

Job description

Post: Children's Services Assistant

Grade: Frontline worker level 1

Context

In this role you are a level one frontline worker supporting children with a range of special needs.

In some services support is provided to a number of children with dual sensory loss, physical disability or serious medical conditions, moderate/severe learning disability including Autistic Spectrum Disorders, and complex health needs requiring medical intervention.

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 support children to reach their full potential. You will work within the framework of the Sense I Statements to:

1. Keep the needs of the children you are supporting at the centre of your attention at all times;
2. Help Sense to provide a high quality service.

Key Responsibilities

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

- 1.1 Understanding the needs of the children and to be fully conversant with the child's diagnosis, developmental programme, and risk assessment



- 1.2 Providing safe, creative and appropriate play opportunities for children which support identified developmental objectives
 - 1.3 Providing outreach support in a child's home or hospital, when too frail to attend the service
 - 1.4 Listening and responding to children, using communication they understand
 - 1.5 Supporting children to take part in enjoyable, satisfying and purposeful activities
 - 1.6 Supporting children to make sense of their environments and to access their communities.
 - 1.7 Supporting children to learn new skills.
 - 1.8 Supporting children with their health and well-being.
 - 1.9 Supporting children with their personal care.
 - 1.10 Supporting children with their behaviour, if needed.
 - 1.11 Following any written plans and guidelines for each child.
 - 1.12 Taking into account the child's age, gender, ethnic origin, religious/cultural background, abilities/disabilities, and other needs.
2. Help Sense to provide a high quality service by:
- 2.1 Playing an active part in the running of the service under the direction of senior staff.
 - 2.2 Contributing information and ideas to support the development of programmes and identification of resources and training.
 - 2.3 Escorting children to and from the service as required
 - 2.4 Keeping all records of your work up to date and accurate
 - 2.5 Completing Sense's induction and skills development programme and attending courses arranged by your manager. Taking part in supervision. Attending and contributing to meetings.
 - 2.6 Behaving respectfully all the time to the people you support, their families/friends



- 2.7 Helping new colleagues to get to know the children they are supporting and how to work in the service.
- 2.8 Keeping up to date with Sense’s policies and practices, and following these at all times.
- 2.9 Keeping a safe, healthy and supportive environment for the children you support, yourself, your colleagues, and anyone else coming into contact with Sense.
- 2.10 To provide direct support to children, including meeting their personal needs, which may include; feeding; personal care; interventions such as suction, oxygen support, tube feeding, and administration of rescue medication.
- 2.11 You may also be expected to carry out other duties that are in line with the nature and grade of the role.

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Person Specification

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
	British Sign Language level one
Early years/children’s qualification at level 3	
Achievements and Experience	
Essential Criteria	Desirable Criteria
	Experience of working with children in a children’s service.
	Recent experience of working with children with sensory impairment, dual



	sensory impairment or children using a range of communication methods.
Recent experience of providing personal care in a work or non-work setting	Experience of supporting children with behaviour that can challenge
Experience of keeping records relating to the individuals supported.	Experience of outcome based service delivery and the required records which evidence that
	Experience of contributing to the person centred review process
	Experience of working in a team setting
	Experience of mentoring colleagues
	Experience of using a range of person centred planning tools
Skills & Abilities	
Essential Criteria	Desirable Criteria
Ability to creatively solve problems using a person-centred approach.	
Number and language skills	
Ability to work in harmony with others on team activities.	
Demonstrable ability and willingness to support children with a range of medical interventions	
The “I” statements detail essential behaviours that we value at Sense. “I” Statements apply to staff, trustees and people who use the services.	
Behaviours	
<ul style="list-style-type: none"> • 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.