



## Job Description

<b>Directorate:</b>		<b>Social services</b>	
<b>Service Area &amp; Section:</b>		Child and family	
<b>Unit Manager:</b>		16+ Team leader	
<b>Post Title:</b>		Social Worker	
<b>Job Family &amp; Role Profile:</b>		16+ Team	
<b>Post No:</b>		<b>Grade</b>	8/9

Summary of Role	
<b>Reporting to:</b>	Team Leader
<b>Purpose of the Post:</b>	<ol style="list-style-type: none"> <li>1. Work with children, young people, and families to offer Information, Advise, and Assistance.</li> <li>2. Work with children, young people, and families to assess their needs and circumstances.</li> <li>3. Plan, carry out, review and evaluate social work practice with individuals, families, groups, communities and other professionals.</li> <li>4. Support individuals by respecting their needs, views and circumstances.</li> <li>5. Assess risk to individuals, families, groups, communities and take appropriate action to reduce such risks.</li> <li>6. Manage and be accountable (with supervision and support) for your own social work practice.</li> <li>7. Reflect on and continue to develop your professional practice.</li> <li>8. Plan and implement care and support.</li> <li>9. Promote non-abusive and non-aggressive behaviour.</li> <li>10. To maximise the participation of service users, carers and advocates to ensure that the individual service user is central to the care planning process.</li> <li>11. To work in partnership with other agencies and workers to plan, develop and deliver co-ordinated services for Users and Carers. Specifically, to work closely with Personal Advisors, Youth Homelessness workers and other adolescent services.</li> <li>12. To plan and co-ordinate packages of care which promote independence and enable service users to maximise their potential within their own communities.</li> <li>13. To promote the protection of vulnerable people whilst respecting the individuals right to risk within their everyday lives.</li> </ol>

	<p>14. Within overall service delivery contracts, to monitor and evaluate service provision in meeting individuals identified needs and circumstances.</p>
<p><b>The post holder is responsible for the following:</b></p>	<ol style="list-style-type: none"> <li>1. To establish and maintain effective working relationships within and outside the organisation and promote good working practice.</li> <li>2. To ensure that all activities are operated in accordance with Equal Opportunities.</li> <li>3. To ensure that all relevant information is communicated effectively to those who need to be aware of that information.</li> <li>4. To maintaining appropriate records which will involve the use of IT.</li> <li>5. To undertake, direction, supervision and personal development requirements appropriate to the post and as agreed with the Line Manager.</li> </ol> <p>To work within the Policies, Procedures and Financial Regulations of the Department and Authority</p>
<p><b>Job Working Circumstances</b></p> <p>The post holder will be</p>	<ol style="list-style-type: none"> <li>1. To undertake the personal Health and Safety responsibilities within HASAWA 1974 ensuring safe systems or work are complied with.</li> <li>2. Ensure all activities are operated in accordance with Equal Opportunities' Legislation, and the City &amp; County of Swansea Equal Opportunities' Policy.</li> <li>3. This job description is as currently applies and may be subject to variance and you may be required to carry out any other task that may be reasonably assigned to you which is within your capabilities and Grade.</li> <li>4. This post is exempt from the Rehabilitation of Offenders Act 1974 and you must therefore make a true disclosure of any criminal convictions against you.</li> <li>5. The post holder will be expected to work in a varied range of different working environments. This will include lone working in complex home environments, open access service provisions and home working.</li> </ol>

## Person Specification

<b>Directorate:</b>		<b>Social services</b>	
<b>Service Area &amp; Section:</b>		Child and Family	
<b>Unit Manager:</b>		16+ Team leader	
<b>Post Title:</b>		Social worker	
<b>Job Family &amp; Role Profile:</b>		SCW	
<b>Post No:</b>		<b>Grade</b>	8/9

Role Criteria No.1	Education, Qualifications & Training
<b>Essential</b>	<ul style="list-style-type: none"> <li>• Social work qualification and registration. Where qualification is pending, applicants can commence duties as a support worker, until they are newly registered / qualified.</li> <li>• Advanced knowledge and practice relating to the field of social work with Children, Young People &amp; Families.</li> <li>• A sound understanding of Child Protection Practices and Procedures.</li> <li>• Knowledge and understanding of assessment and case management.</li> </ul> <p>Knowledge and understanding of the latest research and evidence in relation to working with adolescents and families.</p>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• Training and relevant qualifications in Solution Focussed, Motivational Interviewing, Restorative Practice, Safeguarding, Parenting, Family Facilitation, 5 days Signs of Safety training.</li> <li>• Training and experience on working with adolescents and care leavers, including: trauma informed practice, contextual safeguarding, and safeguarding from non-familial harms.</li> <li>• Training and experience on working with the benefits system, housing legislation, mental health, disability, and other transition needs.</li> <li>• Training and experience working with unaccompanied asylum seekers, teenage pregnancy, youth homeless and similar needs (which may be specific to working with adolescents).</li> </ul>
<b>Evidence</b>	All certificates to be provided at interview for validation.
Role Criteria No.2	Skills /Technical / Professional Competence
<b>Essential</b>	<p>Candidates must have a high level of technical competence in the areas specified in the Job Description.</p> <p>Candidates must have a high level of technical competence in the areas specified in the Job Description.</p> <ul style="list-style-type: none"> <li>• Excellent Literacy and oral communication skills.</li> <li>• Demonstrate the ability to work as a highly reflective practitioner with skills to self-evaluate and actively seek opportunities for improvement.</li> <li>• Demonstrate the ability to make critical decisions and advice, guide and challenge the practice of others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multi skilled with an in depth knowledge of working methodologies and approaches from across a range of different and relevant professions.</li> <li>• Competent and proven use of IT record and evaluate work including e-mail systems, social and multimedia platforms and data base systems.</li> <li>• Understanding of and commitment to the vision and objectives of the service.</li> <li>• Ability to maintain focused on positive outcomes for stakeholders including young people/families through a period of change and uncertainty. To develop and support resilience and capacity to deal with demanding and challenging situations, young people and their family.</li> </ul> <p>Awareness and commitment to professional standards of policy and practice and to demonstrate an on-going commitment to continuous improvement and working to the highest quality standard.</p>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• The ability to evidence and present, through a variety of methods, the value and impact of work developed.</li> <li>• Knowledge and experience of mentoring other members of staff in the team to achieve best practice.</li> </ul>
<b>Evidence</b>	Valid certification and/or registration/CPD
<b>Role Criteria No.3</b>	<b>Experience</b>
<b>Essential</b>	<ul style="list-style-type: none"> <li>• The ability to undertake Social Work duties and practice within legal, policy and procedural framework.</li> <li>• The ability to manage own Social Work practice within the organisation.</li> <li>• The ability to develop and maintain professional relationships within and outside the organisation. Experience of partnership working and development of multi-disciplinary approaches to work with young people and families.</li> <li>• The ability to develop self and be accountable for own practice within the Social Work role.</li> <li>• The ability to carry out duties to fulfil statutory requirements and those that are non-statutory, e.g., additional duties carried out for the organisation.</li> <li>• Personal integrity of a high order (this post is exempt from the Rehabilitation of Offenders Act).</li> <li>• Knowledge of Information Technology and a commitment to developing its use in Social Work.</li> <li>• Good oral and written communication skills.</li> <li>• Must have an understanding and a commitment to the principle of confidentiality and application of GDPR legislation.</li> <li>• Must be capable of working as part of a team.</li> <li>• A commitment to supervision.</li> <li>• Significant understanding and experience in dealing with safeguarding issues with young people and their families.</li> <li>• Significant experience of applying evidence based methodologies/approaches into practice.</li> <li>• Experience of undertaking thorough assessment of need and risk requiring a high level of knowledge and understanding in relation to a variety of proven assessment methods and suitable plans/interventions in response to need with individuals and families.</li> <li>• Experience of challenging colleagues and supporting wider service development.</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of lone working in a variety of environments including families' homes and of the risk assessment processes associated with this work.</li> <li>• Knowledge and understanding of relevant legislation that impacts on vulnerable young people and ability to interpret and apply information.</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• A minimum of 3 years' experience working as a social worker or equivalent role, working with children, young people and families with complex issues, particularly those at a high risk of social and educational exclusion and family breakdown (including care leavers and those going through significant transitions)</li> <li>• The ability to undertake capacity assessments.</li> <li>• To be Welsh speaking.</li> </ul>
<b>Evidence</b>	At interview, then in post
<b>Role Criteria No.4</b>	<b>Competencies &amp; Abilities</b>
<b>Essential</b>	<ul style="list-style-type: none"> <li>• Work under your own initiative and take responsibility for decisions taken.</li> <li>• Ability to plan, assess and evaluate work undertaken.</li> <li>• Accurate, timely record keeping and ability to produce written reports</li> <li>• Ability to work with children, young people and their families to design and develop services, interventions and programmes to achieve better outcomes for them.</li> <li>• Ability to identify and promote innovative methods to motivate and facilitate staff improvements and consistent working practices</li> <li>• Ability to handle sensitive and confidential issues with tact / sensitivity and diplomacy.</li> <li>• Resilience and an ability to work assertively, persistently and consistently on a 1:1 and group basis with young people and families at high risk of disengagement.</li> <li>• Understanding of the risk and resilience factors for young people at risk of becoming disengaged from employment, education and training.</li> <li>• Knowledge and experience of safeguarding issues and procedures.</li> <li>• The ability to share information confidently and safely and how to discuss information sharing with young people and their families.</li> <li>• Ability to empower and build trust and relationships.</li> <li>• Ability to work positively with children, young people and their families, to reinforce self-worth, aspiration and achievement.</li> <li>• Ability to support young people and families to make informed decisions and advocate on their behalf when necessary.</li> <li>• Patient, non-judgemental, consistent approach to working with young people and their families.</li> <li>• Able to collaborate and work well with others with particular areas of responsibility or specialisms.</li> <li>• Strong communication skills both verbally and in writing.</li> <li>• Ability to chair and facilitate complex meetings.</li> <li>• Ability to engage young people / families to help them identify strengths and recognise where behaviour change is needed to enable them to progress their goals.</li> <li>• The ability to be creative and to develop bespoke interventions and approaches to address the needs of families and individuals.</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• Knowledge of relevant legislation and guidance e.g. the Social Services and Wellbeing Act, Child Protection, Safeguarding, UNCRC, When I'm Ready Policies, the Mental Health Act, and Mental Capacity Act.</li> </ul>

	<ul style="list-style-type: none"> <li>Ability to supervise and oversee the practice of others, to quality assure, and ensure service standards are met.</li> </ul>
<b>Evidence</b>	At interview, then in post
<b>Role Criteria No.5</b>	<b>Commitment to Equal Opportunities</b>
<b>Essential</b>	<p>Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and Swansea Council's Equal Opportunities Policy and Procedures.</p> <p>All employees and managers must be aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation.</p>
<b>Desirable</b>	
<b>Evidence</b>	At interview, then in post
<b>Role Criteria No.6</b>	<b>Current Driving Licence</b>
<b>Essential</b>	<p>Use of own car:</p> <p>Should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost effective method of travelling</p>
<b>Desirable</b>	
<b>Evidence</b>	Evidence the post holder is appropriately insured for business purposes to be provided annually
<b>Role Criteria No. 7</b>	<b>Compulsory Requirements for Introducing Change and New Ways of Working</b>
<b>Essential</b>	<ol style="list-style-type: none"> <li>1. Demonstrate commitment to the Council's new ways of working, providing a positive and supportive environment that initiates and enables innovative and sustainable working practices that deliver high quality services for our citizens.</li> <li>2. Embrace change through actively and flexibly participating in and adapting to new ways of working with our citizens, as agreed through formal consultation with Trades Unions and HR Policies and procedures</li> </ol>
<b>Desirable</b>	
<b>Evidence</b>	At interview, then in post
<b>Role Criteria No. 8</b>	<b>Voice and Values of Young People</b>
<b>Essential</b>	<p>The City and County Swansea pays due regard to the UNCRC in all its decisions and as part of this young people in Children Services have developed a voice and values section as part of recruitment and selection.</p> <p>Young People from across the service have created a video to add their own voice to the process.</p> <p>As a service young people should –</p> <p>Be given a voice  Create opportunities for me to be the best I can be  Work with me in the best way for me  Work with me at the right time &amp; with right information</p> <p>Any Person working for Childrens Services should -  Listen to me and help me to be heard  Help me build positive relationships  Respond quickly in a way I understand  Be Trustworthy, Respectful and Reliable  Non-judgemental approach with no bias</p>

	Any Person working for Childrens Services should know - How to make sure I have a voice How to relate to me & understand what going on in my life Have a full awareness of my world
<b>Desirable</b>	
<b>Evidence</b>	At interview, then in post

<b>Health Surveillance and Monitoring:</b>	This post will require the post holder to take part in health surveillance and monitoring procedures.
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<b>Safeguarding:</b>	The Authority in line with the Corporate Safeguarding Policy is committed to safeguarding and promoting the welfare of children, young people and adults and expects all staff and volunteers to share this commitment. The Authority expects all staff to undertake and keep up to date with mandatory safeguarding training for the both the protection of children and adults.
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<b>Welsh Language</b>			
The Authority is committed to delivering an equally high quality service in Welsh and English and will support staff in providing this.			
<b>Assessment of Posts</b>			
All posts have to be assessed in respect of the Welsh Language requirements. The evidence of which has to be retained and available for (a) audit trail and (b) inclusion in annual report figures.			
<b>Requirements for this post</b> (See attached Welsh Language Skills Assessment)			
<b>Understanding</b>	Level: 0	<b>Speaking</b>	Level: 0
<b>Reading</b>	Level: 0	<b>Writing</b>	Level: 0
<b>Based on the above, requirement for this post is as follows:</b>			
<b>Essential</b>		<b>Desirable</b>	X
<b>To be learned</b>		<b>Not required</b>	

<b>Disclosure and Barring Service (DBS):</b>	<b>This post requires the postholder to have the level of DBS disclosure as indicated below:</b>		
	<b>Standard DBS Disclosure Application</b>	<b>Enhanced DBS Disclosure Application</b>	<b>No DBS Disclosure Application</b>
		X	

<b>Review/ Right to vary:</b>	This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile.		
<b>Sign off</b>			
<b>Line Manager:</b>		<b>Date:</b>	
<b>Post Holder:</b>		<b>Date:</b>	

## Welsh Language Skills Framework

Level 0			
No Welsh language requirement identified for the post – but all recruits should be aware of the corporate requirements of the Welsh language standards and completion of the Welsh language awareness course is advised.			
Understanding	Speaking	Reading	Writing
➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified
Level 1			
Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. Where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.			
Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>➤ Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can pronounce place names and personal names correctly.</li> <li>➤ Can greet individuals face to face or over the telephone</li> <li>➤ Can open and close a conversation or open and close a meeting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can open and close an e-mail or letter</li> <li>➤ Can write personal names, place names, job titles</li> <li>➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.</li> </ul>
Level 2			
Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.			
Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general</li> <li>➤ Can understand when people ask you do something</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual</li> <li>➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read short message and certain letters or e-mails, e.g. Those which make a request or ask you to pass on a message</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting</li> <li>➤ Can write a short letter or e-mail to arrange an appointment</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Can hold a short conversation with an individual or exchange relatively straightforward information</li> <li>➤ Can contribute to a meeting, but need to revert to English for specialist terms.</li> </ul>		
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### Level 3

Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar.</li> <li>➤ Can understand a discussion at a meeting if the subject is familiar.</li> <li>➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical.</li> <li>➤ Can hold a conversation with an individual or exchanging relatively straightforward information.</li> <li>➤ Can contribute to a meeting but need to revert to English for specialist terms.</li> <li>➤ Can adapt the style of language to suit the audience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can understand most e-mail messages or letters concerning day to day work.</li> <li>➤ Can guess the meaning of a word based on context if the subject is familiar.</li> <li>➤ Can read a simple, straightforward article in a newspaper or magazine types of written material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event.</li> <li>➤ Can write relatively accurately when drafting a short information leaflet or information Welsh as required.</li> </ul>

### Level 4

Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. In meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.

Understanding	Speaking	Reading	Writing
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<ul style="list-style-type: none"> <li>➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar.</li> <li>➤ Can understand differences in register and dialect.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can contribute effectively to internal and external meetings in a work context.</li> <li>➤ Can converse comfortably with individuals and exchange information as required.</li> <li>➤ Can argue for and against a specific case.</li> <li>➤ Can chair meetings and answer questions from the chair confidently.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read most correspondence and scan long texts to find details.</li> <li>➤ Can understand most newspaper articles and reports with the aid of a dictionary.</li> <li>➤ Can understand novels and other texts, unless written in a very formal or colloquial form.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can produce correspondence of all types, short reports, documents and literature with support of an editor or electronic aid.</li> </ul>
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### Level 5

Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in details, adapting the language to suit the audience.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>➤ Can follow all conversations and discussions with individuals or colleagues.</li> <li>➤ Can understand the ambiguity and nuance of language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can express yourself fully in detail, even when discussing complex issues.</li> <li>➤ Can adapt the style and register of your language to suit the audience.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally.</li> <li>➤ Can read long texts to find relevant details and can understand most types of written material.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids.</li> <li>➤ Can write formal or informal Welsh as required.</li> <li>➤ Can write a range of documents accurately and with confidence.</li> </ul>

## **Disclosure and Barring Service (DBS) Disclosure Checks**

The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults.

The DBS can issue 5 levels of Disclosure Certificates, depending on the position applied for, namely Standard, Enhanced, Enhanced with ISA check (children), Enhanced with ISA check (adults) and Enhanced with ISA check (children and adults)

Prospective applicants should be aware that before any offer of appointment is confirmed the successful candidate will be required to complete an online application form for the appropriate level of disclosure. Proof of the successful candidate's identity will also be required in the form of the following: Passport, Driving Licence, Birth Certificate and Utility Bills.

The Authority actively promotes equality of opportunity for all existing employees and prospective applicants. Candidates are selected on the basis of skill, qualifications and experience, and their match against the Person Specification. A criminal record will not necessarily bar applicants from working with the Authority. It will depend on the nature of the position and the circumstances and background of the offence.

The Authority has a written Policy on the Recruitment of Ex-offenders, which complies with the DBS Code of Practice, and undertakes to treat all applicants fairly.

The following information is available from the Service Centre Helpdesk, Room 323, The Guildhall, SWANSEA SA1 4PE; Telephone 01792 636098, email [servicecentrehelpdesk@swansea.gov.uk](mailto:servicecentrehelpdesk@swansea.gov.uk).

- DBS's Code of Practice;
- Authority's Policy on the Security of Confidential Disclosure information;
- Information on the Rehabilitation of Offenders Act 1974

Further information about the Disclosure Scheme is available at [www.homeoffice.gov.uk/agencies-public-bodies/dbs/](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/).



## Corporate Plan

Delivering a successful and sustainable Swansea

### Our ambitions and commitments to residents – our well-being objectives

We have prioritised six well-being objectives. These are:

- **Safeguarding** people from harm – so that our citizens are free from harm and exploitation.
- Improving **Education & Skills** – so that everyone in Swansea gains the skills and qualifications they need to succeed in life.
- Transforming our **Economy & Infrastructure** – so that Swansea has a thriving mixed use City Centre and a local economy that will support the prosperity of our citizens.
- **Tackling Poverty** – so that every person in Swansea can achieve his or her potential.
- Maintaining and enhancing Swansea's **Natural Resources and Biodiversity** – so that we maintain and enhance biodiversity, reduce our carbon footprint, improve our knowledge and understanding of our natural environment and benefit health and well-being.
- **Transformation & Future Council** development – so that we and the services that we provide are sustainable and fit for the future.

### Our Values

Our plans will be built on three clear values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

#### ➤ **People Focus**

We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also

respect, value and support our employees and demonstrate the highest standards of integrity.

➤ **Working Together**

We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.

➤ **Innovation**

We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face. We will share learning across the Council, as part of our Innovation Programme