

Job description

Post: Support Worker

Grade: Frontline worker level 1

Context

In this role you will be supporting people with a range of hearing and/or sight difficulties. In some services, the people you support will also have complex needs and may have some learning and/or physical disabilities.

In different services you could be supporting people from different age groups including older adults, adults or occasionally children.

Sense services include:

- Residential and supported living services
- Day activities services
- Community services
- College services

You are appointed to work in a particular service and this will be detailed in a one-page service profile. However, in line with our commitment to support people in the most flexible and person centred way we can, you may be asked to work in different services in the future.



Purpose

The main purpose of your job is to support people to be as involved as possible in every part of their day to day lives, so that they can be full and active members of society. You will work within the framework of the Sense 'I' Statements and behaviours to:

1. Keep the needs of the people you are supporting at the centre of your attention at all times;
2. Enable the people you support to influence their services and the way they are supported;
3. Help Sense to provide a high quality service.

Key Responsibilities

1.Keep the needs of the people you are supporting at the centre of your attention at all times. This means supporting people to:

- 1.1 Be heard and responded to, using communication they understand.
- 1.2 Take part in enjoyable, satisfying and purposeful activities.
- 1.3 Make sense of their environments and to access their communities.
- 1.4 Learn new skills.
- 1.5 Maintain and improve their health and well-being.
- 1.6 Receive help with their personal care, if they need this.
- 1.7 Assist with their behaviour, if they need this.
- 1.8 Have person centred plans and guidelines that enhance their lives.
- 1.9 Take account of people's age, gender, ethnic origin, religious/cultural background, abilities/disabilities and sexual/personal needs.

2 Enable the people you support to influence their services and the way they are supported. This means:

- 2.1 Listening to what people tell you about what is important to them.



- 2.2 Using this information to contribute to developing person-centred guidelines and plans, involving families, friends and other professionals if this is appropriate.
- 2.3 Providing opportunities for people to make choices and decisions.
- 2.4 Enabling people to take part in the running of their own homes, if you work in a home environment.
- 2.5 Helping people to speak up for themselves and/or speaking up for them.
- 2.6 Supporting people to keep in contact with family and friends and to develop their social networks.

3. Help Sense to provide a high quality service by:

- 3.1 Keeping all records of your work up to date and accurate.
- 3.2 Completing Sense's induction and skills development programme and attending courses and doing elearning as required for your role.
- 3.3 Taking an active part in supervision and taking responsibility for setting, agreeing and monitoring your own objectives as part of the My Performance appraisal scheme.
- 3.4 Attending and contributing to meetings as required.
- 3.5 Behaving respectfully all the time to the people you support, their families/friends, your colleagues, and neighbours and members of the public.
- 3.6 Taking a co-ordinating role during shifts and helping new colleagues to get to know the people they are supporting and how to work in the service.
- 3.7 Keeping up to date with Sense's policies and practices and following these at all times.
- 3.8 Keeping a safe, healthy and supportive environment for the people you support, yourself, your colleagues and anyone else coming into contact with Sense.

You may also be expected to carry out other duties that are in line with the nature and grade of the role and this may include working evenings and weekends.

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Person Specification – What we need from you?

Support Worker

This section outlines the things we need from a Support Worker. You'll see you don't always need specific qualifications or experience, but you will need to be able to demonstrate certain personal qualities.

The essential criteria are those things which you must have in order to do the job. Desirable criteria are those qualities that would be either useful, or an advantage to have and/or are things that you could be trained to do.

Please use the 'additional information' section of the application form to explain how you meet these criteria and why you think you have the qualities we need for this job.

Education and Training	
Essential Criteria	Desirable Criteria
	British Sign Language level one.
	Level 2 Diploma in Health and Social Care or equivalent.
Some posts will need the ability to drive	

Achievements, Experience, Skills & Abilities	
Essential Criteria	Desirable Criteria
Able to be caring, sensitive and patient while supporting people to be as independent as possible.	Experience of working with vulnerable people in a home, community or education setting.
Keen to work with the people Sense supports and demonstrate empathy and compassion.	Recent experience of working with people with sensory impairment, dual sensory impairment or people using a range of communication methods.



Enthusiasm to make a difference to people's lives.	Recent experience of providing personal care in a work or non-work setting and of supporting people with behaviour that can challenge.
The ability to read and write well enough to understand guidelines, policies and records etc. Experience of completing records yourself.	Experience of outcome based service delivery and the required records which evidence that.
Experience of handling money and a level of numeracy to be able to account for domestic expenditure.	Experience of handling money that belongs to other people.
Ability to listen, understand and respond to people, always putting the person that's being supported first.	Experience of contributing to the person centred review process and of using a range of person centred planning tools.
Ability to get on well with people and work in harmony with others, by both challenging and helping people to develop and learn from their experiences.	Experience of working in a work team setting. Experience of coaching and mentoring colleagues to improve practice.
Ability to be flexible and open to new challenges, ideas and experiences.	Experience of developing new ideas that improve people's independence and working flexibly to achieve them.
To demonstrate Sense's values, behaviours & I statements.	

Values and Behaviours

The 'I' statements describe the values and the essential behaviours that we value at Sense and they apply to staff, volunteers, trustees and people who use the services.

Our Values:

- Honesty in how we behave.
- Aspirational in our approach.
- Accountability for our actions.
- Recognition of people's contribution and worth.



- Trust in each other.

Our Behaviours:

- **I will listen to others** By whatever means something is communicated to me: by gesture, facial expression, body tension or posture, sign language, objects of reference, in writing or voice, I actively listen.
- **I will understand and respond** I try to the best of my ability to understand what is being communicated to me and I always respond in a timely and respectful way.
- **I will respect others** I respect and treat others as I would wish to be respected and treated myself.
- **I will be honest and open** I am open about the reasons for my actions and I give my honest opinion knowing that it will be respected.
- **I will participate and contribute** I participate to the best of my ability and contribute willingly and freely.
- **I will take informed risk** I consider the benefits of taking a risk as well as what might happen if things go wrong. Where possible I seek to manage risk rather than avoid it.
- **I will find things to celebrate** I recognise that all achievements, no matter how small they might seem to me, are cause for celebration.
 - **No decision about me, without me** I always seek to involve individuals in coming to decisions that affect them.

Frontline Worker Key Competencies

The key competencies for this role include the following areas that you need to be able to meet:

It's all about you:

- Self-awareness and awareness of others responses to your actions.
- Open to learning from others and willing to share knowledge and experiences.
- Show high standards of personal and professional behaviour.
- Take appropriate action if ethics and values are compromised

Working with others:

- Help others to play an active role taking into account a person's whole life, including physical, mental, cultural emotional and spiritual needs.

Managing services:

- Gather feedback from people who use the service or colleagues you support to help develop team and personal plans.
- Actively contribute to discussions about how to improve performance and service.

Improving Service:

- Use systematic ways of managing and minimising risk in all that you do.
- Continually look for improvement in what we do by talking to those you support and people around you.

Setting Direction:



- Influence others by sharing your perspective and knowledge, including influencing key decision makers.
- Help other people to gain influence over things that impact them directly.