



Tros Gynnal Plant  
Standing up for Children

## **JOB DESCRIPTION**

**JOB TITLE: *Advocacy Caseworker (for Unaccompanied Asylum Seeking Children)***

**OFFICE LOCATION: *Newport***

**LINE MANAGER: *Newport Team Manager***

**SUPERVISORY RESPONSIBILITIES: *None***

### **BACKGROUND TO ROLE:**

With Welsh Government funding, a consortium of organisations led by the Welsh Refugee Council are working together to deliver an Asylum Rights Programme which will improve access to support services and advice for refugees, asylum seekers and migrants across Wales.

### **PRINCIPAL JOB PURPOSE:**

To provide independent information, advice and advocacy to children and young people. To enable and empower asylum seeking children and young people to express their views and influence systems and to act as appropriate adult in age disputes.

### **DUTIES & RESPONSIBILITIES**

1. To provide an advocacy service for asylum seeking and refugee children and young people by speaking up for them and where possible enabling them to speak up for themselves; by helping them to achieve an understanding and to participate and influence decisions that affect their lives; and representing their views, wishes and needs to decision makers and seeking remedies for breach of their human rights
2. To provide a tailored signposting service to asylum seeking and refugee children and young people to ensure they are able to access necessary services to meet their support needs
3. To provide information on asylum seeking and refugee young people's rights and entitlements through tailored signposting, advocacy and participation work.
4. To support children and young people to make informal/ formal complaints where necessary to statutory / voluntary bodies such as social services, education, health and housing
5. To negotiate with social workers, Home Office caseworkers, solicitors, health professionals, housing workers and other professionals on children young people's

behalf and accompany them to decision making forums and ensure their views are represented

6. To assist in the promotion of advocacy for asylum and refugee children and young people eligible to receive the service
7. To maintain written and /or word processed records on work undertaken
8. To maintain an up to date knowledge of issues impacting on refugee children and young people
9. To undertake basic administrative tasks (e.g. basic word processing)
10. To comply with TGP policy and practice requirements with respect to health and safety, child protection, equal opportunities and other relevant policies and procedures
11. To work with understanding and commitment to TGP's principles of equal rights and equal opportunities for all groups especially those experiencing disadvantage and/or discrimination in order to combat that disadvantage and discrimination

Such other duties and responsibilities as may reasonably be required by the organisation and which are consistent with the grade

### ***WORKING CONDITIONS***

Full-time 37 hours per week

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

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

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

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

| <b>National Occupational Standards specific to this role</b>   |
|--|
| <p><b>Advocating for Children and Young People – see Appendix 1</b></p> <p>An independent advocate must reflect the wishes of the child or young person for whom they are an advocate, even where there may be a conflict with the 'best interests' of the child or young person. Independent advocates are most likely to work with children who are looked after, but may also represent children or young people in other circumstances.</p> <p><a href="#">Advocacy for Children and Young People</a></p> <p><a href="#">Independent Advocacy</a></p> <p>National Standards for the Provision of Children’s Advocacy Services</p> <p><a href="#">National Advocacy Standards</a></p> |



# APPENDIX 1

## ***Matching Competencies to National Occupational Standards.***

### **Advocacy Worker**

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

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

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