

## **Job Description**

### **Team Leader**

**Responsible for:** Frontline 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.

The settings for Sense frontline level one supervisors include:

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

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 supervise 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 equipped to deliver a quality service to the people they support.

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

## **Key Responsibilities**

### **1. Ensure team members are equipped to deliver a quality service to the people they support. This means:**

- 1.1 Ensuring the people supported receive educational and leisure activities which have been jointly agreed at planning meetings.
- 1.2 Co-ordinating timetables for the people supported, liaising with others ensuring facilitated sessions are attended.
- 1.3 Supervising frontline workers as they support people to participate in their chosen activity. This includes carry out regular supervision sessions and appraisals with selected staff.
- 1.4 Contributing to the continuing development of the service.
- 1.5 Coaching and guiding support workers in ensuring the highest standards of performance are achieved.
- 1.6 Being involved in the recruitment and induction of new team members

### **2. Keep the needs of the people you are supporting at the centre of your attention at all times. This means:**

- 2.1 Listening and responding to people, using communication they understand.
- 2.2 Supporting people to take part in enjoyable, satisfying and purposeful activities.
- 2.3 Supporting people to make sense of their environments and to access their communities.
- 2.4 Supporting people to learn new skills.
- 2.5 Supporting people with their health and well-being.
- 2.6 Supporting people with their personal care, if needed.
- 2.7 Supporting people with their behaviour, if needed.
- 2.8 Following any written plans and guidelines for each person.
- 2.10 Taking into account people's age, gender, ethnic origin, religious/cultural background, abilities/disabilities, and other needs.

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

- 3.1 Listening to what people tell you about what is important to them.
- 3.2 Using this information to contribute to developing person-centred guidelines and plans, involving families, friends and other professionals if this is appropriate.
- 3.3 Providing opportunities for people to make choices and decisions.
- 3.4 Supporting people to take part in the running of their own homes, if you work in a home environment.
- 3.5 Supporting people to speak up for themselves, and/or speaking up for them.
- 3.6 Supporting people to keep in contact with family and friends, and to develop their social networks.

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

- 4.1 Assisting the manager in the running of the service.
- 4.2 Keeping all records of your work up to date and accurate.
- 4.3 Completing Sense's induction and skills development programme and attending courses arranged by your manager. Taking part in supervision. Attending and contributing to meetings.
- 4.4 Behaving respectfully all the time to the people you support, their families/friends, your colleagues, and neighbours and members of the public.
- 4.5 Helping new colleagues to get to know the people they are supporting and how to work in the service.
- 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.
- 4.9 To ensure the safeguarding of individuals in our care by adhering to our policies and procedures, acting on concerns raised, and reporting as required.
- 4.10 To ensure that staff are trained and competent in line with policies and procedures.

## Person Specification

### 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>
Willing to work towards Level 3 Diploma in health and social care or equivalent	Working towards Level 4 Diploma in Leadership and Management in health and social care or equivalent.
Enthusiasm for personal development and attendance at internal training courses	Hold a full driving licence and able to meet DVLA criteria for driving passenger vehicles.
Willing to work towards BSL level 1	A relevant First Aid and/or Food Hygiene Certificate

<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 using any signed or symbolic language including Braille
	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)
	Ability to deliver artistic and creative person centred activities.
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
Staff supervision and training experience	Experience in working as part of a mutually supportive team

Able and willing to report any service delivery concerns	
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<b>Skills &amp; Abilities</b>	
<b>Essential Criteria</b>	<b>Desirable Criteria</b>
A positive attitude towards work, colleagues and deafblind people users	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	

<b>The “I” statements detail essential behaviours that we value at Sense. “I” Statements apply to staff, trustees and people who use the services.</b>
<b>Behaviours</b>
<ul style="list-style-type: none"> <li>• I will be honest and open</li> <li>• I will listen to others</li> <li>• I will respect others</li> <li>• I will participate and contribute</li> <li>• I will take informed risk</li> <li>• I will find things to celebrate</li> <li>• I will understand and respond</li> <li>• No decision about me without me</li> </ul>
<b>Frontline Worker Key Competencies</b>
<p>This job description aligns with the frontline worker key competencies, including the following examples:</p> <p><b>It’s all about you:</b></p> <ul style="list-style-type: none"> <li>• You demonstrate self-awareness and are aware of others responses to your actions.</li> <li>• You are open to learning from others and willing to share knowledge and experiences.</li> <li>• You show high standards of personal and professional behaviour.</li> <li>• You take appropriate action if ethics and values are compromised</li> </ul> <p><b>Working with others:</b></p> <ul style="list-style-type: none"> <li>• You help others to play an active role taking into account a person’s whole life, including physical, mental, cultural emotional and spiritual needs.</li> </ul> <p><b>Managing Service:</b></p>

- 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.