

TRAINING FOR SOCIAL WORKERS



I am an independent practitioner, trainer and consultant with over 30 years' experience as a social worker, including over a decade as Fostering Development Consultant with BAAF/CoramBAAF.

I only train in areas where I can evidence a high degree of knowledge and expertise, often having authored good practice guidance, or other materials, in that subject area. I have developed and/or updated a number of well-known CoramBAAF forms including Form F. For more information about my work and publications see www.pauladamsfostering.uk.

I have found that training sessions for social workers work well when they run from 9.30am – 3pm, and while I prefer face-to-face delivery, I also recognise the benefits of virtual training. Diversity is recognised and considered within each course, and evaluations show that about 90% of delegates rate my face-to-face training as 'excellent'.

Assessing prospective foster carers (using Form F)

By the end of the course participants will have:

- Looked at the structure of Form F (2025), and considered the practice tools and resources that are available to support practitioners undertaking an assessment
 - Looked at gathering full and robust evidence, including through checks and references
 - Reflected on learning from research and safeguarding reviews, and thought about what constitutes safe practice in assessment
 - Considered the importance of careful analysis in reaching a recommendation
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Assessing kinship carers (using Form K)

By the end of the course participants will have:

- Explored the context of working with kinship carers, and assessing them using Form K
 - Looked at gathering full and robust evidence, including through checks and references
 - Considered the importance of careful analysis in reaching a recommendation
 - Explored best practice in developing a support plan
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The effective supervising social worker

By the end of the course participants will have:

- Considered the purpose of supervision and reflected on what constitutes good practice
 - Looked at frameworks for planning and establishing effective supervisory relationships
 - Reflected on the importance of good communication and appropriate challenge in the context of relationship-based practice
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Undertaking a foster carer review (using Form FR)

By the end of the course participants will have:

- Thought about good practice in undertaking foster carer reviews using Form FR
 - Reflected on learning from safeguarding reviews, and their own practice
 - Considered the importance of gathering and analysing information to present a well-evidenced recommendation
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Working with allegations and standards of care concerns

By the end of the course participants will have:

- Considered the difference between allegations and standards of care concerns
 - Looked at the different processes that should be followed when dealing with allegations and standards of care concerns
 - Explored best practice in investigating or following up allegations and standards of care issues
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Developing a family safer caring plan (using Form FSCP)

By the end of the course participants will have:

- Looked at the difference between allegations, complaints and concerns
 - Reflected on why allegations might be made, and considered the process for following up allegations against foster carers
 - Looked at good practice in safer caring; balancing risk management with fully meeting children's developmental needs
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Parent and child fostering

By the end of the course participants will have:

- Considered the legal, research, and practice context of parent and child fostering
 - Looked at what is required of parent and child foster carers, and the challenges of undertaking this role
 - Explored key aspects of parent and child fostering and reflected on what constitutes good practice
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Matching

By the end of the course participants will have:

- Considered the legal requirements and good practice considerations in matching children with foster carers
 - Thought about processes that should be followed when making a placement, including the involvement and preparation of children
 - Considered a number of matching case studies and thought about putting their learning into practice
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The culturally competent social worker

By the end of the course participants will have:

- Considered aspects of their own identity, and reflected on their attitudes and belief systems
 - Thought about equality, diversity and inclusion as this relates to children in foster care
 - Explored what it means to be a 'culturally competent' social worker
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CONTACT

Please contact me to discuss your training and consultancy needs:

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www.pauladamsfostering.uk