

Overview of the role

Provide intervention services early in identified cases.

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Standard in development

L4: Early intervention practitioner

Title of occupation

Early intervention practitioner

UOS reference number

ST0868

Core and options

No

Level of occupation

Level 4

Occupational maps data

Route: Care services

Pathway: Care Services

Cluster: Children, young people and families manager

Typical duration of apprenticeship

18 months

Target date for approval

31/03/2021

Resubmission

No

Would your proposed apprenticeship standard replace an existing framework?

No

Does professional recognition exist for the occupation?

No

Regulated occupation

Is this a statutory regulated occupation?

No

Occupation 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. 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
- 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

Assistant senior care worker Assistant social worker Childrens centre staff Early help practitioner Early intervention advisor Early intervention alcohol case worker Early intervention and prevention worker Family support worker Lead reablement worker Pastoral and school inclusion officer Typical job titles vary according to organisation but may include Violence prevention worker

Are there any statutory/regulatory or other typical entry requirements?

No

Occupation duties

DUTY	KSBS
Duty 1 Undertake assessments of risks and strengths with the individual and or family to ensure that the correct people or organisations are working with the individual or family	K1 K2 K4 K5 K7 K9 K10 K14 K18 K28 K29 K31 S1 S3 S4 S5 S7 S9 S10 S13 S17 S18 S21 S22 S25 S28 S31 B1 B2 B3
Duty 2 Assess and analyse difficult or complex situations using evidenced-based practice to develop an action plan with consent given by individual or family.	K4 K5 K7 K9 K10 K14 K17 K19 K28 K29 K31 S5 S7 S9 S10 S17 S19 S21 S22 S28 S31 B1 B2 B4
Duty 3 Manage cases, providing direct intervention in line with policies and procedures.	K1 K5 K7 K10 K13 K14 K15 K28 K29 K31 S7 S10 S15 S17 S22 S24 S25 S28 S31 B1 B3
Duty 4 Analyse and respond to identified personal and individual and or family risk from an organisational perspective.	K4 K5 K9 K10 K14 K19 K28 K29 K31 S5 S7 S9 S10 S17 S21 S22 S28 S31 B1 B2 B3 B4
Duty 5 Manage working relationships with partner agencies using effective communication to to achieve the desired outcomes for individuals and families.	K2 K5 K7 K10 K11 K19 K21 K26 K30 K31 S2 S5 S17 S21 S22 S26 S30 S31 B1 B2
Duty 6 Manage referrals, transitions and closures, and provide information, advice and guidance (IAG) to individuals and families.	K2 K5 K7 K10 K11 K21 K30 K31 S2 S4 S5 S17 S21 S22 S26 S30 S31 B1
Duty 7 Develop and support relationships to increase engagement between individuals, their families	K7 K10 K11 K14 K19 K26 K30 K31 S7 S9 S10 S11 S17 S19 S21 S22 S26 S29 S30 S31 B1 B2 B4

DUTY

KSBS

and professionals, using coaching and mentoring approaches.

Duty 8 Develop own continual professional development to support the delivery of good outcomes.

K1 K7 K8 K12 K17 K22 K23 K26
S8 S12 S17 S23 S30
B1 B2 B5

Duty 9 Engage in regular professional supervision, to support and enhance the quality of own practice and maintain well-being.

K6 K7 K8 K12 K16 K17 K22 K23 K26
S5 S6 S8 S12 S14 S16 S17 S23 S30 S31
B1 B5

Duty 10 Record and maintain accurate records for each case, ensuring they are compliant with organisational policies, guidance, and best practice.

K1 K15 K24 K25 K27
S15 S17 S24 S25 S27

Duty 11 Consider environmental and contextual factors in the approach to supporting early interventions and the achievement of good outcomes for individuals and families.

K3 K11 K20 K29
S3 S8 S12 S17 S20
B2 B3 B6

KSBS

Knowledge

K1: Legislation, statutory guidance, national, local and organisational policies and procedures in relation to individuals and families relevant to own role.

K2: Principles and benefits of local and national multi-agency and multi-disciplinary working.

K3: Stages of, and factors that affect development, transitions and changes individuals may go through, and the impact they can have on an individual and their family.

K4: Legislation and organisational procedures for safeguarding, the protection of vulnerable people and combating extremism within the requirements of own role.

K5: When and how to escalate and de-escalate individual cases beyond own responsibility.

K6: Importance of health, wellbeing and resilience and ways to manage and maintain it for self and others.

K7: The duty of candour, the responsibilities, boundaries and ethical nature of own role, with individuals, the family network and other professionals.

K8: Theories and evidence based strategies related to early intervention work, trauma informed practice, social justice, person and whole family centred approaches.

K9: Methods used to assess and analyse the requirements of individuals, families, including observation, questioning and problem solving.

K10: Principles of using professional judgement and how it relates to the complexities of a situation and to make informed decisions.

K11: Different communication methods and strategies, including the use of digital technologies, to account for the needs of individuals and families when building professional relationships.

- K12:** Theories of change and the impact it has on own self and others.
- K13:** The importance of safe lone working and mitigating risks to protect personal safety.
- K14:** Principles of mentoring and coaching to help support others.
- K15:** Caseload management processes and when to seek support or direction.
- K16:** Purpose of supervision to enhance practice and wellbeing.
- K17:** The aims, values and culture of own organisation and how own role contributes to this.
- K18:** How to undertake risk assessments in line with relevant policies and procedures.
- K19:** Conflict resolution techniques and methods used to manage differences of opinion and difficult situations with individuals, the wider family network and other professionals.
- K20:** Family structures, environmental, social and cultural contexts and the impact on different situations.
- K21:** Importance of working collaboratively seeking and hearing the voice of the individual to empower and influence intervention work including action planning.
- K22:** Organisation specific policies and commitment relating to rights, equality, diversity and inclusion.
- K23:** Importance of identifying and evaluating own learning and development need.
- K24:** How to produce detailed and accurate records that meet organisational and legislative requirements.
- K25:** Principles of confidentiality in line with legal and organisational policies and procedures.
- K26:** How to find up to date information, advice and guidance that can be used to allow individuals, families and professional partners to make informed choices about accessing support.
- K27:** Own organisations digital strategy and how to use digital technologies appropriate to own role.
- K28:** How to prioritise interventions based on presenting needs.
- K29:** Techniques to build effective professional relationships with individuals and families.
- K30:** Techniques to build effective professional relationships with colleagues and other agencies.
- K31:** How to work as an independent practitioner and when to seek guidance and direction.

Skills

- S1:** Apply legislation, statutory guidance, national, local and organisational policies and procedures to meet the needs of individuals and families.
- S2:** Gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice and support informed decision making.
- S3:** Identify relevant factors and how these have impacted on the needs of the individual and their family.
- S4:** Identify and respond to safeguarding, protection, vulnerable people and extremism concerns.
- S5:** Manage, and respond to assessed strengths, risks and accessing support when beyond own area of responsibility.
- S6:** Identify, develop and adopt strategies for self and others to support health, wellbeing and resilience taking action when required.
- S7:** Manage expectations, honest conversations within boundaries of own role.
- S8:** Apply relevant current theories and evidence based strategies when working with individuals and families to meet their identified needs.
- S9:** Use observation, questioning, problem solving and analysis techniques when undertaking assessments.

- S10:** Use professional judgement to understand the complexities of a situation and make informed decisions.
- S11:** Communicate with individuals including the use of digital technologies accounting for the needs of individuals and families.
- S12:** Identify and respond to the impact of change when working with the individual and their network.
- S13:** Implement safe working practice when lone working to mitigate any potential risks
- S14:** Apply the principles of mentoring or coaching when helping and supporting others.
- S15:** Manage caseloads in line with organisational policies and procedures to meet the needs of individuals or families.
- S16:** Use supervision to support and enhance the quality of your practice and wellbeing.
- S17:** Contribute to the aims, values and culture of own organisation.
- S18:** Undertake risk assessments in line with relevant policies and procedures.
- S19:** Manage differences of opinion and difficult situations with individuals, the wider family network, and other professionals providing professional challenge when necessary.
- S20:** Consider the family and wider environmental, social and cultural context when planning and implementing support or intervention.
- S21:** Work collaboratively with individuals, their wider network and partner agencies to ensure the individual voice is heard when decision making.
- S22:** Apply organisational policies and commitment to rights, equality, diversity and inclusion.
- S23:** Participate in learning and development activities and evaluate the impact on own practice.
- S24:** Produce detailed and accurate records that meet organisational and legislative requirements.
- S25:** Ensure compliance with legal and organisational policies and procedures in maintaining the confidentiality of information.
- S26:** Provide individuals, families and professional partners with up to date information advice and guidance to help them make informed choices about accessing support.
- S27:** Use digital technologies where appropriate within own role and own organisations digital strategy.
- S28:** Prioritise interventions based on presenting needs.
- S29:** Use relationship building techniques to develop and maintain effective professional relationships with individuals and families.
- S30:** Build and maintain effective professional relationships with colleagues and other agencies.
- S31:** Work independently as a practitioner within the wider team context, seeking guidance and direction when needed.

Behaviours

- B1:** Engage with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.
- B2:** Have professional curiosity and be willing to explore different approaches in practice.
- B3:** Be responsive to need and adapt to different situations.
- B4:** Be reflective, caring and considerate of self and others and be able to draw upon and build support networks.
- B5:** Learn from success and mistakes, to continuously review approach.
- B6:** Value people as individuals, considering intersectionality and the perspective of others.

Qualifications

English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Does the apprenticeship need to include any mandated qualifications in addition to the above-mentioned English and maths qualifications?

No

Consultation

Throughout the development of the apprenticeship standard the group have consulted widely with other organisations.

November 2019 the proposed standard was sent around to all trailblazer group members asking them to send out to their wider networks and to reach the voluntary and community groups. The group also devised a questionnaire and sent this out to capture feedback for the apprenticeship and to try and widen the group membership (please see below for the questionnaire) A link to the standard and questionnaire for consultation was sent out using social Media, Twitter, LinkedIn in the early intervention group, and apprenticeship group for consultation. In addition, partners in the south sent it to all the schools on the IOW.

In August 2020 the Standard was sent out again to all group members and partner agencies to invite any additional group members to join the group, review the standard and prepare for it for submission.

This was sent out via social media using Twitter, LinkedIn and websites

Our 'Early Intervention All Ages' trailblazer group has been working on an Early Intervention Practitioner Level 4 Apprenticeship to enable Professionals to identify emerging needs and to prevent difficulties from escalating, reducing the need for more complex and expensive Specialist Services. This is based on working in partnership with other agencies to ensure effective collaboration and appropriate information sharing.

As part of the process, our group is required to consult with various sectors and organisations, in particular Health, the Voluntary Sector and the Police. We therefore invite you to read the proposed standard and give us feedback through a questionnaire, on how appropriate the skills, knowledge and behaviours attached to the duties are.

In addition, it is important that you identify clearly whether you are in support of the SFJ Awards Level 4 Professional Certificate in Early Interventions Work Qualification, becoming an element of this apprenticeship, providing the underpinning knowledge and skills required by Practitioners managing a complex Early Interventions caseload.

As the group would like to widen its membership, we invite you to join us and contribute further to the development of this apprenticeship, either via face to face meetings or feedback through email or other means.

Please return your questionnaire and any further comments by Friday 8th November 2019 to Carol Archer at Carol.Archer2@derbyshire.gov.uk . See below for documents to download.

Early Intervention Practitioner Level 4 Apprenticeship questionnaire sent out

Name: _____

Tel no: _____ **Email Address:**

Sector: _____ **Organisation:** _____

1. Do you work for a Small Medium Enterprise?
2. Do you access the Levy?
3. Do you support this Apprenticeship?
4. Would your organisation consider using this Apprenticeship for Front Line staff?
5. Would you support the Level 4 Qualification being an integral part of the Apprenticeship?

YES / NO

5a. Please give reasons to support your answer:

6. Are there any Skills, Knowledge and Behaviours that you feel are not included?
7. Would you be interested in joining the working group around the development of the Apprenticeship Standard? YES / NO
8. Any other comments
9. Please identify whom you shared this questionnaire with and how?

Please return your questionnaire and any comments by **Saturday 30th November 2019** to Carol Archer at Carol.Archer2@derbyshire.gov.uk .

Progression Routes

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Supporting uploads

Mandatory qualification uploads

Mandated degree evidence uploads

Professional body confirmation uploads

Involved employers

Academy Transformation Trust, Cambridgeshire County Council, Cheshire & Chester Council, Department for Education (DfE), Dorset Council, Equality Human Rights, Halesowen College, Nottingham City Council, Rotherham Borough Council, Sheffield County Council, Sparkle Sheffield, Thrive Approach, TQUK, West Sussex County Council

Subject sector area

1.3 Health and social care