

## **Job Description**

### **Residential Support Worker**

#### **Details**

Reporting to the Assistant Manager on a Full Time / Part time basis

Role requirements:

- 24hour service requiring shift work:
- Including weekends and National Holidays; and
- Waking and Sleeping Night

Rate of pay:

Hourly rate £10.50 -£11.00 (Starting rate varies based on experience and qualification and rate may increase after 6-month probation)

#### **Key Responsibilities**

The residential support worker has two key responsibilities:

- Enhancing the overall experiences and progress of young people
- Helping and protecting young people

#### **Enhancing the overall experiences and progress of young people**

Areas of required evidence are:

- the quality of individualised care and support provided and the influence and impact of the home on the progress and experiences of children;
- the quality of relationships between professionals, carers and children and their parents;
- the progress children make in relation to their health, education, and emotional, social and psychological well-being;
- how well children's views are understood and taken into account and how their rights and entitlements are met;
- the quality of children's experiences on a day-to-day basis;
- how well children and young people are prepared for their futures and how well transitions are managed;
- how well the home ensures that the needs of children and young people who live far from their home area are met.

Children are able to build trusted and secure relationships with adults who are looking after them. Staff know the children well, listen to them, invest time in them, protect them and promote their welfare. Children are able to develop an appropriate sense of permanence and belonging. They make progress and have a range of positive experiences.

Children, irrespective of any disability they may have, enjoy access to a range of social, educational and recreational opportunities, including activities in the local community. They are

able to participate in after-school activities, community-based activities, school trips and holidays. They are supported to engage in faith-based activities if they wish.

Children are supported to develop their independence according to their individual needs, while protecting themselves from being in unsafe situations or with unsafe people.

Children are treated with dignity and respect. They experience care and help that are sensitive and responsive to their identity and family history, including age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation. The care and help assist them to develop a positive self-view and to increase their ability to form and sustain attachments and build emotional resilience and a sense of their own identity. The care and help also assist them to overcome any previous experiences of neglect and trauma.

Staff place the well-being of individual children at the centre of their practice, irrespective of the challenges they may present. All their achievements are celebrated and appropriately rewarded. Their day-to-day needs are met, such as routine, privacy, personal space, nutritious meals and enjoyable mealtimes. Children have appropriate, carefully assessed, supported contact (direct and/or indirect) with their family, friends and other people who are important to them, such as previous carers. There are no unnecessary restrictions in place. Staff work proactively and positively with parents and former carers to promote meaningful and safe contact and continuity of care, where appropriate.

Professional practice consistently exceeds the standard of good and results in sustained improvement to the lives of children, even where they have complex or challenging needs. There is significant evidence of change and improvement because of the excellent quality of care provided. The progress of children is exceptional, taking into account their starting points.

The experience of living in the home enhances children's life chances. For children with the most complex needs, staff are able to evidence the sustained benefit to the lives of children in their care. There are examples of excellent practice that are worthy of wider dissemination.

Research-informed practice, some of which may be innovative, continues to develop from a strong and confident base, making an exceptional difference to the lives and experiences of children.

### **How well children and young people are helped and protected**

Areas of required evidence are:

- how well risks are identified, understood and managed and whether the support and care provided help Young people to become increasingly safe;
- the response to children who may go missing or may be at risk of harm, including exploitation, neglect, abuse, self-harm, bullying and radicalisation;
- how well staff and carers manage situations and behaviour and whether clear and consistent boundaries contribute to a feeling of well-being and security for children and young people;
- whether safeguarding arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

Children feel protected and are protected from harm, including neglect, abuse, sexual exploitation, accidents, self-harm, bullying and radicalisation. There is a strong, robust and

proactive response from all those working with children that reduces actual harm or the risk of harm to them. That response includes regular and effective contact and planning with the child's allocated social worker and their family, if this is appropriate and in accordance with plans for their future.

Children can identify a trusted adult they can talk to about any concerns. They report that adults listen to them, take their concerns seriously and respond appropriately.

Any risks associated with children offending, misusing drugs or alcohol, self-harming, going missing or being sexually exploited are known and understood by the adults who look after them. Individual, up-to-date risk assessments effectively address any known vulnerabilities for each child and set out what action should be taken to address the risks. There are plans and help in place that are reducing actual harm or the risk of harm and there is evidence that these risks are being minimised.

Children are supported to take age-appropriate risks as part of their development of independent living skills.

Children are protected and helped to keep themselves safe, from bullying, homophobic behaviour, racism, sexism, radicalisation and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

Children receive help and support to manage their behaviour and feelings safely. Staff respond with clear boundaries about what is safe and acceptable and seek to understand the triggers for behaviour.

Positive behaviour is consistently promoted. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the needs of each child or young person and planned in consultation with them where possible.

Staff working within the home are clear about, and follow, procedures for responding to concerns about the safety of a child or young person. Any child protection concerns are immediately shared with the placing and/or host local authority as required and a record of that referral is retained. There is evidence that staff follow up the outcome of the referral quickly and that appropriate action has been taken to protect the child or young person from further harm. Where the setting is not satisfied with the response from either the local authority where the setting is situated or the placing authority, it escalates its concerns appropriately, including by writing to the director of children's services in the local authority placing the child.

The physical environment for children is safe and secure and protects them from harm or the risk of harm. Risk assessments are regularly reviewed and updated and comply with statutory requirements.

### **Key challenges**

To effectively work within team and take personal responsibility for safeguarding and delivering the highest standard of care to young people.

Being a positive role model and ensuring that the ethos, culture, values and objectives of Aspire House are always maintained and that each team member treats young people in the way that they would expect to be treated themselves.

Work in a consistently sensitive, calm, confident and effective manner with young people with challenging behaviour and complex needs, including physically aggressive and confrontational situations.

Have effective strategies for dealing with high levels of personal stress and seeking support at the earliest opportunity.

### **Key measures**

- Supervision meetings with Assistant Manager
- Results and feedback from Quality-of-Care Reviews and Independent visitor Reports
- All mandatory training is up to date

### **Person specification**

- Experience of working with young people aged 8 – 17 with emotional and behavioural difficulties
- Minimum Level 3 in Children & Young Person qualification (Or willing to work towards achieving within specific timeframe)
- Ability to work in an accurate and timely fashion with budgets and accounts
- Committed to a structured approach to training and personal development
- Understanding of the Health & Social Care Act and Health & Safety legislation
- First Aid trained (in date)
- Food Hygiene minimum Level 2
- Strong interpersonal and multi tasking skills
- Strong written and oral communication and presentation skills
- Character demonstrating honesty, decency and integrity
- Conducting themselves and working consistently in a professional and confident manner
- Have a caring disposition with a warm empathetic personality
- Positive attitude, enthusiasm along with influencing and motivational skills.
- The ability to cope with and remain calm in very challenging and demanding situations  
Resilient, reliable and punctual
- Commitment to on-going personal development
- Competent cook with the ability to prepare a variety of healthy nutritious meals and willingness and ability to learn new and culturally diverse dishes including, Halal, Kosher, vegan, vegetarian, meals including: seafood, fish, poultry, meat and pork

This job description outlines the general ways in which it is expected you will meet the overall requirements of the post. The list of tasks is not an exclusive one and duties may vary from time to time