



North Tyneside Council

Fostering Framework

Introduction

This document sets out the revised level of payments for foster carer's and the rationale for the introduction of Payments for Skills framework.

The framework underpins North Tyneside Fostering Services commitment to achieving best possible outcomes for children who are fostered by ensuring they are supported by skilled, motivated and rewarded foster carers.

The payments for skills framework incorporates:

- The foster carer's experience of the fostering task
- Training the foster carer has completed and qualifications they have received
- The range of the fostering tasks the foster carer is willing and able to undertake
- Fees linked to accreditation level

Our primary aim is:

- To provide choice in high quality, in-house, child-centred family placements for children of all ages, ensuring safety, stability and positive outcomes for them.
- To recruit and retain skilled foster carers.
- To provide a clear, fair, consistent framework for all carers.
- To provide motivation for the continued personal development and training of carers.
- To promote the delegation of authority to foster carers.
- To develop a wide range of placement options for looked after children
- To provide a range of quality foster carers who deliver a wide choice of placement options to meet the needs of children and Young People in care in North Tyneside
- To provide appropriate remuneration to competent and skilled carers in a competitive fostering market

The framework contains three band levels; the three levels are based on the complexity of placements and on the foster carers' skills and experience.

Band Level 1 - Accredited
Band Level 2 - Advanced
Band Level 3 - Specialist

Each band provides entry requirements and clearly sets out expectations regarding carer training, skills development and reflective learning. The model also supports existing carers wishing to progress to a higher level; to progress up through the bands if they meet the task, skills and competencies requirements.

This framework supersedes all previous policies on the provision of payments to persons approved by North Tyneside Fostering Service as foster carers in accordance with regulation 27 of the 2011 Regulations, or temporarily approved under regulation 24 of the 2010 Regulations. It applies to both related (Connected Person/Family and Friend foster carers) and unrelated foster carers and to both long term and short term placements. This framework will be reviewed at least every two years

Progression:

A foster carer can be a person who is approved as a local authority foster parent in accordance with Regulation 27 of the 2011 Regulations, or temporarily approved under Regulation 24 of the 2010 Regulations but who has not yet progressed via completed Training and Development Standards and Core Training to become an accredited foster carer.

The competencies identified as essential for each level must be clearly demonstrated in the care offered to children.

Foster carers wishing to be considered for progression to another grade should discuss this with their supervising social worker who will be able to provide further advice on progression requirements and procedure.

Foster carers will be required to provide evidence for their foster carer review that they meet, or continue to meet, the requirements of the respective grade.

Transferring between levels will also be considered via Foster Carer Review; depending on how many spaces at each band. The review will consider whether criteria are met for ongoing approval in a particular band or indeed whether progression or regression between bands is evidenced. Recommendations from previous reviews must be fulfilled. Recommendations from the Fostering Service and Independent Chair of Foster Carers Reviews will then be presented to the Fostering Panel the final recommendation to the Agency Decision maker for ratification.

Where foster carer applicant expresses a commitment to being 'fast tracked' to a specific foster carer band due to their previous experience (e.g. foster carers from other agencies), they may be initially recognised at that band. There will be a stipulation that the foster carer demonstrates within an agreed time limit, that they can fully meet the tasks, skills and competencies required of that band; enabling verification of banding and a continuation at this band.

If a foster carer fails to meet or retain grade requirements (including training), a foster carer review will be undertaken with a time limited action plan of no more than a 6 month period in place to support recovery. If this plan proves to be unsuccessful; a recommendation of a reduction in band level will be presented to the Fostering Panel the final recommendation to the Agency Decision maker for ratification.

Payment:

The weekly skills related fee is paid to all Bands of carer; this fee is paid in addition to weekly maintenance allowance payments, Foster carers who are at the pre-accreditation level will receive the age related weekly maintenance allowance but no skills related fee.

Fees are paid 52 weeks per year and are payable for the first two weeks of any holiday taken without the Child in Care.

Band 1 - Accredited Carer – Once you are approved as a foster carer in accordance with Regulation 27 of the Fostering Services (England) Regulation 2011 and completed the relevant skills to Foster Training you will qualify for a fee by fulfilling the criteria requirements for foster carers as detailed in the framework.

Band 2 - Advanced Carer - Foster carers who have attended training and are assessed as having demonstrated their ability to offer care to complex children and young people, including (not exclusively) UAAS children, children with complex health and/or behavioural needs.

Band 3 - Specialist Carer - Foster carers who have attended training and are assessed as able to demonstrate their ability to meet the needs of children and young people who may display significantly challenging behaviour that might otherwise require residential child care.

Foster Carer Fees

Payment for Skills (PFS) Bandings 1, 2, & 3 foster carers are paid a weekly fee, based on the PFS level for which the foster carer is approved. Each fee levels reflect the PFS Tasks, Skills and Competencies (TSC) requirements for that level.

Skills and competencies will be assessed annually at foster care review to ensure all training requirements are complete and skills are maintained.

Table 1 – Payment for Skills (PFS) Fee Structure

Band Levels	Fees
Band 1 - Accredited Carer	£110.00

Band 2 - Advanced Carer	£380.00
Band 3 - Specialist Carer	£550.00

Additional Premiums – per child	Fees
Siblings (3 rd & 4 th child only)	£75.00
Disability	£50.00
Mother & Baby (only mother LAC)	£90.00
Teen (13+) accredited carers only	£60.00
Out of Hours placement	£50 (one off)

In exceptional circumstances, there will be social work practice issues that will necessitate consideration of placing a child/young person with assessed advanced or specialist needs with an accredited foster carer. In such circumstances the foster carer may temporarily be paid as an advanced foster carer or specialist foster carer for the duration of the placement by recommendation of the Resource Allocation Panel for a recommendation and then to the monthly complex decision making meeting which is chaired by Assistant Director Children's Services. Decisions outside of this timeframe will be made by Assistant Director Children's Services or the delegated senior manager.

For advanced carers, there will also be an expectation that there is a decrease in working hours/income that is compensated for by then receiving the advanced fee. The carer will return to the accredited or advanced level unless there is a requirement for new advanced or specialist foster carers and they meet the criteria for the level.

Carers in receipt of a fee but with a vacancy may be asked to contribute support to other carers i.e. supporting family time, mentoring and respite.

Traditional short break carers offer in the range of 24 – 50+ nights care a year and are paid for each night of care given. For advanced and Specialist short break carers an agreement to give up to 200 nights of care a year. All short break carers will receive a payment for each night of care they provide based on the age of the children, they also receive a pro rota annual fee depending on skill band level identified if not already provided full time care to other children.

Table 2 – Fostering Allowances 2019 - 2022

Age	Weekly Standard Fostering Allowance
0 – 4	£134.50
5– 10	£148.00
11 – 15	£184.00
To Carer for 16+	£194.00
To Young Person 16+	£15

In addition payment equivalent to four week's age related fostering allowance is payable annually towards the cost of birthday, Christmas/religious festival and holiday costs; as outlined in the table below:

Table 3 – Annual Allowances

Age	Birthday	Christmas / Festivals	Holidays (2 weeks)
0 -4	134.50	134.50	134.50 x 2
05 - 10	148.00	148.00	148.00 x 2
11 - 15	184.00	184.00	184.00 x 2
16+	194.00	194.00	194.00 x 2
Staying Put (18-21 in full time education or training)	194.00	194.00	194.00 x 2

The competency framework aims to assist foster carers by providing clarity about expectations and requirements at each level both for new entrants and for those approved carers wishing to progress to a higher level.

There are nine essential competency areas identified in each band; with overarching criteria that must be met to attain each level:

1. Availability
2. Care / Behaviour Support
3. Health
4. Education
5. Records / Written Assessments
6. Planning / Team Working
7. Placement Stability
8. Support / Supervision
9. Family Time

Pre-Accredited	
Entry Requirements	<ul style="list-style-type: none"> • Connected person foster carer/ foster to adopt carers ; who have been granted temporary approval via the agency decision maker

Training Requirements	<ul style="list-style-type: none"> • Plan to complete the TSDS standards within 18 month if a connected person foster carer or 12 month if mainstream foster carer • Have completed or plan to complete the training identified for them in line with their assessment • Complete the relevant Skills to Foster Training • Attend a minimum of one development session per year; this can include support groups, foster carer's consultation meetings and training
Evidence	<ul style="list-style-type: none"> • Supervision records • Foster care review • Diary recording • Observations of practice • Demonstrate reflective practice from training and learning • Attendance and contributions to meeting
1. Availability	
<ol style="list-style-type: none"> 1. Meet Fostering Regulations and National Minimum Standards. 2. Provide and maintain suitable accommodation for the number, needs and age of the child or children in placement. 	
2. Care / Behaviour Support	
<ol style="list-style-type: none"> 1. Care for the child as if s/he was a member of your family. 2. Respond to all basic care needs of child in placement including providing appropriate levels and standards of clothing. 3. Keep to Safer Caring Agreement for each child placed. 4. Contribute to Life Story and maintain a Memory Box for child in placement. 5. Ensure the physical condition of the home is conducive to fostering. 6. Establish and maintain daily routines for children e.g. school attendance, mealtimes, bedtimes, homework completion. 7. Provide a range of age appropriate activities and opportunities for developing interests. 8. Maintain confidentiality. 9. Provide a pattern of care designed to meet the cultural needs of the child. 10. To meet the transport requirements of the child 11. Empathise with the children and young people placed and have well developed skills in engaging, communicating and building relationships with these children and young people. 12. Ensure emotional resilience in children and young people is developed and the child's voice is heard. 13. Significant events such as unauthorised absences from the foster home; family time, child behaviours are managed well maintaining perspective and following procedures as required 14. Be aware of how they respond to stress and have effective support/ strategies in place to sustain positive relationships and effective functioning during periods of stress 15. Demonstrate an ability to manage stress and maintain functioning during prolonged periods of difficulty and pressure 	
3. Health	
<ol style="list-style-type: none"> 1. Support children and young people to have a healthy lifestyle by encouraging a balanced diet of food and drinks, taking part in regular exercise and activities. 2. Support the child/ young person with all health needs such as arrange and attend any necessary health appointments (e.g. GP/dentist/ therapist/paediatrician), manage repeat prescriptions and taking of prescribed medications. 3. Support good emotional and mental health by facilitating and modelling good attachments, play and development. 4. Work to establish routines for positive wellbeing and a healthy sense of self, including supporting a good sleep pattern and routine. 5. Encourage awareness of drug and alcohol risks and positively promote healthy relationships. 6. To be able to have healthy conversations about growing up, puberty and sexual relationships. 7. Support the child/young person to meet their short and long term health needs such as diabetes, epilepsy, asthma, allergies or eczema and administer prescribed medication. 	

8. Facilitate and promote statutory health checks and support meeting the actions from the health plan as appropriate, including Education, Health and Care Plan for Children and young people with SEND.
9. Ensure child has an EASE card if in North Tyneside.
10. Complete SDQ in a timely manner and encourage young person over the age of 11 to complete their SDQ.
11. Ensure the RHELAC Team are notified if any concerns around Health

4. Education

1. Support the child's education by promoting learning at home, maintaining links with school, including attending parents evening, and attending PEP meetings.
2. Ensure children are transported to school in a consistent and timely manner.
3. Support child's attendance at school ensuring that no holidays are booked within term time.
4. Ensure the RHELAC Team are notified if any concerns around education. This can be via supporting social worker.
5. Support child with any learning needs in line with their Education, Health and Care Plan or SEN Support Plan

5. Records / Written Assessments

1. Maintain systematic record of developments on child in placement.
2. To provide information for court reports if required.
3. Ensure the safe storage and confidentiality of all information given.

6. Planning / Team Working

1. Contribute to care planning.
2. Attend all meetings relating to the child and be prepared to contribute.
3. Work as part of a professional team and at times follow guidance and instruction in carrying out aspects of the care of the young people placed.

7. Placement Stability

1. To sustain and provide stability for the children.
2. To end placements in a planned way unless it is unsafe.

8. Support / Supervision

1. Prepare for supervision and accept guidance from a supervising social worker.
2. Undertake actions agreed in supervision with supervising social worker.

9. Family Time

1. Promote contact with the child's family network in line with the care plan.
2. Provide emotional support for a child having family time
3. If appropriate support family time within the foster carer home subject to a risk assessment
4. Keep appropriate written records of family time as per agency guidelines.

Band Level 1 – Accredited

Entry Requirements

- Evidence and ability to meet the needs of a range of children.
- Have completed skills to foster training ,

	<ul style="list-style-type: none"> • Have a completed fostering assessment and been approved by the ADM following fostering panel.
Training Requirements	<ul style="list-style-type: none"> • Have completed or plan to complete the TSDS standards within 18 month, if a connected person foster carer or 12 month mainstream foster carer • Have completed or plan to complete with 12 months of approval, their mandatory and core training alongside other identified training from the assessment • Ensure that their personal development plan is completed annually • Attend a minimum of two development session per year; this can include support groups, foster carer's consultation meetings and training
Evidence	<ul style="list-style-type: none"> • Supervision records • Foster care review • Diary recording • Observations of practice • Demonstrate reflective practice from training and learning • Attendance and contributions to meeting • Personal Development Plan PDP • Training engagement and feedback
1. Availability	
	<ol style="list-style-type: none"> 1. Provide and maintain suitable accommodation for the number, needs and age of the child or children in placement. 2. Remain available to foster existing or new children on request within approval category and preference.
2. Care / Behaviour Support	
	<ol style="list-style-type: none"> 1. Provide a high standard of care to the child in placement in a safe , healthy and nurturing environment meeting fostering regulations and National Minimum Standards 2. Understand the implications of delegated authority 3. Care for the child as if s/he was a member of your family. 4. Contribute to Life Story and maintain a Memory Box for child in placement. 5. Ensure the physical condition of the home is conducive to fostering. 6. Establish and maintain daily routines for children e.g. school attendance, mealtimes, bedtimes, homework completion. 7. Provide a range of age appropriate activities and opportunities for developing interests. 8. Maintain confidentiality. 9. To meet the transport requirements of the child 10. Ensure emotional resilience in children and young people is developed and the child's voice is heard. 11. Significant events such as unauthorised absences from the foster home; family time, child behaviours are managed well maintaining perspective and following procedures as required 12. Be aware of how they respond to stress and have effective support/ strategies in place to sustain positive relationships and effective functioning during periods of stress 13. Demonstrate an ability to manage stress and maintain functioning during prolonged periods of difficulty and pressure 14. Provide a positive parenting experience which contributes to the child's wellbeing and sense of self -esteem 15. To attend and support child with all appropriate appointments. 16. Promote positive behaviour and provide clearly understood boundaries 17. Help children cope with separation and loss and assist them with coming to terms with previous experiences. 18. Act in the best interests of the child in co-operation with other professional and agencies e.g. education, health, police. 19. Maintain a Safe Care plan to protect each child placed from all forms of abuse, neglect, exploitation and deprivation. 20. Provide foster care that positively values and promotes diversity and equality of the child. 21. Enable children to move on positively to other placements when required and as part of their placement plan e.g. return to a birth parent, to other foster placement or to an adoption placement.

22. Promote and encourage the development of life skills to help young people develop the skills, confidence and knowledge necessary for independent living.

3. Health

1. Promote children and young people to have a healthy lifestyle by encouraging a balanced diet of food and drinks, taking part in regular exercise and activities.
2. Support the child/ young person with all health needs such as arrange and attend any necessary health appointments (e.g. GP/dentist/ therapist/paediatrician), manage repeat prescriptions and taking of prescribed medications.
3. Work to establish routines for positive wellbeing and a healthy sense of self, including supporting a good sleep pattern and routine.
4. Promote the child/ young person to identify their own key priorities in developing independence skills to manage their health needs. Provide role modelling support to then enable the development of Children and young people's key health skills working towards independence.
5. Support good emotional and mental health and self- esteem by facilitating and modelling good attachments, play and development alongside recognising when children/ young people may need additional support.
6. Encourage awareness of drug and alcohol risks and support children and young people to identify problematic use of drug and alcohol and seek appropriate support to change.
7. Support the young person in all aspects of their sexuality including proactively negotiating healthy relationship choices and good sexual health including accessing services.
8. Support the child/young person to meet their short and long term health needs such as diabetes, epilepsy, asthma, allergies or eczema and administer prescribed medication. Alongside consider any health transition requirements for children and young people with long term conditions or complex health needs.
9. Facilitate the delivery and monitoring of any prescribed care or intervention such as speech and language therapy, physiotherapy, occupational therapy and psychotherapy.
10. Facilitate and promote statutory health checks and support meeting the actions from the health plan as appropriate, including Education, Health and Care Plan for Children and young people with SEND.
11. Ensure child has an EASE card and promote the use of this if in North Tyneside.
12. Complete SDQ in a timely manner and encourage young person over the age of 11 to complete their SDQ.
13. Ensure the RHELAC Team are notified if any concerns around Health

For short break fostering:

1. Support the child with any additional health needs in line with any plan including an Education, Health and Care Plan.
2. Support child with emotional, mental, physical or sensory needs including use of any specialist equipment and bespoke approaches to care delivery.
3. Understand and administer individual child/ young person therapy plans including liaison with therapists.

4. Education

1. Support the child's education by promoting learning at home, maintaining links with school, including attending parents evening, and attending PEP meetings.
2. Ensure children are transported to school in a consistent and timely manner.
3. Support child's attendance at school ensuring that no holidays are booked within term time.
4. Ensure the RHELAC Team are notified if any concerns around education. This can be via supporting social worker
5. Support child with any learning needs in line with their Education, Health and Care Plan or SEN Support Plan.
6. Play an active role in relationships with education providers contributing and commenting on school reports and actively supporting school-home agreements.
7. Understand a child's Special Educational Needs and contribute to requests for advice and contributions to reviews.

4. Provide a suitable place for completing homework to include a desk and IT equipment appropriate to age of child.

5. Records / Written Assessments

1. Maintain systematic record of developments on child in placement.
2. To provide information for court reports if required.
3. Ensure the safe storage and confidentiality of all information given.

6. Planning / Team Working

1. Contribute to care planning.
2. Attend all meetings relating to the child and be prepared to contribute.
3. Work as part of a professional team and at times follow guidance and instruction in carrying out aspects of the care of the young people placed.
4. Attend court proceedings involving children and/or **contribute to court** statements when required.

7. Placement Stability

1. To provide durable and stable placements.
2. Demonstrate commitment to sustaining a placement as agreed in the child's care plan.
3. Demonstrate a commitment to ending placements, where needed, in a planned way and in the best interests of the child.

8. Support / Supervision

1. Prepare for supervision and accept guidance from a supervising social worker.
2. Undertake actions agreed in supervision with supervising social worker.
3. Attend local support groups regularly.
4. Make positive use of supervision and guidance from a supervising social worker.
5. Demonstrate reflective practice from training, learning and supervisory visits and how this learning can shape future practice.
6. Positively represent the fostering service to external partners and work in co-operation with the fostering service to achieve positive outcomes for children.

9. Family Time

1. Provide emotional support for a child having family time.
2. If appropriate support family time within the foster carer home subject to a risk assessment
3. Keep appropriate written records of family time as per agency guidelines
4. To take appropriate steps when required to facilitate and supervise family time with those important to the child and as detailed within child's care plan.

Band Level 2 – Advanced

Entry Requirements	<ul style="list-style-type: none"> • Evidence significant child care experience e.g. parenting, paid or voluntary work in child care, previous fostering experience or experience in a related field such as youth work or teaching. • Demonstrate an ability to take challenging children with more complex needs, showing greater levels of vulnerability and where there is a greater risk or barriers to overcome. • One approved carer in the household must have a full time commitment to fostering with no other paid work commitments outside of the fostering service. • Have completed skills to foster training. • Have a completed fostering assessment and been approved by the ADM following fostering panel.
Training Requirements	<ul style="list-style-type: none"> • Have completed or if direct entry plan to complete the TSDS standards within 18 month, if a connected person foster carer or 12 month mainstream foster carer • Have completed their mandatory and core training and ensure it is refreshed on a 3 yearly basis. If direct entry core training to be completed within 1 year of approval. This includes Solihull training • Completed or plan to complete the Children's and Young Peoples Workforce Social Care Diploma Level 3 • Ensure that their personal development plan is completed annually • Therapeutic Parenting programme; which will inform practice • Any further training considered to be appropriate to support practice i.e. Youth Justice, Substance Misuse, Mental Health • Attend a minimum of six development session per year; this can include support groups, foster carer's consultation meetings and training
Evidence	<ul style="list-style-type: none"> • Supervision records • Foster care review • Diary recording • Observations of practice • Demonstrate reflective practice from training and learning • Attendance and contributions to meeting • Personal Development Plan PDP • Training engagement and feedback
1. Availability	
<ol style="list-style-type: none"> 1. Provide and maintain suitable accommodation for the number, needs and age of the child or children in placement. 2. To be available, accessible and meet unexpected situations that will come up in caring for children/young people with advanced needs. If advanced carers are in employment this needs to be on the basis that it provides flexibility to meet the demands of fostering. 3. An additional placement can be taken subject to appropriate matching, stability and space. 4. If a child/young person is still in placement and has been reassessed as no longer meeting this level of need, and the reduction in need is not attributable to the care provided, the carer will retain their fee for a maximum of three weeks and then choose to either: <ol style="list-style-type: none"> a. Receive the lower fee. b. Offer a new advanced placement with appropriate matching. c. Make themselves available to offer support to other foster carers as part of an agreed support package working alongside of the foster carers and in conjunction with the fostering service. 5. Have in place a robust support network to assist in an emergency situation. 	
2. Care / Behaviour Support	
<ol style="list-style-type: none"> 1. Provide a high standard of care to the child in placement in a safe , healthy and nurturing environment meeting fostering regulations and National Minimum Standards 2. Understand the implications of delegated authority 3. Care for the child as if s/he was a member of your family. 	

4. Contribute to Life Story and maintain a Memory Box for child in placement.
5. Ensure the physical condition of the home is conducive to fostering.
6. Establish and maintain daily routines for children e.g. school attendance, mealtimes, bedtimes, homework completion.
7. Provide a range of age appropriate activities and opportunities for developing interests.
8. Maintain confidentiality.
9. To meet the transport requirements of the child
10. Significant events such as unauthorised absences from the foster home; family time, child behaviours are managed well maintaining perspective and following procedures as required
11. Be aware of how they respond to stress and have effective support/ strategies in place to sustain positive relationships and effective functioning during periods of stress
12. Demonstrate an ability to manage stress and maintain functioning during prolonged periods of difficulty and pressure
13. Provide a positive parenting experience which contributes to the child's wellbeing and sense of self-esteem
14. To attend and support child with all appropriate appointments.
15. Help children cope with separation and loss and assist them with coming to terms with previous experiences.
16. Act in the best interests of the child in co-operation with other professional and agencies e.g. education, health, police.
17. Provide foster care that positively values and promotes diversity and equality of the child.
18. Enable children to move on positively to other placements when required and as part of their placement plan e.g. return to a birth parent, to other foster placement or to an adoption placement.
19. Promote and encourage the development of life skills to help young people develop the skills, confidence and knowledge necessary for independent living.
20. Be committed to working with children/young people with complex needs and be confident in positively managing challenging behaviour.
21. To be able to implement Safety Plan / Risk Assessment
22. Empathise with the children and young people placed and have well developed skills in engaging, communicating and building relationships with these children and young people and ensure the child's voice is heard.
23. Utilise basic therapeutic parenting techniques under the guidance of social workers or other professionals.
24. Evidence ability to manage more challenging and demanding behaviours and support more specialist placement commitments such as aggression, sexualised behaviour, substance misuse, self-harm, diagnosed mental health issues, disability, parent and child placement subject to assessed levels of risk and need.
25. Be able to offer significant flexibility in meeting the placement needs of more complex children/ young people e.g. (but not exclusively) non school attendance, children / young people missing from home, young people at risk of sexual exploitation.
26. Carer can maintain perspective about the causes and influences of behaviour and remain child focused in their responses.
27. In their work consistently demonstrate an understanding of the reasons for development delay due to the impact of early life experiences of children and young people.

3. Health

1. Promote children and young people to have a healthy lifestyle by encouraging a balanced diet of food and drinks, taking part in regular exercise and activities.
2. Support the child/ young person with all health needs such as arrange and attend any necessary health appointments (e.g. GP/dentist/ therapist/paediatrician), manage repeat prescriptions and taking of prescribed medications.
3. Positively engage with specialist practitioners with regards to supporting care of Children and young people with physical, emotional or mental health needs including trauma and attachment difficulties.
4. Work to establish routines for positive wellbeing and a healthy sense of self, including supporting a good sleep pattern and routine.
5. Facilitate prescribed specialist therapeutic interventions for emotional and mental health needs and behavioural support. Follow any care plans and interventions relating to therapeutic approaches to care. Be able to monitor interventions and feedback to therapists.

6. Promote the child/ young person to identify their own key priorities in developing independence skills to manage their health needs. Provide role modelling support to then enable the development of Children and young people's key health skills working towards independence.
7. Support good emotional and mental health and self- esteem by facilitating and modelling good attachments, play and development alongside recognising when children/ young people may need additional support.
8. Encourage awareness of drug and alcohol risks and support children and young people to identify problematic use of drug and alcohol and seek appropriate support to change.
9. Support the young person in all aspects of their sexuality including proactively negotiating healthy relationship choices and good sexual health including accessing services.
10. Support the child/young person to meet their short and long term health needs such as diabetes, epilepsy, asthma, allergies or eczema and administer prescribed medication. Alongside consider any health transition requirements for children and young people with long term conditions or complex health needs.
11. Facilitate the delivery and monitoring of any prescribed care or intervention such as speech and language therapy, physiotherapy, occupational therapy and psychotherapy.
12. Facilitate and promote statutory health checks and support meeting the actions from the health plan as appropriate, including Education, Health and Care Plan for children and young people with SEND.
13. Ensure child has an EASE card and promote the use of this if in North Tyneside.
14. Complete SDQ in a timely manner and encourage young person over the age of 11 to complete their SDQ.
15. Ensure the RHELAC Team are notified if any concerns around Health

For short break fostering:

1. Deliver prescribed complex medical care and prescribed treatment e.g. suction, injections, tracheotomy care and administer emergency medication.
2. Facilitate care for a complex range of medical needs such as uncontrolled epilepsy, low/high muscle tone, oxygen saturation monitoring and end of life care.
3. Follow prescribed physiotherapy plans for Children and young people with mobility difficulties were there has been a skin breakdown, to provide a dressing regime in line with the care plan
4. As prescribed by a mental health professional as part of the care plan provide reassurance and support for children with extreme levels of stress, anxiety disorders or mental health issues.

4. Education

1. Support the child's aspirations and dreams by promoting learning at home and supporting involvement in enrichment activities. Maintain high expectations and seek support when needed.
2. Have effective working relationships with school, ensuring that all meetings are attended so that appropriate planning for the child is achieved.
3. Ensure children are transported to school in a consistent and timely manner.
4. Be pro-active in ensuring that any potential issues at school are raised at the earliest opportunity through school or The RHELAC Team to ensure support is put in place and to prevent escalation.
5. Have an understanding of the impact of trauma and loss on learning.
6. To support the view that looked after children shouldn't be excluded and alternatives should be used in the first instance, such as use of internal exclusion or First Day Response. Have an awareness of the impact of attachment needs in school.
7. Understand a child's Special Educational Needs and contribute to requests for advice and contributions to reviews.
8. Provide a suitable place for completing homework to include a desk and IT equipment appropriate to age of child.
9. Ensure a child's attendance at school ensuring that no holidays are booked within term time.
10. Support child with any learning needs in line with their Education, Health and Care Plan or SEN Support Plan.

5. Records / Written Assessments

1. Maintain systematic record of developments on child in placement.
2. To provide information for court reports if required.
3. Ensure the safe storage and confidentiality of all information given.

6. Planning / Team Working
<ol style="list-style-type: none"> 1. Contribute to care planning. 2. Attend all meetings relating to the child and be prepared to contribute. 3. Work as part of a professional team and at times follow guidance and instruction in carrying out aspects of the care of the young people placed. 4. Attend court proceedings involving children and/or contribute to court statements when required.
7. Placement Stability
<ol style="list-style-type: none"> 1. To provide durable and stable placements. 2. In the event of a placement having to end, this should be achieved in a considered way appropriate for the child or young person.
8. Support / Supervision
<ol style="list-style-type: none"> 1. Attend local support groups regularly. 2. Make positive use of supervision and guidance from a supervising social worker. 3. Demonstrate reflective practice from training, learning and supervisory visits and how this learning can shape future practice 4. Attend advanced/specialist focus groups. 5. Provide support to inexperienced foster carers. 6. Be involved in buddying /mentoring new foster carers. 7. Positively represent the fostering service to external partners and work in co-operation with the fostering service to achieve positive outcomes for children.
9. Family Time
<ol style="list-style-type: none"> 1. Provide emotional support for a child having family time. 2. Keep appropriate written records of family time as per agency guidelines. 3. To take appropriate steps when required to facilitate and supervise family time with those important to the child and as detailed within child's care plan.

Entry Requirements	<ul style="list-style-type: none"> • Significant formal child care experience e.g. previous fostering experience caring for children with complex needs, employment in child care or related experience • Demonstrate an ability to reflect upon professional experience and relate this to the fostering task • Evidence experience of caring for children who are highly vulnerable where there are increased risks and where there is very likely to be on going challenges and set back in caring for them • One approved carer in the household must have a full time commitment to fostering with no other paid work commitments outside of the fostering service. • Have completed skills to foster training. • Have a completed fostering assessment and been approved by the ADM following fostering panel.
Training Requirements	<ul style="list-style-type: none"> • Have completed or if direct entry plan to complete the TSDS standards within 18 month, if a connected person foster carer or 12 month mainstream foster carer • Have completed their mandatory and core training and ensure it is refreshed on a 3 yearly basis. If direct entry core training to be completed within 1 year of approval. This includes Solihull training • Completed or plan to complete the Children's and Young Peoples Workforce Social Care Diploma Level 5 • Ensure that their personal development plan is completed annually. • Therapeutic Parenting programme; which will inform practice • Any further training considered to be appropriate to support practice i.e. Youth Justice, Substance Misuse, Mental Health • Attend a minimum of eight development session per year; this can include support groups, foster carer's consultation meetings and training
Evidence	<ul style="list-style-type: none"> • Supervision records • Foster care review • Diary recording • Observations of practice • Demonstrate reflective practice from training and learning • Attendance and contributions to meeting • Personal Development Plan PDP • Training engagement and feedback • Engagement and implementation in therapeutic work

1. Availability

1. Provide and maintain suitable accommodation for the number, needs and age of the child or children in placement.
2. To be available on a full time basis to care for the young person placed.
3. An additional placement can be taken subject to appropriate matching, stability and space.
4. If a carer is without a specialist placement or the child/young person has been reassessed and no longer meets this level of need, and the reduction in presenting need is not attributable to the care provided. The carer will then be required to choose to either:
 - a. Receive the lower fee.
 - b. Offer a new specialist placement with appropriate matching.
 - c. Make themselves available to offer support to other foster carers as part of a support package working alongside of the foster carers and in con-junction with the fostering service.
5. Specialist foster carers may be asked to support other foster carers out of hours.
6. On occasions and where appropriate provide a second short term holiday/respite placement for another child/young person placed with matched needs.
7. When specialist carers are 'between placements' to provide time limited emergency placements or carry out additional tasks to assist young people and other foster carers. .
8. Have in place a robust support network to assist in an emergency situation.

2. Care / Behaviour Support

1. Provide a high standard of care to the child in placement in a safe , healthy and nurturing environment meeting fostering regulations and National Minimum Standards
2. Understand the implications of delegated authority
3. Care for the child as if s/he was a member of your family.
4. Contribute to Life Story and maintain a Memory Box for child in placement.
5. Ensure the physical condition of the home is conducive to fostering.
6. Establish and maintain daily routines for children e.g. school attendance, mealtimes, bedtimes, homework completion.
7. Provide a range of age appropriate activities and opportunities for developing interests.
8. Maintain confidentiality.
9. To meet the transport requirements of the child
10. Significant events such as unauthorised absences from the foster home; family time, child behaviours are managed well maintaining perspective and following procedures as required
11. Be aware of how they respond to stress and have effective support/ strategies in place to sustain positive relationships and effective functioning during periods of stress
12. Demonstrate an ability to manage stress and maintain functioning during prolonged periods of difficulty and pressure
13. . Provide a positive parenting experience which contributes to the child's wellbeing and sense of self -esteem
14. To attend and support child with all appropriate appointments.
15. Help children cope with separation and loss and assist them with coming to terms with previous experiences.
16. Act in the best interests of the child in co-operation with other professional and agencies e.g. education, health, police.
17. Provide foster care that positively values and promotes diversity and equality of the child.
18. Enable children to move on positively to other placements when required and as part of their placement plan e.g. return to a birth parent, to other foster placement or to an adoption placement.
19. Promote and encourage the development of life skills to help young people develop the skills, confidence and knowledge necessary for independent living.
20. To be able to implement Safety Plan / Risk Assessment
21. Specialist carers must have the required confidence and skills in positively managing extremes of challenging behaviour.
22. Provide a Therapeutic Parenting approach which contributes to the child's wellbeing and sense of self -esteem
23. Be committed to working with very complex and vulnerable groups of children or severely disabled children. Note the range of complex needs specialist carers are likely to be expected to meet as listed below.
24. Empathise with the troubled and disadvantaged young people placed and have highly developed skills in communicating and building relationships with these young people.
25. To take part in intensive therapeutic work with children following appropriate advice and direction or to work closely with other professionals in carrying out individualised therapeutic programmes, skills development or educational programmes.
26. Challenge constructively opinions and views of other professionals and agencies.
27. Effectively manage persistently challenging and anti-social behaviours of children / young people placed
28. Provide commitment to specialist placements of children / young people with the most complex needs e.g. Parent / Child ; Assessment ; Permanence; Children with a disability; Children / Young people having experienced significant disruption; Single placements in the household; Children / Young People who might otherwise require a residential placement
29. Carer is able to maintain perspective and unconditional positive regard in their care of children and young people during periods of stress and pressure while remaining resilient about addressing pertinent issues
30. Demonstrate considerable resilience and skill in daily practice to achieve desired outcomes for children and young people
31. Can anticipate and prepare for setbacks , struggles, barriers and provide continuity of care during these times.

3. Health

1. Promote children and young people to have a healthy lifestyle by encouraging a balanced diet of food and drinks, taking part in regular exercise and activities.
2. Support the child/ young person with all health needs such as arrange and attend any necessary health appointments (e.g. GP/dentist/ therapist/paediatrician), manage repeat prescriptions and taking of prescribed medications.
3. Positively engage with specialist practitioners with regards to supporting care of Children and young people with physical, emotional or mental health needs including trauma and attachment difficulties.
4. Work to establish routines for positive wellbeing and a healthy sense of self, including supporting a good sleep pattern and routine.
5. Facilitate prescribed specialist therapeutic interventions for emotional and mental health needs and behavioural support. Follow any care plans and interventions relating to therapeutic approaches to care. Be able to monitor interventions and feedback to therapists.
6. Promote the child/ young person to identify their own key priorities in developing independence skills to manage their health needs. Provide role modelling support to then enable the development of Children and young people's key health skills working towards independence.
7. Support good emotional and mental health and self- esteem by facilitating and modelling good attachments, play and development alongside recognising when children/ young people may need additional support.
8. Encourage awareness of drug and alcohol risks and support children and young people to identify problematic use of drug and alcohol and seek appropriate support to change.
9. Support the young person in all aspects of their sexuality including proactively negotiating healthy relationship choices and good sexual health including accessing services.
10. Support the child/young person to meet their short and long term health needs such as diabetes, epilepsy, asthma, allergies or eczema and administer prescribed medication. Alongside consider any
11. health transition requirements for children and young people with long term conditions or complex health needs.
12. Facilitate the delivery and monitoring of any prescribed care or intervention such as speech and language therapy, physiotherapy, occupational therapy and psychotherapy.
13. Facilitate and promote statutory health checks and support meeting the actions from the health plan as appropriate, including Education, Health and Care Plan for Children and young people with SEND.
14. Ensure child has an EASE card and promote the use of this if in North Tyneside.
15. Complete SDQ in a timely manner and encourage young person over the age of 11 to complete their SDQ.
16. Ensure the RHELAC Team are notified if any concerns around Health
17. Make pro-active contributions to issues around emotional, mental or physical care resolution in school or other settings alongside supporting birth parents in problem resolution where appropriate.

For short break fostering:

1. Facilitate care for a complex range of medical needs such as uncontrolled epilepsy, low/high muscle tone, oxygen saturation monitoring and end of life care.
2. Receive individualised training for the management of emergency/ urgent situations eg seizures including administering emergency medication.
3. Following individualised training deliver proactive personalised care to children and young people with profound cognitive and complex physical needs according to written care plans
4. Follow prescribed Physiotherapy/Occupational Therapy/ Speech and Language Therapy or other specialist care plans. Liaise with specialists as required and facilitate all health appointments.
5. Follow prescribed physiotherapy plans for children and young people with mobility difficulties were there has been a skin breakdown, to provide a dressing regime in line with the care plan
6. Provide reassurance and support for children with complex stress and anxiety disorders to help them understand and manage their emotions and responses to stressful situations and triggers.
7. Be able to deliver a sensory approach to care for Children and young people with additional and complex sensory needs related to ASD/ADHD or other conditions.

4. Education

1. Support the child's aspirations and dreams by promoting learning at home and supporting involvement in enrichment activities. Maintain high expectations and seek support when needed.
2. Have effective working relationships with school, ensuring that all meetings are attended so that appropriate planning for the child is achieved.
3. Ensure children are transported to school in a consistent and timely manner.
4. Be pro-active in ensuring that any potential issues at school are raised at the earliest opportunity through school or The RHELAC Team to ensure support is put in place and to prevent escalation.
5. To support the view that children in care shouldn't be excluded and alternatives should be used in the first instance, such as use of internal exclusion or First Day Response.
6. Have an awareness of the impact of attachment needs in school and demonstrate an ability to put learning of these issues into practice.
7. To provide advice and support to other foster carers about the education of looked after children.
8. Have an understanding of the impact of trauma and loss on learning.
9. Understand a child's Special Educational Needs and contribute to requests for advice and contributions to reviews.
10. Provide a suitable place for completing homework to include a desk and IT equipment appropriate to age of child.
11. Ensure a child's attendance at school ensuring that no holidays are booked within term time.
12. Support child with any learning needs in line with their Education, Health and Care Plan or SEN Support Plan.

5. Records / Written Assessments

1. Maintain systematic record of developments on child in placement.
2. To provide information for court reports if required.
3. Ensure the safe storage and confidentiality of all information given.

6. Planning / Team Working

1. Work as part of a professional team and at times follow guidance and instruction in carrying out aspects of the care of the young people placed.
2. Attend court proceedings involving children and/or **contribute to court** statements when required.
3. Contribute to high level discussions / meetings
4. To promote / project a proactive approach to working intensively and cohesively with care team members
5. To respond appropriately to frequently changing circumstances and short notice occurrences/requirements.

7. Placement Stability

1. There is a strong expectation that specialist placements will be robust and durable and unplanned placement endings or crisis disruptions will be an exceptional event.
2. In the event of a placement having to end, this should be achieved in a considered way appropriate for the child or young person.

8. Support / Supervision

8. Attend local support groups regularly.
9. Make positive use of supervision and guidance from a supervising social worker.
10. Demonstrate reflective practice from training, learning and supervisory visits and how this learning can shape future practice
11. Be involved in buddying /mentoring new foster carers. .
12. Attend and help to facilitate local support groups with fostering service.
13. Specialist carers need to have an advanced capacity to reflect on their work and take responsibility for their own training requirements and their professional development.
14. Uphold high professional standards
15. Participate in the delivery of training and support of foster carers and social workers.
16. Mentoring newly approved foster carers.
17. Positively represent the fostering service to external partners and work in co-operation with the fostering service to achieve positive outcomes for children.

9. Family Time

1. Provide emotional support for a child having family time.
2. Keep appropriate written records of family time as per agency guidelines
3. To take appropriate steps when required to facilitate and supervise family time with those important to the child and as detailed within child's care plan
4. Work professionally with parents even where there is conflict.