



INSPIRE

Connected Communities Trust

Residential Support Worker

GRADE: G4/9

REPORTS TO: Principal Education Care Officer (PECO)

1. PURPOSE OF JOB:

Working within the Maples Residential Short Break Respite provision as part of a dedicated team, to provide care and support to children and young people with complex, severe, moderate additional needs, including ASD, SEMH, communication and interaction differences. To create a home from home environment that meets the varied needs of the children and young people we support, to enable them to feel safe, to thrive, to enrich their lives and to develop and achieve their full potential.

2. MAIN RESPONSIBILITIES, TASKS AND DUTIES

i. Child Related

Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record development.

Create and environment within the home that promotes a positive respect for young people who access residential/short break accommodation.

ii.

Support the individuals using a person-centred approach meeting each young person at their point of need, which may include using Trauma Informed care. To be aware of any changes in a young person's needs and adapt the care appropriately. To undertake any programmes provided by external professionals such as Speech & Language and OT.

iii.

Carry out daily personal care/hygiene duties and administering medication as required, following policies and procedures and administering basic first aid.

		Ensure bedrooms are arranged and personalised to meet the needs of each individual young person. Ensure household duties are carried out ie laundry and cleaning tasks as required.
	iv.	Assist with the supervision and movement of young people in and around the setting and community activities.
		Supervise young people with some self-help, independence activities such as, cleaning, laundry; linked to EHC/personal targets and in consultation with parents/carers and the young people.
	v.	Act in accordance with policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
		In emergency/special occasions undertake additional duty or cover when reasonably required to do so
	vi.	Assist with the planning, preparation and delivery of activities to support the development of the young people accessing the provision.
		Preparing and serving young people's meals, following scheduled menu's.
	vii.	Participate in the preparation of the residential facilities to support the wellbeing and development of the young people accessing the provision.
	viii.	Monitor the young people's needs and report these to a designated person.
	ix.	Keep records as required
	x.	Have familiarity with all relevant, care plans, routine's, EHC plans and documentation specific to the young people.
		Undertake administration as necessary to include maintaining young people's individual profiles and other records. Participating in reporting and recording systems as required from time to time which may include reviews, home visits and links with other professionals
	xi.	Be aware of and support difference to ensure all young people have equal access to a range of opportunities, contributing to the overall ethos/work/aims of the setting

	xii.	Recognise own strengths and areas of expertise and use these to support others.
3.	MANAGEMENT OF PEOPLE / SUPERVISION OF PEOPLE No direct line management responsibilities but is required to occasionally demonstrate duties, give advice and guidance to employees, young people or trainees	
4.	CREATIVITY & INNOVATION <i>(what innovative & imaginative responses to issues are required to resolve problems?)</i> Required to be creative when assisting with planning of activities.	
5.	CONTACTS & RELATIONSHIPS <i>(what personal contacts and relationships are required with other people and organisations to carry out the job?)</i> Direct contact with young people and other employees, advocates and trustees. Establish relationships with parents/carers other agencies/ professionals, under guidance from PECO.	
6.	DECISIONS <i>(a requirement to make decisions or recommendations. The extent to which policies, procedures or other guidelines affect your decisions)</i>	
	a) Discretion – the post holder has the following discretions: Decisions are made in line with established policies and procedures. Required to work within policies, procedures and relevant legislation, particularly in relation to child protection, behaviour management, National Care Standards and agreed learning strategies.	
	b) Consequences – the consequences of the post holder's decisions can be anticipated to impact on the following: Impact on the quality of service delivery & experiences of a young person or group of young people and, indirectly, on parental attitudes to the provision	
7.	RESOURCES <i>(the post holder is personally accountable / responsible for the following:)</i> Responsible for the proper use and safekeeping of the personal belongings of Young people, physical resources in the residential establishment.	

8.	WORK ENVIRONMENT a) Work Demands (<i>impact of deadlines and changing and conflicting priorities</i>) Subjected to conflicting priorities due to service delivery and individual care needs
	b) Physical Demands (<i>continuing physical effort, bending, lifting, pushing etc.</i>) Subjected to considerable physical demands due to the needs of the young people and personal care being delivered.
	c) Working Conditions (<i>exposure to disagreeable or unpleasant conditions</i>) Working within the Residential setting, which may also include time outside/in the community. Employees will be required to undertake duties of a personal nature.
	d) Work Context (<i>potential risk to safety & well-being, including abuse and aggression</i>) Potential risk to well-being through exposure to aggressive behaviour from young people, verbal abuse or personal care issues with some young people. Contact with parents/carers could also potentially expose the postholder to physical/ verbal abuse.
9.	KNOWLEDGE AND SKILLS (<i>required to be fully competent in the post</i>) Level 3 Diploma for Residential Childcare and/or equivalent competencies. Or In accordance with National Care Standards be working towards within 3 months of joining the school.
9.	OTHER DUTIES The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade will be with the consent of the post holder.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	- GCSE or equivalent in Maths, English or equivalent level of competency. - Level 3 Diploma for Residential Childcare or in accordance with National Care Standards be working towards within 3 months of joining the school.	Current First Aid qualification
EXPERIENCE	- Experience of working with young people with learning difficulties such as MLD, SLD, ASD, ADHD & SEMH - Experience of working with young people with challenging behaviour - Experience of delivering activities to young people with additional needs, including ASD, speech, language and communication difficulties, BESD	Experience of working within the national care standards
KNOWLEDGE & UNDERSTANDING	Working knowledge of relevant policies, procedures,	- Knowledge of first aid - Knowledge of communication development, including augmentative systems and autism

	codes of practice and legislation including data protection, child protection and safeguarding	• Knowledge of behaviour management strategies • Knowledge of inclusion and additional needs • Ability to motivate and inspire young people • Have knowledge of the appraisal system (PLJ) as it relates to all staff • Knowledge and understanding of current issues in the field care standards to allow for greater contribution to the effectiveness of the provision
SKILLS	• Good communication , organisational and ICT skills • The ability to handle sensitive and confidential information and issues appropriately • The ability to self-evaluate learning needs and actively seek CPD • Good time management skills • Ability to support the delivery of activities across a range of needs, including life skills, independence • Ability to record as directed to support effective monitoring • Ability to implement Individual care	

	plans as directed	
PERSONAL CHARACTERISTICS	• To be able to demonstrate initiative and intuition • Punctual • Approachable and professional • Present smart appearance • A desire to have a positive impact on outcomes for children and young people • Ability/desire to work collaboratively with other agencies • Enthusiasm • Flexibility • Commitment • Sense of humour • Ability to work as part of a team • Ability to communicate effectively with parents/carers/ outside agencies under agreed systems of supervision/direction. • Willingness to take a full part in the life of the Federation	• Be able/willing to drive Trust minibus
SPECIAL REQUIREMENTS	• An Enhanced Disclosure and Barring check will be required • Two references will be required, one of which	

	should be the most recent employer	
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Examples of evidence that could be provided in support of the Personal Learning Journey:

- Activity notes
- Records of supervisions
- Evidence of continual professional learning
- Evidence of activities and outcomes

(this list is not exhaustive and is to give examples only)

I confirm that I have received a copy of this job description and person specification:

Signed

Name

Date