills and knowledge. For example, levels could be identified as:

- **Basic:** a base level of knowledge that can be applied in practice in order to identify potential needs and facilitate needs assessment
- **Competent:** competent in the knowledge and practice of specific skills/approaches with opportunity for further development of expertise
- **Advanced:** highly competent in knowledge and application – acts as advise or/council to less experienced staff
- **Mastery:** expert in knowledge and practice – provides role model and takes the lead in provision of training/development of others

These terms are used in the following sections as part of the competence framework.

## 5 Conclusions and recommendations

From the information gathered it has been possible to identify five 'clusters' of roles in operation across the Sure Start Programs. These are:

- Integrator roles
- Service Delivery roles
- Service/organisation development roles
- People/program management / co-ordination roles
- Support and administrative roles

These reflect key elements of a generic Sure Start Program structure, illustrated in Figures 2 and 3 in the previous sections.

From the analysis of each role and the competencies in use it is clear that a core set of competences required specifically to bring about cognitive and behavioural change exists and is applicable to all roles within Sure Start Programs.

These predominantly fall under the umbrella heading of '**Effective communication and engagement**'. However, other elements of the common core are also applicable across the different role types to varying degrees, depending on the role context and target groups to whom the cognitive and behavioural change process is directed, as illustrated below.

The frameworks presented on the following pages may be used as the basis for development of Job descriptions and role profiles across Sure Start Programs and to guide the development of generic learning and development programs for consistently delivery across the range of local Sure Start Programs.

The first identifies the application of the common core competences within each of the job role types and the level of competence required.

The second presents the breakdown of these generic competences into the composite skills, knowledge, attitudes and behaviours is provided on the following page. In addition to these, two other common core competencies relating to **self management** and **team working** have been added as well as locality specific areas of skill/knowledge.

| Context / Tier of intervention                                                                                                                                                                                                                                                                                  | Clients groups                                                                                                                                                                                                                                                                                                                                       | Application of core competences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Level required                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Integrator Roles</b>                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
| <p><b>Capacity:</b><br/>Acting as interface between community and Sure Start, Social and Community Services.</p> <p><b>Tier involvement:</b><br/>Direct involvement in Tier 1 and 2 interventions.<br/>Acts as bridge and facilitator to transition / access to Tier 3 and 4 interventions.</p>                 | <p><b>Families and children in need of support at all Tiers of intervention.<sup>1</sup></b><br/>These may be broken down into further subgroups with specific needs:</p> <ul style="list-style-type: none"> <li>• Dads</li> <li>• Teenage parents</li> <li>• Lone parents</li> <li>• Parents from minority groups (non-English speaking)</li> </ul> | <ul style="list-style-type: none"> <li>• Changing parent/carers perceptions of themselves, their children and social/community services.</li> <li>• Assessing family needs/situation.</li> <li>• Networking</li> <li>• Building relationships in the community</li> <li>• Communication of information necessary to service provision and development</li> <li>• Brokering services on behalf of families in the community.</li> <li>• Educating.</li> <li>• Working as part of a team</li> <li>• Working as part of the community</li> </ul> | <ul style="list-style-type: none"> <li>Effective Communication and engagement</li> <li>Child and young person development</li> <li>Safeguarding and promoting the welfare of children</li> <li>Supporting transitions</li> <li>Multi agency working</li> <li>Sharing information</li> </ul> |
| <b>Service Delivery Roles</b>                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
| <p><b>Capacity:</b><br/>Delivering specialist services to primarily children up to the age of 5 and to their parents/carers.</p> <p><b>Tier involvement:</b><br/>Direct involvement in Tier 1 and 2 interventions.<br/>Acts as bridge and facilitator to transition / access to Tier 3 and 4 interventions.</p> | <p><b>Children under 5</b>, in particular those who are vulnerable, at risk of social exclusion or in need of specialist education/development.</p>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Changing/developing cognition and behaviour of children under 5 in relation to learning, development, safety etc.</li> <li>• Changing/developing parent/carer cognition and behaviour towards children through positive role modelling and learning.</li> <li>• Changing cognition/behaviour of other Service Providers towards value of Sure Start Program and services (e.g. Educational Institutes, Health Visitors etc).</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Effective Communication and engagement</li> <li>Child and young person development</li> <li>Safeguarding and promoting the welfare of children</li> <li>Supporting transitions</li> <li>Multi agency working</li> <li>Sharing information</li> </ul> |

<sup>1</sup> Note that whilst Integrator roles are involved with families across all tiers, their role is not to deliver interventions in Tiers 3 and 4 but to ensure the appropriate provider is alerted and involved.

| Context / Tier of intervention                                                                                                                                                                                                                                                                                                                                               | Clients groups                                                                                                                                                                                             | Application of core competences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Level required                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Program and Service Development/Co-ordination Roles</b>                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |
| <p><b>Capacity:</b><br/>Development of appropriate services to meet the needs of families and children in the local community.</p> <p><b>Tier involvement:</b><br/>Direct involvement with Tier 1 and 2 families in developing and determining services needed and creating positive perception of new services.<br/>Minimal Tier 3 and 4 involvement.</p>                   | <p><b>Primary: Service Delivery staff within Sure Start and other Social/Community service providers.</b></p> <p>Integrator staff</p> <p>Parents/carers of children under 5 years</p>                      | <ul style="list-style-type: none"> <li>Assessment of local community needs in relation to the ECM 5 outcomes.</li> <li>Design/development of services to be delivered through the Sure Start Program to meet specific needs.</li> <li>Networking with community and social service providers.</li> <li>Communicating and sharing information with client groups to assess needs.</li> <li>Changing cognition and behaviour of client groups in respect of new service developments.</li> <li>Facilitating change / adoption of new approaches and techniques amongst client groups.</li> <li>Informing/Educating other Sure Start staff in services available</li> </ul> | <p>Effective Communication and engagement</p> <p>Child and young person development</p> <p>Safeguarding and promoting the welfare of children</p> <p>Supporting transitions</p> <p>Multi agency working</p> <p>Sharing information</p> |
| <b>Program Management/Co-ordination Roles</b>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |
| <p><b>Capacity:</b><br/>Management of the local Sure Start Program Team<br/>Co-ordination of the program development and delivery to achieve ECM 5 outcomes.</p> <p><b>Tier involvement:</b><br/>Direct involvement in Tier 1 and 2 interventions.<br/>Collaborates with Social and Professional Services in decisions regarding appropriate Tier 3 and 4 interventions.</p> | <p><b>Primary: staff within the Sure Start Program.</b></p> <p>Families with children under 5.<br/>Other social and community service providers sharing interdependencies with the Sure Start Program.</p> | <ul style="list-style-type: none"> <li>Motivating the Sure Start team to perform.</li> <li>processes</li> <li>Building and managing team dynamics</li> <li>Changing cognition and behaviour of the team to adopt new approaches, practices.</li> <li>Changing cognition and behaviour of other Social/Community providers towards the Sure Start Program and staff roles (value / contribution of).</li> <li>Providing specific advice and guidance to Sure Start Program workers to facilitate decision making.</li> </ul>                                                                                                                                              | <p>Effective Communication and engagement</p> <p>Child and young person development</p> <p>Safeguarding and promoting the welfare of children</p> <p>Supporting transitions</p> <p>Multi agency working</p> <p>Sharing information</p> |

### Breakdown of composite skills, knowledge and attitudes

| Competence                                                                                                                                                                                  | Skilled in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Knowledge of                                                                                                                                                                                                                                                                    | Attitudes/characteristics displayed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Common Core</b>                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Effective communication and engagement</b></p> <p><b>Essential in all roles and contexts</b></p>                                                                                      | <p><b>Foundation communication</b></p> <p>Verbal communication</p> <p>Non-Verbal communication</p> <p>Active listening</p> <p>Observing</p> <p>Questioning techniques</p> <p>Written communication</p> <p>Report writing</p> <p>Identifying and selling benefits (e.g. of Sure start and Social services)</p> <p>Use of appropriate computer / software systems to facilitate communication and information gathering/exchange</p> <p><b>Interpersonal skills</b></p> <p>Empathising</p> <p>Relating to others</p> <p>Establishing rapport</p> <p>Building trust</p> <p>Relationship Building</p> <p>Showing interest in/understanding others</p> <p><b>Coaching/ counselling skills</b></p> <p>(In addition to the above)</p> <p>Giving and receiving feedback</p> <p>Positive reinforcement</p> <p>Motivating and influencing others</p> <p>Educating</p> <p>Role modelling</p> <p>Group facilitation</p> | <p>Foundation cognitive therapy principles and techniques</p> <p>Coaching and counselling techniques</p> <p>Different cultural observations/rituals in communication and interpersonal exchanges</p> <p>Self – own strengths and limitations</p> <p>Team and group dynamics</p> | <p>Accepting (of self, other and diverse individual circumstances)</p> <p>Friendly and approachable</p> <p>Objective/non-judgemental</p> <p>Patient</p> <p>Positive</p> <p>Emotionally detached</p> <p>Determined</p> <p>Confident/positive self perception</p> <p>Assertive</p> <p>Challenging</p> <p>Calm under pressure/difficult or distressing circumstances</p> <p>Respect for individual and cultural differences</p> <p>Open</p> <p>Honesty</p> <p>Humility</p> <p>Discretion/respect for confidentiality</p> <p>Integrity/of their word</p> <p>Emotionally resilient</p> <p>Perceives self and operates as part of the team, the community and broader Sure Start Program and Social Services provision.</p> <p>Perceives self as peer/equal amongst client groups – not superior</p> <p>Flexibility and adaptability within the role and working patterns.</p> |
| <p><b>Child and young person development</b></p> <p><b>Required in varying degrees across roles.</b></p> <p><b>Essential to greater depth</b> in Service Development and Delivery Roles</p> | <p>Identification of different development stages relative to age groups</p> <p>Application of development techniques and approaches to practical parenting</p> <p>Application of child development approaches and techniques to the design of children's services.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Child development stages</p> <p>Child development approaches and techniques.</p>                                                                                                                                                                                             | <p>As above</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Competence                                                                                                                                                                                                                                                                                                                                                                                     | Skilled in                                                                                                                                                                                                                                                                                                                                                                            | Knowledge of                                                                                                                                                                                                                                                                                                                                          | Attitudes/characteristics displayed                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Common Core</b>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                 |
| <p><b>Safeguarding and promoting the welfare of children</b></p> <p><b>Required in varying degrees across roles</b></p> <p><b>Essential to greater depth in Service Development and Delivery Roles</b></p>                                                                                                                                                                                     | <p>Identification of potential problems within young families.</p> <p>Identifying appropriate services to address needs of individual families</p>                                                                                                                                                                                                                                    | <p>Family development:</p> <p>Health issues</p> <p>Parenting issues</p>                                                                                                                                                                                                                                                                               |                                                                                                                 |
| <p><b>Supporting transitions</b></p> <p><b>Required in all roles</b> in application to different contexts and client groups.</p>                                                                                                                                                                                                                                                               | <p>Identifying barriers/ resistance to change.</p> <p>Identifying ways to remove barriers to change and 'selling' these to target audiences.</p>                                                                                                                                                                                                                                      | <p>Barriers/responses to change.</p> <p>Application of communication and interpersonal skills.</p>                                                                                                                                                                                                                                                    |                                                                                                                 |
| <p><b>Multi agency working</b></p> <p><b>Essential to all roles</b> applicable to different levels of the Sure Start organisation, Social and Community.</p> <p>For example, Integrator Roles apply at local team and individual levels.</p> <p>Service Development/co-ordination apply at Agency level</p> <p>Program Management / co-ordination apply at organisation / strategic level.</p> | <p>Networking</p> <p>Building relationships</p> <p>Influencing and negotiating.</p>                                                                                                                                                                                                                                                                                                   | <p>Community and Social Service:</p> <ul style="list-style-type: none"> <li>• Provision</li> <li>• Networks</li> <li>• Contacts and key relationships</li> </ul> <p>Locally and relating to the government frameworks.</p> <p>The role and remit of Sure Start and partner agencies/providers/teams operating with the broader Community context.</p> | <p>Open</p> <p>Calm</p> <p>Non-defensive</p> <p>Collaborative</p> <p>Team oriented</p> <p>Politically aware</p> |
| <p><b>Sharing information</b></p> <p>Application as above</p>                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Presentation of information (verbal and non-verbal) to inform / educate / promote</li> <li>• Identifying information needs of key client groups / partners.</li> <li>• Effective exchange of verbal and written communications with other team members, teams and agency / provider staff through appropriate methods/mechanisms.</li> </ul> | <p>Sources of information relevant to their role and others'</p> <p>Information needs of partners/agencies with whom the job holder works/has an impact on</p> <p>Sources of information available to key client groups (for sign-posting)</p> <p>Mechanisms and processes available for information sharing within the local context</p>             | <p>Open</p> <p>Calm</p> <p>Non-defensive</p> <p>Collaborative</p> <p>Team oriented</p> <p>Politically aware</p> |

| Competence                           | Skilled in                                                                                                                                                                                                                                                                    | Knowledge of                                                                                                                                                                                                                                                                                                                                                                    | Attitudes/characteristics displayed                                                               |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Additional common competences</b> |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                   |
| <b>Self management</b>               | <ul style="list-style-type: none"> <li>Working independently</li> <li>Self organisation and time management</li> <li>Use of administrative support and systems to manage and organise workload/time</li> </ul>                                                                | Systems and mechanisms to facilitate organisation and time management.                                                                                                                                                                                                                                                                                                          |                                                                                                   |
|                                      | <ul style="list-style-type: none"> <li>Seeking support / advice and guidance / learning and development when required (in specific situations and in general)</li> <li>Providing support and guidance to other members of the team in areas of expertise/strength.</li> </ul> | Self awareness: <ul style="list-style-type: none"> <li>Strengths and limitations</li> <li>Learning and Develop needs</li> </ul>                                                                                                                                                                                                                                                 | Willingness/desire to learn and develop continuously.<br>Positive perception / acceptance of self |
| <b>Team working</b>                  | Collaborating / assigning work to appropriate team members.                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Knowledge of others in the team:</li> <li>Roles and remits</li> <li>Skills, experience, strengths and limitations</li> </ul>                                                                                                                                                                                                             |                                                                                                   |
| <b>Locality specific</b>             |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                   |
| <b>Social context/ Community</b>     | Languages: according to local population (both within the English Language and outside)<br>Translation of written material in specific languages                                                                                                                              | Local Community: <ul style="list-style-type: none"> <li>Networks and key contacts</li> <li>Social and Community services and provision</li> </ul> Cultural diversity of local population<br>Cultural traditions/observations of community groups<br>Local Sure Start Program Services<br>Processes and mechanisms available through which to share information and communicate. |                                                                                                   |

# Appendices

## **Appendix 1: Discussion Guide**

## Kirklees Partnership

### Research into the role of Family Support Workers in Sure Start Programmes

#### Interview discussion guide

#### 1 Explain the purpose and objectives of the research interview:

Explain that The Kirklees Partnership has commissioned this piece of research to identify a common core set of competences that are required across all Sure Start programs to deliver family support. This in turn will be used to enable more effective, efficient and consistent planning / execution of program development, recruitment, training and development of staff across all programs.

The specific objectives of the research are to gain an understanding of the job holder's perception of:

- The purpose and objectives of their role
- The main client groups to whom the outcomes/deliverables of the role are directed
- The extent to which the above is concerned with changing the attitudes and behaviours of these client groups
- The core priority tasks that they are involved in as critical to the achievement of the role purpose and objectives/outcomes
- Key 'partners' (e.g. internal teams and external agencies/third parties) involved in completing these
- The proportion of time that is devoted/appORTioned to the completion of each of these tasks
- The knowledge, skills and behaviours that the role holder considers to be most critical to the effective delivery / execution of the above

The questions and approaches explored will be used to elicit this information throughout the interview.

**2 Explain** to the interviewee that the questions are designed to gain as much insight into the role, tasks and requisite skills, knowledge and behaviour as possible.

**Emphasise** that all information provided is entirely confidential and no individual's contributions will be identified in association with them.

**Encourage** each participant to be completely open and honest in their responses to ensure as accurate an impression of the role as possible.

### **3 The purpose and objectives of their role**

What do you believe is the main purpose of your role?

Do you have/what are the specific objectives for achieving this purpose?

What specifically do you believe these are intended to 'deliver' in terms of measurable outcomes?

If necessary, provide examples, such as .... (tbc)

**4 Your main client groups...** Indicate in the boxes below who you consider to be your main client groups (the main recipients/beneficiaries of the services/outcomes you provide).

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

For example:

Combine or split the boxes to indicate the significance of the group in terms of how much of your time you spend on meeting their needs/providing services to each group.

|                           |                                       |  |
|---------------------------|---------------------------------------|--|
| Parents of young children |                                       |  |
|                           | Sure Start Service Providers/Delivery |  |
|                           |                                       |  |

What is it that you provide/deliver for each of these groups?

Can you walk through/describe the process – its key steps/tasks that you go through to deliver these services?

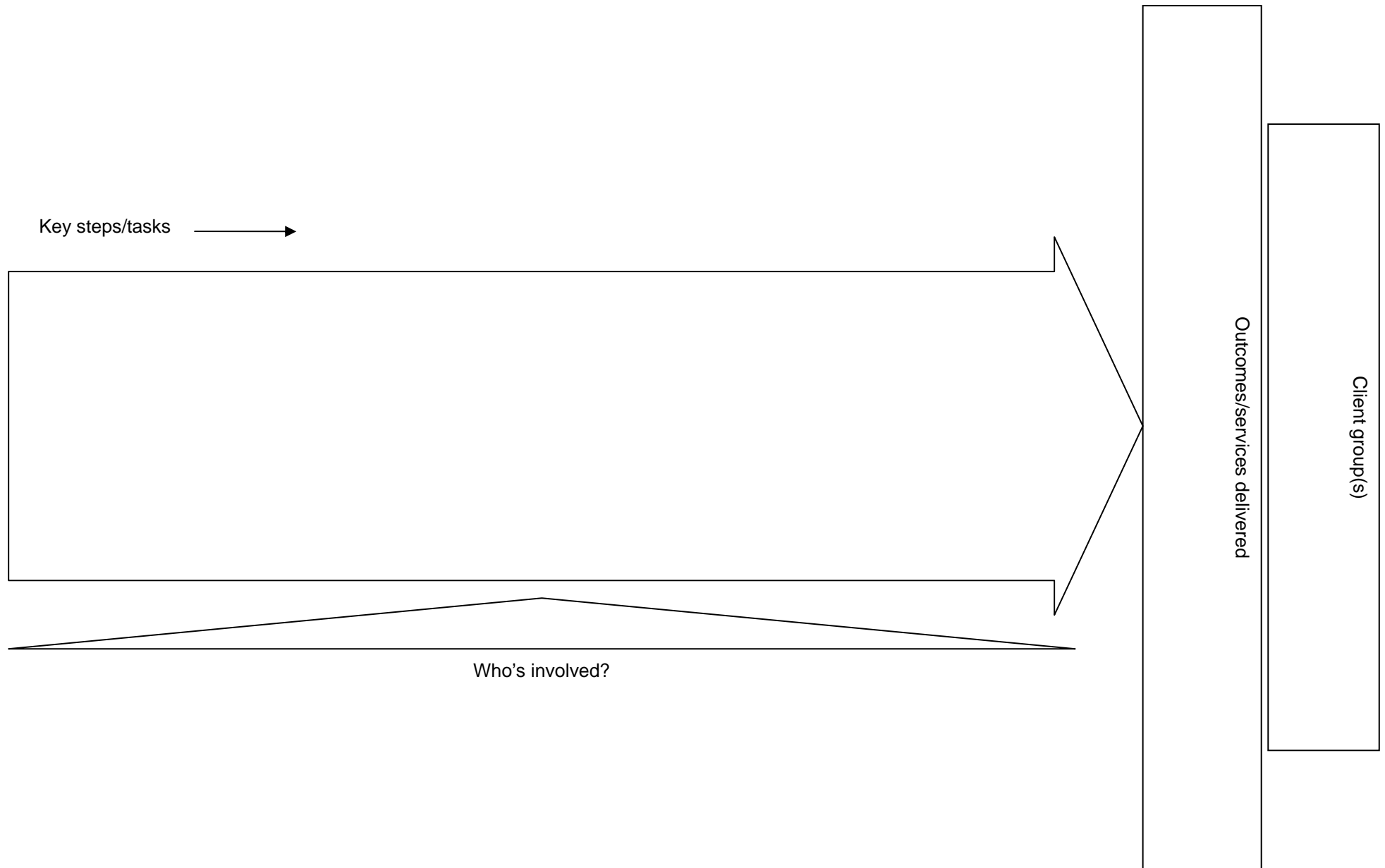
*Prompt to draw out the process as a map – use the guide on the following page to prompt.*

How much does your average week/day vary? Would it be possible to describe a ‘typical day’ in your role?

Can you indicate other teams, agencies and/or third parties that would be involved in this process?

To what extent are you involved in making decisions about or with families as the services they might receive?

What barriers/difficulties do they encounter in delivering services for these clients?

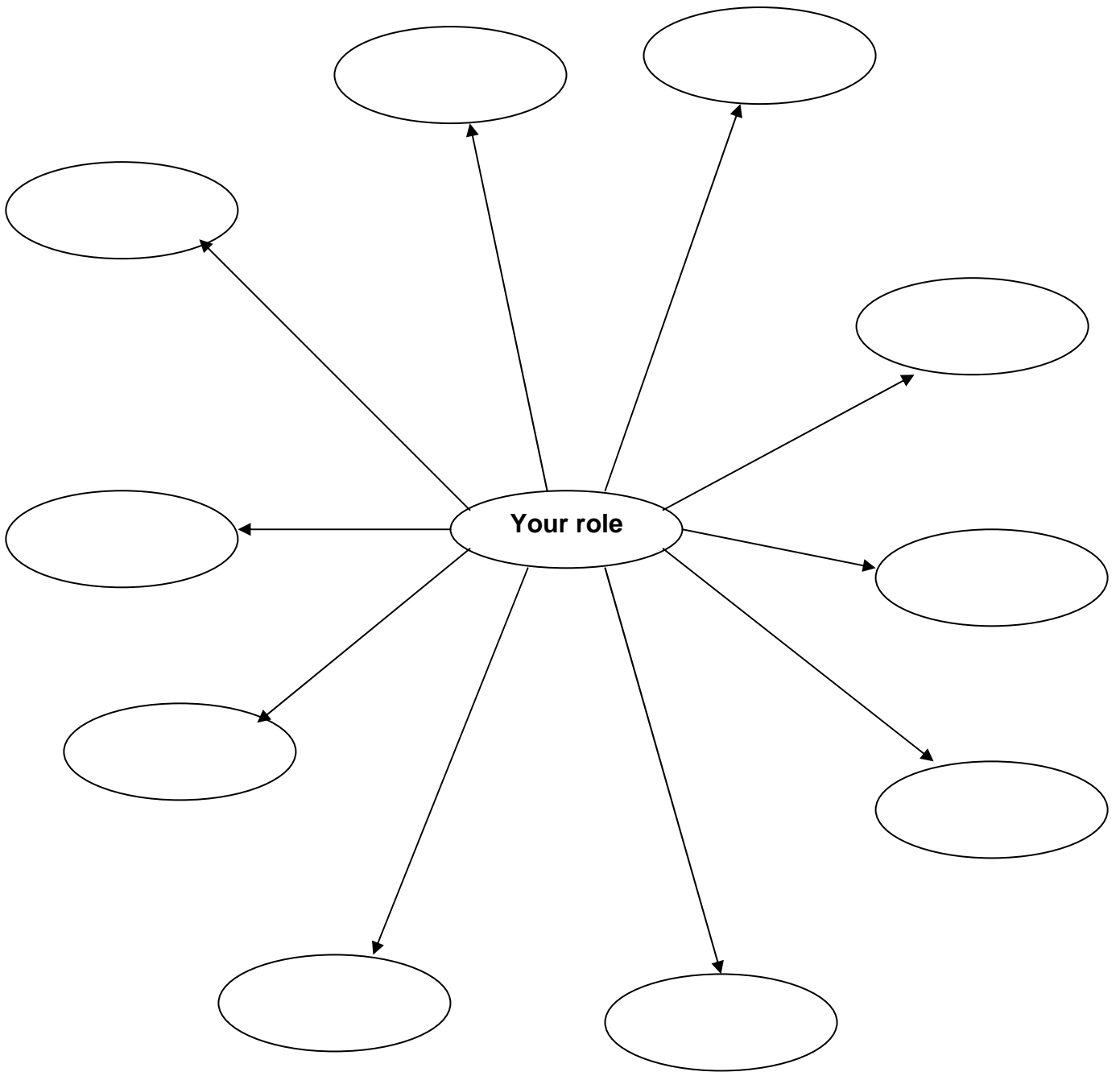


## **5 Key relationships**

Add to the diagram other people, teams, agencies or third parties you regularly work with in performing your role/carrying out your core tasks – discuss also:

- the nature of the relationship – for example, whether you are informing, collaborating, gathering information.
- Whether each presents any specific challenges, sensitivities or issues that the job holder are is required to address (and the necessary skills to address these).

It's not necessary to fill all spaces, use this as a guide only.



**6 Your key tasks...** looking at the tasks you have mapped out above, indicate in the boxes below what you consider to be the core/primary tasks are and how much of your working time you spend on completing these.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

For example:

Combine or split the boxes to indicate the significance of the task in terms of how much of your time you spend on meeting their needs/providing services to each group.

In your opinion, is this an appropriate proportion / allocation of your time to these tasks?

|                    |                             |  |
|--------------------|-----------------------------|--|
| Report writing     |                             |  |
|                    | Making home / family visits |  |
| Attending meetings |                             |  |

## **7 Allocation of work**

What is your understanding of how your work/tasks are allocated to you and other members of the organisation/program?

Do you feel that there is an appropriate/adequate allocation system in place?

What are its main strengths/weaknesses?

## **8 Tiers of intervention**

In terms of the four Tiers of intervention (use handout to prompt if necessary) where do the majority of these tasks fall?

Ask the interviewee to indicate how much is proportioned to each tier – for example, in rough percentage terms.

*Use the handout explaining each tier as a prompt / to record responses if required.*

In your view, how is on-going support provided to families as they move from one tier to the next? For example, how are links to other agencies and providers maintained ... (*refer back to the process diagram to prompt if required/appropriate*).

## **9 Behaviours, skills and knowledge required to perform/deliver effectively:**

Thinking about these core tasks:

Which of these do you believe aim to bring about changes in the client groups' perceptions or behaviour?

In achieving this, what do you consider to be the most important aspects of your behaviour/the way you carry out these tasks?

Are there specific skills and knowledge that contribute to/support this?

How have these been developed?

What are the most challenging aspects of the tasks you have identified above?

What behaviours, knowledge and skills are most critical in addressing these challenges?

## **10 How you perceive your role within the broader Sure Start / Social Services context;**

How would you describe where and how your role fits within the broader context of the Sure Start Program and Family Support Core offering?