

## **Job Description**

### **Activity Co-ordinator/Team Leader**

**Grade:** Frontline supervisor level 1

**Responsible for:** Frontline level workers

#### **Context**

In this role you are a frontline worker supervising other team members as well as 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.

You are appointed to 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 lead activity sessions based across the college and in the community. This includes supervising other team members as well as supporting 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. Ensure team members are supported to deliver a quality service to students/deafblind people.
2. Enable students/deafblind people to interact and experience a range of activities and tasks, both now and in the future.

3. Keep the needs of the learners'/deafblind people you are supporting at the centre of your attention at all times.
4. Help Sense to provide a high quality service.

## **Key Responsibilities**

### **1. Ensuring team members are supported to deliver a quality service to students/deafblind people. This means:**

- 1.1 Supervising Support Workers as they support people to participate in their chosen activity. This includes carry out regular supervision sessions and appraisals with selected staff.
- 1.2 Contributing to the continuing development of the service.

### **2. Enable students/deafblind people to interact and experience a range of activities and tasks, both now and in the future. This means:**

- 2.1 Co-ordinating and developing an allocated area of service. This will involve managing, creating and monitoring appropriate sessions in that area as well as taking responsibility for relevant equipment and resources.
- 2.2 Contributing to the planning, development and implementation of person centred activity programmes.
- 2.3 Contributing to the assessment, recording and evidencing of the activity programmes.
- 2.4 Working as part of a multi-disciplinary team that includes other centre staff, service users and carers, to ensure the delivery of a fully integrated service.
- 2.5 Preparing reports, both orally and in writing, for team members, other professionals/external agencies and families.
- 2.6 Attending meetings as required.
- 2.7 Being a link person between service users, their carers and Sense.
- 2.8 Carrying out any other relevant duties as reasonably requested by your line manager or Senior Manager.

### **3. Keep the needs of the learners'/deafblind people you are supporting at the centre of your attention at all times. This means:**

- 3.1 Listening and responding to people, using communication they understand.
- 3.2 Supporting people to take part in enjoyable, satisfying and purposeful activities.
- 3.3 Supporting people to make sense of their environments and to access their communities.

- 3.4 Supporting people to learn new skills.
- 3.5 Supporting people with their health and well-being.
- 3.6 Supporting people with their personal care, if they need this.
- 3.7 Supporting people with their behaviour, if they need this.

**4. Help Sense to provide a high quality service by:**

- 4.1 Keeping all records of your work up to date and accurate.
- 4.2 Completing Sense's induction and skills development programme and attending courses arranged by your manager. Undertaking supervisions with people you line manage. Taking part in your own supervision. Attending and contributing to meetings.
- 4.3 Behaving respectfully all the time to the people you support, their families/friends, your colleagues, and neighbours and members of the public.
- 4.4 Helping new colleagues to get to know the people they are supporting and how to work in the service.
- 4.5 Taking into account people's age, gender, ethnic origin, religious/cultural background, abilities/disabilities, and sexual/personal needs.
- 4.6 Keeping up to date with Sense's policies and practices, and following these at all times.
- 4.7 Keeping a safe, healthy and supportive environment for the people you support, yourself, your colleagues, and anyone else coming into contact with Sense.
- 4.8 You may also be expected to carry out other duties that are in line with the nature and grade of the role.

**Compiled April 2015**

## Person Specification

### Activity Coordinator / Team Leader

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.

<b>Education and Training</b>	
<b>Essential Criteria</b>	<b>Desirable Criteria</b>
Educated to at least English and Maths Level 2 (GCSE A-C) or equivalent.	A relevant teaching qualification
	Skills and experiences of a range of specialist communication strategies
	Valid Driving Licence

<b>Achievements and Experience</b>	
<b>Essential Criteria</b>	<b>Desirable Criteria</b>
Experience of working with adults with learning disabilities	Knowledge and experience of visual impairments, hearing impairments, physical disabilities and learning difficulties
Experience of implementing activity programmes with a strong emphasis on learning outcomes, in a variety of environments (pool, gym, kitchen, art room and community based activities)	Experience of using any signed or symbolic language including Braille
An understanding of how creative activities can enhance the lives and wellbeing of the people we work with.	Staff management and training experience
Experience of liaison with community groups and other service providers	Experience in managing challenging behaviour
Ability to produce clear written documents	Knowledge of Health and Safety issues
	Experience in working as part of a mutually supportive team

### **Skills & Abilities**

Essential Criteria	Desirable Criteria
A positive attitude towards work, colleagues and deafblind people	Understanding of the importance of Total Communication
Ability to practice safe lifting and handling procedures	Commitment to the implementation of Quality Assurance
A progressive outlook and commitment to equality and diversity issues including disability and the empowerment of deafblind people	

**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.