

Standard L4: Early intervention practitioner

UOS reference number

ST0868

Trailblazer reference number

TB0566

Title of occupation

Early intervention practitioner

Trailblazer name

Early Intervention

Core and options

No

Resubmission

No

Level of occupation

Level 4

Route

Care services

Typical duration of apprenticeship

18 months

Target date for approval

28 February 2021

Occupational profile

Summary

This occupation is found in statutory and voluntary organisations who can provide person-centred, early intervention approaches and services to support individuals across all age ranges, from pre-birth to end of life. Early Intervention Practitioners offer practical help and emotional support to individuals experiencing a range of problems to help them overcome concerns or barriers impacting their daily lives, such as alcohol, drug or gambling misuse, behavioural issues, mobility issues and learning difficulties. They provide impartial information, advice, support and guidance to individuals and others impacted by the individual's circumstances, such as their family and friends.

The broad purpose of the occupation is to provide intervention services early in identified cases to help prevent a more complex, statutory-driven solution needed later. Early intervention work is a voluntary, consent-based service where individuals are encouraged to engage with the services and support offered, but can choose not to engage if they wish.

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However, many individuals do choose to engage with the services offered as they recognise how the support can benefit their lives and those impacted by their circumstances.

An Early Intervention Practitioner is responsible for identifying and sourcing the right intervention at the right time in an individual's life in order to achieve mutually agreed outcomes. They work in a number of different environments within the community depending on the types of individual they are supporting and may visit an individual in their home environment, or meet in a neutral location of the individual's choosing.

Early intervention work involves identifying risks, focusing on the voice of the individual and building relationships and trust with the individual and their wider network, in order to provide timely, flexible and effective support. They adopt a collaborative, evidence-based approach aimed at building on the capacity and resilience of individuals by supporting them to take responsibility and ownership for themselves, which may also involve input from the individual's, family, friends and other professionals. Support provided could involve a single agency input, or require coordinating a multi-agency response. They are responsible for ensuring effective collaboration and appropriate information sharing between partner agencies to ensure the individual gets the right help at the right time, focusing on the emerging needs of individuals and managing the support required to help prevent escalation to social care or other statutory partner thresholds.

Early Intervention Practitioner roles offer a wide range of support to individuals across all age ranges. For example, a Lead Reablement Worker may focus on supporting and empowering adults to enhance their quality of life, maximise potential and continue to develop independence skills within their own homes. They might do this by, for example, creating and implementing a support plan for older person to rebuild their confidence and regain lost skills after being injured in a fall, to ensure they can remain independent in their own home rather than needing residential care. In a different setting, a Violence Prevention Worker may deliver behavioural change interventions with adults in a way that shows an understanding of domestic violence and its effect on the victim, prioritising the safety of the victim and their children. In another setting, a Pastoral and School Inclusion Officer would be responsible for finding solutions to keep young people in school wherever possible, or if that's not possible, to ensure they get an education somewhere else. They might do this by supporting pupils with identified behavioural issues to achieve their potential through targeted support and interventions, whilst working closely with parents and relevant professionals.

In their daily work, an employee in this occupation interacts with:

- The individual, their family and wider network.
- Colleagues within their own team, their line manager, and other professionals within a variety of service provisions. Provision may include working with representatives from education, health, care, therapeutic services, housing, financial assistance, youth justice, probation, social care and the police.

An employee in this occupation will be responsible for:

- Identifying the early intervention need within cases through analysis and assessment

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- Working with their manager and colleagues to distribute cases amongst the team appropriately.
- Working with partner agencies, including participating in multi-agency meetings where they may also be responsible for chairing the meeting.
- Reflecting on, and reviewing outcomes and progress, in a timely and appropriate manner
- Solving issues effectively to maintain relationships both with individuals/families and other professionals whilst considering organisational and legal requirements.
- Ensuring all documentation is maintained and auditable for legal or agency requirements as well as quality inspections, e.g. the Care Quality Commission, OFSTED.

Typical job titles

['Typical job titles vary according to organisation but may include', 'Early Intervention and Prevention Worker', 'Lead Reablement Worker', 'Early Intervention Advisor', 'Assistant Senior Care worker', 'Assistant Social Worker', 'Early Intervention Alcohol Case Worker', 'Violence Prevention Worker', 'Pastoral and School Inclusion Officer', 'Family Support Worker', 'Early Help Practitioner', 'Childrens Centre Staff']

Duty	Knowledge	Skills	Behaviours
D1: Undertake a risk assessment of the situation for an individual or family to identify the issue / concern and establish that the correct person or organisation is working with the family.	K1, K4, K5, K9, K12, K14, K16	S2, S5, S6, S8, S9, S10, S13, S14, S15	B1, B2, B3, B4, B5, B6
D2: Assess and analyse difficult or complex situations using evidenced-based practice to develop an action plan through consent.	K1, K3, K5, K7, K8, K9, K10, K15, K16, K17	S2, S3, S4, S5, S7, S8, S9, S10, S11, S13, S15	B1, B2, B3, B4, B5, B6
D3: Manage early intervention cases, providing direct intervention in line with policies and procedures.	K1, K2, K4, K5, K7, K9, K10, K12, K14, K15, K16, K17	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D4: Analyse and respond to identified personal and individual/family risk from an organisational perspective	K1, K2, K4, K5, K6, K7, K9, K10, K12, K14, K16, K17	S1, S2, S3, S4, S5, S6, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D5: Managing working relationships with partner agencies using effective communication to achieve the desired outcomes for individuals.	K2, K5, K6, K7, K9, K10, K13, K14, K17	S1, S3, S4, S5, S7, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D6: Manage referrals and transitions, provide information advice and guidance (iag) to individuals and families.	K1, K2, K3, K4, K5, K6, K7, K9, K10, K11, K12, K14, K15, K16, K17	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D7: Develop and support relationships to increase engagement between clients, their families and all professionals according to their age, stage and mental health requirements including using coaching and mentoring approaches.	K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17	S2, S3, S4, S5, S6, S7, S8, S9, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D8: Develop own continual professional development to support the delivery of good outcomes, this includes, keeping skills and knowledge up to date, engaging in appropriate learning activities and reflecting on own learning and practice.	K1, K3, K4, K6, K8, K11, K13, K16, K17	S2, S7, S12, S13, S15	B1, B2, B3, B4, B5, B6
D9: Engage in their own professional supervision, to support and enhance the quality of their practice	K1, K4, K6, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D10: Record and maintain accurate records for each client, ensuring that it is compliant with organisational policies and procedures.	K1, K2, K4, K5, K7, K9, K10, K12, K14, K15, K16, K17	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6
D11: Embed environmental and contextual factors in the approach to supporting early interventions and the achievement of good outcomes for individuals and families.	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15	B1, B2, B3, B4, B5, B6

Knowledge

- K1: relevant legislation, policies and procedures nationally and locally within their organisation, and own role. In relation to Children, Adults, Health and Safety and data protection.
- K2: the principles and benefits of local and national multi-agency working.
- K3: stages of development and transitions individuals may go through and the impact of these on the individual.
- K4: the importance of safeguarding and protection of vulnerable people when managing early intervention cases. Including the legal requirements and obligations of your own role this may include Prevent, mental capacity and deprivation of liberties.
- K5: when it is appropriate to escalate and deescalate individual cases because it is beyond their responsibility and jurisdiction despite any emotive commitments
- K6: importance of health, well-being and resilience in relation to self and others
- K7: limits of personal and professional boundaries within own role, i.e. with individuals, and other professionals
- K8: relevant theories relating to early intervention work, including social justice, development, person and family centred approaches and evidence-based strategies.
- K9: methods used to assess and analyse individuals and use professional judgements to inform future interventions.
- K10: the importance of using the right communication method depending on the situation when building professional relationships including the use of digital technologies
- K11: Theory of Change and the impact it has on themselves and others.
- K12: The importance of safe lone working and mitigating risks to protect personal safety.
- K13: Principles of mentoring and coaching to help support others.
- K14: caseload management processes, and when to seek appropriate support or direction from others.
- K15: organisational aims and values in own role, including equality, rights, and diversity.
- K16: how to undertake risk assessment using organisationally approved processes.
- K17: conflict resolution techniques to manage differences of opinion and difficult situations

Skills

- S1: Manage early intervention caseloads in line with organisational policies and procedures and relevant national and local priorities.
- S2: Assess, manage and respond to risk in their own area of responsibility.
- S3: Provide individuals and professional partners with appropriate tools and information to help them make informed choices to access support relevant to their needs.
- S4: Work collaboratively with individuals, their wider network and partner agencies, providing professional challenge when necessary.
- S5: Use appropriate observation, questioning, problem solving and analysis techniques when undertaking assessments for early intervention.

- S6: Apply organisational health, safety and welfare procedures when managing caseloads to ensure the welfare of self, clients, their wider network and professional partners.
- S7: Apply relevant theories and evidence-based strategies in own role.
- S8: to manage multiple cases within own role, to meet individual and or family's needs
- S9: to prioritise interventions based on presenting needs
- S10: Produce detailed and, accurate records that meet organisational and legislative requirements
- S11: Use appropriate techniques to build and maintain professional relationships that help to ensure needs of individual cases are met.
- S12: Use digital technologies where appropriate within own role.
- S13: Work independently as a practitioner within the wider team context, drawing on direction and support when needed.
- S14: Provide impartial information, advice and guidance in a format that meets the needs of the individual.
- S15: Use professional judgement to understand the complexities of a situation and make appropriate decisions.

Behaviours

- B1: Collaboration: engagement with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.
- B2: Enquiring: having professional curiosity, exploring a range of approaches in practices.
- B3: Adaptability: flexibly and responsively adapt to situations as they arise or are foreseen.
- B4: Compassion: Reflective, self-caring, considerate of self and others. Able to draw upon and build support networks
- B5: reflective: learning from success and mistakes, to continuously review and adapt approach.
- B6: Equity: Value people as individuals recognising difference and diversity.

Duty	OTJ days
D1: Undertake a risk assessment of the situation for an individual or family to identify the issue / concern and establish that the correct person or organisation is working with the family.	4
D2: Assess and analyse difficult or complex situations using evidenced-based practice to develop an action plan through consent.	6
D3: Manage early intervention cases, providing direct intervention in line with policies and procedures.	5
D4: Analyse and respond to identified personal and individual/family risk from an organisational perspective	4
D5: Managing working relationships with partner agencies using effective communication to achieve the desired outcomes for individuals.	8
D6: Manage referrals and transitions, provide information advice and guidance (iag) to individuals and families.	3
D7: Develop and support relationships to increase engagement between clients, their families and all professionals according to their age, stage and mental health requirements including using coaching and mentoring approaches.	8
D8: Develop own continual professional development to support the delivery of good outcomes, this includes, keeping skills and knowledge up to date, engaging in appropriate learning activities and reflecting on own learning and practice.	7
D9: Engage in their own professional supervision, to support and enhance the quality of their practice	6
D10: Record and maintain accurate records for each client, ensuring that it is compliant with organisational policies and procedures.	4
D11: Embed environmental and contextual factors in the approach to supporting early interventions and the achievement of good outcomes for individuals and families.	12

Additional information

Entry requirements

No entry requirements specified

Professional recognition

No professional body recognition specified

Rationale for no professional recognition

There is no professional body that formally recognises the occupation at this level.

Progression routes

No progression routes specified

Progression routes comments

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Trailblazer membership details

Chair

Claire Austin (Derbyshire County Council)

Facilitator

Carol Archer (Derbyshire County Council)

Employer members

Name	Employer
Alison Jolley	Leicestershire Youth
Andrew Parfitt	Brighton and Hove City Council
Ben Lilley	Lincolnshire
Charles Charalambous	IOW Council
Edward Wong	Norfolk County Council
Gabriella Mercuri	Northamptonshire Council
Lee Durrant	Rotherham Borough Council
Sue Boniface	Southampton City Council

Other members

Name	Organisation
Kit Salt	SFJ Awards
Penny Crossley	