

JOB DESCRIPTION

Post Title: Residential Support Worker		Director/Service/Sector		Office Use		
Grade: Band 4		Workplace: Residential Services		JE ref: 2552		
Responsible to: Home Manager		Date:		Manager Lever:		
Job Purpose: As a residential support worker under the direction/delegation of the Homes Manager, to provide an effective service to young people. To work within the agreed function of the unit and as a member of a team provide care, guidance, control and support to young people resident.						
Resources		Staff	No staff			
		Finance	To maintain financial records on unit in line with financial regulations			
		Physical	To undertake CALM techniques in line with NCC County policy			
		Clients	Shared responsibility for young people			
<ul style="list-style-type: none">• To be familiar with and follow all relevant statutory, policy, Codes of Practice and procedure guideline requirements relevant to the unit.• Understand and fully co-operate in ensuring that the specified aims and objectives of the unit are achieved.• To be familiar with and follow all relevant statutory, policy, Codes of Practice and procedure guideline requirements relevant to the unit.• Under the direction of the team leader or shift co-ordinator, fully co-operate in ensuring that the specified aims and objectives of the unit are achieved.• Actively participate in agreed management processes either individually or as part of a team (e.g. supervision, appraisal, training).• Under the direction of the team leader or shift co-ordinator seek to ensure the effective care of each young person including listening to their views, work in partnership with their families and promote open shared decision making.• Under the direction of the shift team leader or co-ordinator ensure the health and welfare of the young people including dietary requirements, medical treatment, education, employment, leisure and occupational activities as identified in their care plan• Under the direction of the team leader or shift co-ordinator take appropriate action in receiving/admitting young people to the unit.• Under the direction of the team leader or shift co-ordinator implement care programmes to meet the identified needs of the young people, including liaison with other staff within the department and other agencies.• Undertake administrative tasks as necessary for the effective running of the unit e.g. pocket money, petty cash etc.• Communicate and report appropriately to young people, colleagues and senior staff. Assess and prioritise the needs of young people with relevant senior staff in order to determine care plans that are effective in meeting the needs of the young person• Report any concerns/issues promptly to ensuring the welfare and safeguarding of young people who are in the home.• To maintain efficient, reliable liaison and co-operation with other individuals, agencies, community resources.• To maintain accurate records required of the Home						

PERSON SPECIFICATION

Post Title:		Director/Service/Sector:	Ref: 2552
Essential	Desirable		Assess by
Knowledge and Qualifications			
A good general education demonstrating literacy and numeracy Willing and able to undertake relevant training up to NVQ Level 2/3 Care Awards.			
Experience			
Experience associated with the public care of children and families.	Evidence of work with children and adolescents in residential and/or field services.		
Skills and competencies			
Ability to form appropriate relationships quickly Good verbal communication and organisational skills. Ability to work and follow individual care plans and risk assessments Ability to work unsupervised as part of a team Understand the need to respect privacy, confidentiality choice and rights of young people Able to understand and to complete written records, clearly and promptly. Ability to work within expected levels of confidentiality. Evidence of commitment to self development and training. Commitment to the task of helping children and young people to develop in a flexible caring manner with an ethos of high standards of care	Knowledge of the 1989 Children Act. And every child matters agenda To understand young people who display challenging behaviour.		
Physical, mental and emotional demands			
Physically able to undertake the demands of the job, including the ability to undertake full CALM (Control and Aggression, Limitation and Management) methods and techniques on a daily basis with the young people to verification level following CALM training. Re-verification of training is carried out on an annual basis.			
Other			
Ability to work a rota that benefits the needs of accommodated young people. To be able to undertake sleep-in duties as required. Able to meet transport requirements.	Valid driving licence.		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.