

Personal Development Plan

Identified training (development) needs	Plan to address training needs	How will this help the Registrant in their job?	Achievement timescale
1. Familiarise self with Adoption UK conference material on 'Making Contact Purposeful'	Read and cascade to Team	Update knowledge on issues and research around contact in adoption	Sept 2017
2. Attend 'Playing with words' training	Nomination made	Help foster children and carers with the narrative of their placement	Nov 2017
3. Attend DDP2 training	To be nominated when training is available	Preparation for BUILD (attachment training)	Jan 2018
4. Research systems theory further application to assessments	Research and discussion	Further develop assessment skills	March 2018
Signed (Registrant)			
Signed Line Manager/Mentor (if available)			

PRTL Submission Form

Full name:

Employer name (if in employment):

Registration Number:

Summary of Work Role (maximum 500 words

Total words:348

I work in an Independent Fostering Agency in the voluntary sector as a Senior Practitioner.

The purpose of the Team is to

- (1) Recruit, assess, train and support foster carers in the provision of placements for children and young people with complex needs and /or disabilities; and**
- (2) To assist the Team Manager/Assistant Head of Business in providing the highest possible standards of care, guidance and support to foster carers and children and to co-operate fully with other Team members in achieving these objectives.**

My main tasks and responsibilities are

- To assist in the recruitment of foster carers (advertising/promotion/events) and to promote public awareness of fostering**
- To carry out fostering assessments involving a variety of work methods, such as group work and systems theory, and to present assessments and related issues to the Independent Fostering Panel**
- To assist in the identification of children and young people for placement and matching with approved foster carers**
- To assist in the preparation and training of prospective foster carers and in the training of approved foster carers to develop their skills and to consolidate their practice**
- To promote and comply with the organisations basis and values, policies and procedures**
- To implement standards for fostering and other statutory requirements**

- **To monitor, support and maintain foster placements**
- **Where appropriate to become involved in direct work with children and young people alongside their social worker to help them benefit from their fostering placement**
- **To keep records in line with agency policies including the preparation of reports for annual reviews, meetings and supervision**
- **To participate in and facilitate foster care support groups**
- **To attend meetings, courses and working groups as required**
- **To be available for some out-of-hours work and provide after-hours telephone contact for foster carers**
- **To develop good working relationships with HSCTs and contribute to care planning for children and young people placed**
- **To receive enquiries from the public and deal with these appropriately**
- **As a new development within the Service taking the lead role in recruiting, training and supporting volunteers.**

PRTL Submission

Personal Statement (page 1) (Maximum 1500 words):

This should demonstrate that you have evaluated your learning and describe how you met standards 3 and 4. Additional space is provided on pages 20 and 21.

Total words:976

Generally I find opportunities for learning and development useful and recognise that some of these are to meet agency demands such as training on the new recording systems in my agency. This has been a challenge for me not having ‘grown up’ in the digital world and sometimes I have found it frustrating to spend so much time doing things digitally which previously seemed straightforward however I appreciate the Agency aims to become ‘digitally agile’ and that this requirement must be met. It is the training that relates directly to professional practice that I find most stimulating and renews my enthusiasm after 32 years working in Family and Childcare. Following training courses I wish to highlight two pieces of work which I undertook directly in my work with foster families to help them in understanding the needs of the foster children placed with them.

Firstly, until recently I held the safeguarding lead role in my Service and part of this role involved the preparation and delivery of ‘Safeguarding and Protecting Children’ training to all the Service’s foster carers. This included Induction and Refresher training and a more comprehensive course ‘Core 1 Safeguarding and Protecting Children’ which all newly approved carers have to complete within their first year of approval. The material for the Core 1 training required adaption to select the parts relevant to our foster carers as it was standard to all staff working directly with child and young people within the Agency. Some of the material was a bit ‘dry’ and my co-leader and I wished to make it more engaging for the foster carers. So to this end we requested attendance at Core 2 training within the agency which afforded us the opportunity to experience more interactive exercises and also refresh and update our knowledge particularly with regards to research and key findings of recent Serious Care Reviews and inquiries. We brought learning back to team with suggestions for how some of the exercises could be used in our setting. One exercise in the training was particularly useful and it involved using the notion of bricks in a wall to symbolise the things children need at different ages of development and illustrated visually that if the bricks are ‘missing’ the wall cannot be built. The exercise effectively showed why children need basics to develop to the next level and that this is why LAC after often developmentally behind their peers. I was able

to use this exercise later with a foster family where there were three teenage/young adult birth children who were struggling to understand their foster brother's behaviour and they were disengaging from him. I held a family session along with my TM and we used the exercise to help the birth children understand that vital bricks were missing in the child's early life and he could not be expected to develop without these in place and that they as a foster family were helping to put these bricks in place through their love and care for the foster child and thereby help him in his development. The birth children grasped this and undertook to discuss this with their parents as a de-brief. It is so important that those working with LAC and young people understand the impact of the children's early life and circumstances on their physical, social and emotional and educational development so that they can respond appropriately to the children's behaviours and help them progress in placement. This, for me, is the crux of the day-to-day work of foster carers.

Secondly, I attended Zoe Loderick's training on 'Sexualised trauma, domestic violence and trauma response' which was very helpful in understanding the brain's response to trauma and why victims of trauma do not respond in a logical way but rather physiologically-based. Zoe had presented a neuropsychological model of the response to stress and I used this model during a consultation with TSS (therapeutic support services to LAC) and foster carers. The foster carers had a 14 year-old foster child who had been placed with them for 5 years and they were struggling to maintain the placement. In particular they found it difficult to understand developmental trauma and why the young person had so much difficulty concentrating at school and continued to steal from them and tell lies after 5 years. In the consultation I suggested presenting the stress model to the foster carers to help them understand how the alarm parts of the brain take over at times of stress. I drew the basic model on a flipchart with explanation from myself and the clinical psychologist. The foster mother found this helpful and asked if the foster child could be given this explanation. The Clinical Psychologist contacted me later to say that it was a nice intervention and he thought it had helped the carers.

It is these sorts of pieces of learning that have practical application to my role in supporting foster carers understanding and responding to the needs of the foster children that I find most rewarding in my job and am always keen to continue to develop.

The 'Advanced Practitioner training' held within my Service was a refresher on professional issues and practice and highlighted the tension between the administrative demands of the job and making good decisions. The training was very empowering in that it reminded me to make decisions on a professional basis and to resist the administrative demands. It is necessary for good sound decision-making to make a case with management for time being spent on, for example, an assessment rather prioritise meeting a

target time in which to complete it. Rushed assessments or rushed matching do not afford the best outcomes in placing children and young people. We strive to make stable and secure placements for children and young people in our Service for as long as they need them.

PRTL Submission

Summary of PRTL Activities

Date	Duration (hours)	Brief description of activity
		FORMAL LEARNING (31hrs)
09/10/15	1HR 30	NISCC Roadshow – launch of SW standards and code of conduct
18/11/15	3HRS	Seminar at QUB ‘Mind your Health’ research paper
02/04/16	6HRS	Zoe Loderick ‘Sexualised trauma, domestic abuse and trauma response training’
11/10/16	2HRS	NIFN ‘Not so broken’ launch
08/12/16	6HRS	Kate Cairns Assoc ‘Why people need people’ training
10/01/17	6HRS	Kate Cairns Assoc ‘Five to thrive and autism’ training
17/02/17	6HRS 30	Adoption UK ‘Making contact Purposeful’ conference
		WORK-BASED LEARNING: MANDATORY IN-HOUSE TRAINING (19hrs 30)
06/04/16	4HRS	CHARMS training ie agency new computer recording system
25/05/16	2HRS	Safeguarding Core 2 update to team by agency lead
26/10/16	2HRS	Data Protection training
09/11/16	1HR 30	Data Protection training
15/11/16	1HR	Fire Awareness training
07/03/17	6HRS	Advanced Practitioner training
05/04/17	3HRS	CHARMS training
		WORK-BASED LEARNING: IN-HOUSE TRAINING RELATED TO JOB ROLE 99hrs)
26/01/15	4HRS	Focus Group ‘supervision’
27/05/15	2HRS	Support Group ‘Transitions and GEM’ scheme training
02/11/15	12HRS	Safeguarding and Protecting Children Core 1 preparation and delivery of training
09-		
10/03/17	12HRS	Child Protection Core 2
16/05/16	12HRS	Delivery of Safeguarding and Protecting Children Core 1

25/04/16	1HR	Equality and diversity : ISLAM – support group training
18/05/16	2HRS	IT in-house training and support
30/05/16- 23/0516	36HRS	Preparation and delivery of skills to foster training to foster carers 6 sessions
11/02/17	18HRS	As above but 3 sessions SELF-DIRECTED LEARNING (21 hrs)
JULY- AUG 2016	18HRS	Literature on attachment theory and developmental trauma
MARCH 2017	3HRS	Research and literature on same-sex couples and fostering DISCUSSION WITH COLLEAGUES (177 HRS APPROX)
June 2014- May 2017	144HRS APPROX	Fortnightly Team Meetings for 2 hours over 3 years
As above	15HRS	TSS consultations & Trauma Centre consultations (3 placements) for 1 hour every 2 months approx.
As above	18 HRS	Integrated team Meetings for 2 hours 3 times per year approx

Total training and learning for period of registration

Hours: 347hrs 30

Registrant Declaration

I confirm that I have undertaken the activities recorded on this form and that the details I have provided are accurate. I understand that failure to meet Post Registration Training and Learning Requirements, or the provision of false information in relation to meeting these requirements, may be considered by the Northern Ireland Social Care Council as misconduct.

Signed (Registrant):