

Job description

Post: Senior Support Worker (Intervenor – Level 3)

Grade: Frontline worker level 3

Context

In this role you are a level three frontline worker supporting people with a range of hearing and / or sight difficulties. In some services, the people you support will also have complex needs and learning disabilities.

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

The settings for Sense level three frontline workers include:

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

You will work in a particular service setting, of which more details will be provided in a one-page service profile. 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 or settings 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 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.
4. Carrying out Intervenor specific responsibilities.

Key Responsibilities

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

- 1.1 Listening and responding to people, using communication they understand.
- 1.2 Supporting people to take part in enjoyable, satisfying and purposeful activities.
- 1.3 Supporting people to make sense of their environments and to access their communities.
- 1.4 Supporting people to learn new skills.
- 1.5 Supporting people with their health and well-being.
- 1.6 Supporting people with their personal care, if needed.
- 1.7 Supporting people with their behaviour, if needed.
- 1.8 Following any written plans and guidelines for each person.
- 1.9 Taking into account people's age, gender, ethnic origin, religious/cultural background, abilities/disabilities, and other needs.

Enabling 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 Supporting people to take part in the running of their own homes, if you work in a home environment.
- 2.5 Supporting 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. Helping 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 arranged by your manager. Taking part in supervision. Attending and contributing to meetings.
- 3.3 Behaving respectfully all the time to the people you support, their families/friends, your colleagues, and neighbours and members of the public.
- 3.4 Helping new colleagues to get to know the people they are supporting and how to work in the service.
- 3.5 Keeping up to date with Sense's policies and practices, and following these at all times.
- 3.6 Keeping a safe, healthy and supportive environment for the people you support, yourself, your colleagues, and anyone else coming into contact with Sense.
- 3.7 You may also be expected to carry out other duties that are in line with the nature and grade of the role.

4. Carrying out Intervenor specific responsibilities:

- 4.1 Work with children and adults who are congenitally deafblind, by providing one-to-one support.
- 4.2 Acts as an enabler, promoting the person's social and personal development, encouraging their independent skills and facilitating their communication with the world around them.



- 4.3 May work in the local community, in an educational or vocational setting or a combination of the two.
- 4.4 Working in situations with less accessible management support and direction and are expected to take greater personal responsibility for an individual service than would be expected for a level one frontline worker.
- 4.5 Take personal responsibility for developing and reviewing people’s plans and guidelines.
- 4.6 Working with minimal direct supervision or guidance, for example liaising on a peer to peer basis with other professionals and services, guiding and mentoring other staff.
- 4.7 You may occasionally be required to carry out some work at evenings and weekends.

Person Specification

Senior Support Worker (Intervenor – Level 3)

This section outlines the experience, knowledge, skills and abilities the job holder needs in order to fulfil the requirements of the post. Essential criteria are those which the job holder must have in order to do the job. Desirable criteria are those qualities that would be either useful, or an advantage or those which the jobholder can be trained to do.

Please use the ‘additional information’ section of the application form to evidence how you meet the essential criteria as well as how your practice reflects the I statements.

Education and Training	
Essential Criteria	Desirable Criteria
Willing to work towards a level 3 qualification in health and social care or equivalent within a specified timescale.	
British Sign Language level one	British Sign Language level two



Willing to complete Sense Intervenor training within a specified timescale.	
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Achievements and Experience	
Essential Criteria	Desirable Criteria
Experience of working with people with learning disabilities or multiple sensory impairment	
Experience of providing practical support (including personal care) in a care setting.	
Knowledge of communication systems that people with multi-sensory impairment may use	
To be able to communicate effectively with families / carers, team members, managers and external agencies	Experience of writing non-complex reports and maintaining records
	To be able to organise learning and leisure activities to meet the needs of the individuals
Experience of working with people with challenging behaviour	
Experience of supporting people to develop their independence	
Experience of working 1:1 with individuals using your own initiative	
	Experience of supporting people with mobility problems
Experience of using non-verbal communication systems	

Skills & Abilities	
Essential Criteria	Desirable Criteria
Ability to creatively solve problems using a person-centred approach.	
Number and language skills in order to support individuals with their daily activities.	
Ability to work in harmony with others	



on team activities.	
Able / willing to participate and support deafblind people in a range of leisure activities and enable deafblind person to access a range of community facilities	
An ability to assess risk and work within health and safety policies and legislation.	
An understanding of the needs of vulnerable people. (e.g. children, adults, older people, people with learning disabilities or people who are deaf and blind).	
An ability to summarise and record information in a way that can be readily understood by others.	
Experience of facilitating a person centred review	Experience of using a range of person centred planning tools

**The “I” statements detail essential behaviours that we value at Sense.
“I” Statements apply to staff, trustees and people who use the services.**

Behaviours

- I will be honest and open
- I will listen to others
- I will respect others
- I will participate and contribute
- I will take informed risk
- I will find things to celebrate
- I will understand and respond
- No decision about me without me

Frontline Worker Key Competencies

This job description aligns with the frontline worker key competencies, including the following examples:

It’s all about you:

- You demonstrate self-awareness and are aware of others responses to your actions.
- You are open to learning from others and willing to share knowledge and experiences.
- You show high standards of personal and professional behaviour.



- You take appropriate action if ethics and values are compromised

Working with others:

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

Managing Service:

- You gather feedback from people who use the service or colleagues you support to help develop team and personal plans.
- You actively contribute to discussion about how to improve performance and service.

Improving Service:

- You use systematic ways of minimising risk in all that you do
- You continually look for improvement in what we do by talking to those you support and people around you

Setting Direction:

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