



A learning & caring community
where individuals are valued

Job Description

1. **Job Title:** **Support Worker/ Senior Support Worker**
2. **Responsible to:** **House Manager/Deputy House Manager**
3. **Responsible for:** **N/A**
4. **Hours per week:** **As per Contract of Employment**
5. **SSET pay band:** **B6-11** (subject to qualifications and experience)
6. **Weeks per year:** **As per Contract of Employment**

7. **Role Summary:**

The primary purpose of this role is to provide 1:1 support in the care of children and young people with special needs, within a house and school or college community, and in implementing the children and young person's individual plans by encouraging and supporting the development of social, educational and emotional abilities of the children/young people. The **Support Worker/ Senior Support Worker** will be expected to work effectively within a team and support the House Managers with the day-to-day running of the house.

In addition to the summary above, **Senior Support Workers** will be expected to support more challenging students, lead shifts on occasion, provide a role model of 'best practice' and mentor/coach new or less experienced colleagues.

8. **Summary of Duties and Responsibilities:**

- supporting and encouraging students to develop and maintain social relationships within the house
- supporting students in developing independence e.g. in self-help and general life-skills, personal hygiene, household tasks, meal preparation and managing pocket money
- supporting and encouraging students to participate in education, recreational and leisure activities
- contributing to the students general well-being, health, safety and security
- assist students with the provision of personal care ensuring that the dignity of the person is respected and upheld at all times

- maintain and update paper-based and electronic information systems, as directed to ensure that concise, comprehensive and timely records are maintained
- Ensure that incident, accident forms and similar are completed and submitted without delay, and in accordance with specified policies, procedures and time scales
- Assist with the drafting of the students assessments and reports for use by SSET or external partner agencies
- Ensure that any matters of concern or possible concern relating to the care, well-being and safety of students, colleagues or visitors are recorded and reported in accordance with specified procedures and time scales

9. Additional duties and responsibilities:

- assist the House Managers in general household duties
- participate in planning and review processes; attending staff meetings and briefings where requested
- attend relevant internal and external reviews if requested
- participating in an annual residential trip (maximum 5 days) which will include working beyond your normal working hours during this week.
- reporting damage and defects without delay to maintenance team
- coordination of programmes of leisure and social activities to stimulate and motivate students in the development of life skills, interests and leisure activities as directed.

Additional Senior Support Worker Duties and Responsibilities:

10. Compliance

- Ensure that records kept when leading a shift are compliant with Children's Home Regulations
- Maintain record systems (online and paper based) in accordance with SSET Policies and standards

11. Operational Duties

- Leading shifts on an occasional basis when the most senior person is absent or when asked to by the House Manager or their Deputy; this includes re-organising of staff and amending of shifts as necessary
- Ensure that the shifts being lead are suitably covered with staff and take into account the need for staff to have suitable rest breaks in accordance with the Working Time regulations and SSET's Annual Leave Policy.

12. Safeguarding

- Complete reports and timelines to support the Registered Manager report any safeguarding or health and safety matters
- Guide and coach new members of staff to help understand the scope and appreciation of Safeguarding procedures and policies.

13. Health and Safety

- Complete and maintain records with regard to COSHH, Risk Assessment or Fire Safety as delegated by the House Manager
- Maintain Health & Safety practices within the house in accordance with relevant Sheiling policies as delegated by the House Manager

- Follow systems and procedures in place to report accidents, incident and near-misses without delay; adhering to agreed risk reduction plans and risk assessments in place so as to minimise risk.
- Coordinate the safe/emergency evacuation plans should the need arise during the shift being led or in the absence of a more senior staff

14. Children and Young People welfare and wellbeing

- Monitor the welfare, wellbeing and progress of the students they are responsible for in accordance with their care support plans
- Directly assist, coach and advise staff at times when challenging behaviour is displayed by the students, maintain and explore proactive and positive approaches, according to SSET approved techniques (currently PROACT SCIP UK).
- Administer medicine when delegated to do so, in line with medicine administration procedures, ensuring that medicine errors are reported at the earliest opportunity

15. Ethos

- Follow The Sheiling ethos, ensuring that the purpose, meaning and relevance is explained to new staff and that the ethos is incorporated, respected and promoted in day to day activities.
- Help to maintain a diverse and inclusive environment which is responsive to the needs of the children and young people and based on Steiner educational principles.

16. Staff support

- Guide newer staff in the house and ensure they have informal opportunities for discussions in order to develop their practice
- Ensure that staff involved in incidents have opportunities for debriefs and reflection on their practice on the day

Performing with appropriate professional care any other tasks, duties and responsibilities within reason that further the aims and objectives of the Sheiling Special Education Trust.

The Sheiling Ringwood is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment.

The Sheiling Special Education Trust reserves the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its charitable business.

Person Specification - Support Worker

Criteria	Essential	Desirable	Assessment method(*)
Qualification, Education and training	<p>Level 3 Diploma in Residential Childcare (QCF) or willingness to register and work towards within given timescale (2yrs from first working in care role)</p> <p>GCSE (or equivalent) in English, Maths and ICT</p> <p>Willingness to take part in training as required throughout the year</p>	<p>Emergency First Aid at Work</p> <p>Food Hygiene – Level 2</p> <p>Infection Control</p> <p>Behaviour Management and/or Physical Intervention training</p> <p>Medication Administration</p> <p>Epilepsy/Diabetes awareness</p>	AF/I/C
Knowledge	<p>Knowledge of how to take care of and support the general health and welfare of children and young people</p> <p>Understand the principles of professional boundaries</p> <p>Ability to understand the need for engaging children and young people in purposeful activities</p>	<p>Understand basic health and safety principles</p> <p>Awareness of the regulatory framework (CQC/Ofsted)</p> <p>Understands the implications of the care of children and young people with complex SEN/Learning Disability</p>	AF/I
Experience	<p>Experience of keeping clear and concise records</p>	<p>Previous care experience in any setting</p> <p>Devising and delivering leisure activities</p> <p>Rudolf Steiner/Curative Education</p>	AF & I
Technical skills	<p>Basic IT skills</p> <p>Good written English</p>	<p>Use of alternative communication methods e.g. Signalong, PEC</p>	AF/T/I

Interpersonal skills	<p>Communicates effectively with people who have a widely differing levels of communication ability</p> <p>Ability to establish relationships with range of people e.g. students, colleagues, parent/carers, other professionals</p> <p>Provides a positive role model and is able to represent The Sheiling in public with credibility</p>		I
Motivation and aptitude	<p>Able to provide a positive role model for children and young people</p> <p>Empathetic and committed to anthroposophical approaches</p> <p>Motivated to support and facilitate the development of children and young people</p> <p>Resilient to periods of high demand</p>	<p>Passionate about maximising opportunities for children and young people</p> <p>Takes a proactive/self-directed approach to maintaining and developing own job related skills and knowledge</p>	I/R
Other	<p>Suitability to work with children and young people with severe SEN who present with behaviours that can challenge</p> <p>Ability to take part in light sporting/leisure pursuits including swimming based activities</p> <p>Physical capability to react quickly in response to emergency situations including kneeling, running or similar</p>	Access to vehicle to use for work purposes with clean driving license	I/R

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- AF - Application form
- T - Test
- I - Interview
- D - Documentary evidence
- R - References

Person Specification - Senior Support Worker

Criteria	Essential	Desirable	Assessment method(*)
Qualification, Education and training	<p>GCSE (or equivalent) in English, Maths and ICT – minimum Grade C/4</p> <p>Level 3 Diploma in Residential Childcare (QCF</p> <p>Willingness to participate in training as required throughout the year.</p>	<p>Current Emergency First Aid at work qualification/certificate</p> <p>Food Hygiene (Level 2 or Equivalent)</p> <p>Infection Control and Prevention</p> <p>Up-to-date training in Physical intervention techniques (e.g. PROACT SCIP)</p> <p>Recent Training in Medicines Administration, Epilepsy and/or Diabetes Awareness</p>	AF/I/C
Knowledge	<p>Principles of Safeguarding incl. Child Protection and Adults at risk</p> <p>Positive Behaviour Management techniques</p> <p>Basic Principles of Health and Safety</p> <p>Use of physical intervention as 'last resort' technique</p> <p>Principles of risk assessment.</p> <p>Understands the implications for the care of children & young people with complex SEN /Learning</p> <p>Has an awareness of regulatory framework (CQC/Ofsted)</p>		AF/I

Experience	<p>Working within an SEND environment or with children & young people within the Learning Disabilities sector (a minimum of 2 years)</p> <p>Experience of keeping clear and concise records</p> <p>Some experience of coaching/mentoring or supervising of staff in a work or volunteering capacity</p> <p>Experience of supporting and/or leading leisure activities.</p>	<p>Rudolf Steiner/Curative</p> <p>Education and/or Care work</p> <p>Residential SEND care work</p> <p>Creating/updating risk assessment</p>	<p>AF & I</p>
Technical skills	<p>Experience of process and procedures for a variety of record keeping systems</p> <p>Good observational and assessment skills</p> <p>Good IT skills in Outlook, Word and Excel</p>	<p>Use of alternative communication methods e.g. Signalong, PEC, Total Communication Youth/Community Work</p> <p>Adept in using Steiner/Anthroposophical principle and values to inform own practice</p> <p>Devising and delivering leisure programme to support client personal development targets</p>	<p>AF/T/I</p>
Interpersonal skills	<p>Communicates effectively and appropriately with people who may have widely differing levels of communication abilities</p> <p>Able to establish and develop effective and productive relationships with young people, Colleagues, parents/carers, neighbours and the general public</p> <p>Provides a positive role model and is able to represent The Sheiling in public with credibility</p>	<p>Seeks out constructive ways to resolve problems, conflict or differences in professional judgement</p> <p>Skilled in providing effective communication with managers and colleagues despite being a 'remote' worker</p> <p>Motivational skills to support the personal development of children and /or adults with SEN/LD needs</p>	<p>I</p>
Motivation and aptitude	<p>Provides a positive role model for young people and less experienced peers</p>	<p>Offers creative solutions to</p> <p>Passionate in seeking to maximise opportunities for young people to develop themselves.</p>	<p>I/R</p>

	<p>Empathetic and committed to using anthroposophical approaches Motivated to support and facilitate the personal development of children and young people</p> <p>Demonstrable commitment to own CPD and using learning to good effect</p>	<p>Takes a proactive/self-directed approach to maintaining and developing own job-related skills and knowledge.</p>	
Other	<p>Suitability to work with children and young people with severe SEN support needs whose behaviour can be extremely challenging</p> <p>Ability to participate in light sporting or leisure pursuits (including swimming)</p> <p>Clean driving licence</p> <p>Physical capacity to react quickly in response to emergency situations including kneeling, running or similar</p>	<p>The ability to swim</p> <p>Competent and accredited to drive Trust vehicles include mini buses</p> <p>Business use car insurance for own vehicle</p>	I/R

(*)

- AF - Application form
- C – Certificates (originals)
- T - Test
- I - Interview
- D - Documentary evidence
- R - References