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| Service and job specific context statement | |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion Service |
| **Post title:** | Children’s Residential and Short Breaks Worker |
| **Grade:** | Grade H |
| **Responsible to:** | Registered Manager/ Deputy Manager |
| **Staff managed:** | None |
| **Date of issue:** | September 2022 |
| **Job family:** | **C&S - Care & Support** |

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| Job context |
| Disabled Children’s Services are committed to providing good quality services to support children, young people and their families and our aim is always to put children and young people at the centre of all our work. The services are provided by the Disabled Children's Service following specific Government legislation, including the Children Act 1989 and the Children Act 2004, the SEND agenda and Short Breaks Guidance.  Following service development in 2017 care and support is now delivered as part of a wider service model. This means that in addition to supporting residential short breaks, the service is able to provide care and support in a variety of additional settings (care provision during the day, holiday clubs, care in the wider community, residential trips out of area and on occasion within the family home). This development has resulted in a greater number of families receiving support, and has a cost benefit to the local authority in that more families receive a regular break from care which improves the longer term resilience of those family units.  The children and young people receiving support from the service have a range of complex needs and disabilities.  Service provision will be delivered within a safe and nurturing environment, will be based on the assessed substantial needs of the children and young people and is intended to enable them to reach their full potential. The Service provides a break for parents and carers whilst also providing children and young people opportunities to build friendships and to engage in fun purposeful activities.  Care will be based on extensive care plans and assessments informed by professionals from a variety of disciplines including Health, Social Care and Education. Important characteristics of the post-holder include flexibility, ability to advocate, adaptability, empathy, a non-judgemental attitude, resilience and commitment.  The post requires an enhanced DBS clearance. This role involves competent use of spoken and written English. |

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| Job Description | |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion Service |
| **Responsible to:** | Registered/Deputy Manager(s) |
| **Staff managed:** | None |

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| Job purpose | In line with Directorate’s statutory obligations, support disabled children with the most complex needs in a variety of different settings. This involves working with children and young people with a wide range of disabilities as part of a team responsible for direct care in residential settings, in children’s own homes and in other settings. Work will be underpinned by the Directorate’s policies, procedures and value base.  The core purpose of this job is to provide direct support to children and young people from five to eighteen years, (including post eighteen where agreed), with complex health needs, learning disabilities, life limiting conditions, and who have significant communication needs. |
| Operational management | **Service area knowledge and application**   * Understand the principles of child development, and apply it to support emotional, physical and social development through the provision of appropriate activities, care and guidance. Utilise a flexible, caring, focused and specialised approach to working with children and young people with complex health needs, life limiting/ threatening conditions and disabilities. * Deliver care for Looked After Children and support to post 18 service users on an occasional basis, and be aware of the specific needs of these young adults at this key transitional point in their lives. * Understand the Children’s Homes Regulations 2015, Quality Standards and the Ofsted Inspection Framework and seek to deliver outstanding practice in line with these. * Understand the impact of abuse, neglect and early childhood experiences on children and young people with disabilities and apply this within the role. * Understand the impact of disability on children, young people and their families, including sense of self and their identity. * Seek to gain a deeper understanding of sensory processing needs, ASD and the impact of having a learning disability/global developmental delay in order to deliver the highest standards of care which is both responsive and effective. * Undertake mandatory training and attend all discretionary/developmental training and embed this into everyday practice.   **Direct work**   * Employ a range of methods to manage complex needs and behaviours that may, or may not, be related to a child’s disability. Follow the Positive Behaviour Policy and recording of such. On completion of Team Teach Training utilise behaviour management strategies, including, positive and proactive behavioural support and understand the steps necessary following an incident to repair and sustain a positive relationship with the children and young people. * Deliver adaptable practice based on working with a varied age range of between 5 and 19 years (where young people are completing transitions) and also varied cognitive abilities which may be severely impaired. This will require a range of different approaches, complex problem solving and communication methods. * Deliver a number of tasks related to healthcare, medication and emergency medication in line with care plans. Staff will undertake training to demonstrate competence in regard to medication and health-related procedures in order to meet the physical and developmental needs of children and young people, to minimise risk, and to keep them safe and healthy. * Assist young people to form and sustain peer relationships, to develop independence skills (as appropriate) and to scaffold learning taking into account the physical and cognitive ability of the child. Be aspirational for our children and young people, and maximise every opportunity for them to achieve and develop. * Undertake practical tasks to maintain a warm welcoming, safe and undertake a response to individual resource and developmental needs. * Provide and maintain a safe, caring environment to deliver personalised care and support and personal care which takes account of their complex health needs associated with Health Care Plans, and with regards to the privacy and personal dignity of the children and young people. * Produce accurate records in a timely fashion for use both within NYCC and for the information of other organisations. * Deliver best practice in respect of providing care for those children with life limiting conditions, and develop emotional resilience to do this in a professional and considered manner. * Be sensitive to the need of the individual child or young people regarding race, religion, gender, sexuality, culture and disability   **Key Working**   * Deliver care and support within a key working model, ensuring a positive relationship is formed with the children and young people. Continue key working providing additional support as required through transitions to adulthood or to other settings. * As Keyworker regularly undertake observations of the children and young people in a variety of settings for example home and school and attend and contribute to all meetings relevant to the child and young person. * Compile, contribute to, review and maintain Risk Assessments (within residential and community settings), Care Plans and Positive Behaviour Plans (to address behaviour that challenges others), alongside other documentation and assessments as appropriate. |
| Communications | * Support children and young people’s communication needs and to remove barriers be aware of and, following training, use in daily practice, tools such as Makaton, Intensive Interaction, PECS, broader communication materials and other specific skills needed to effectively deliver the child’s care plan. * Actively encourage and ascertain child’s views, choices, wishes and feelings through participation and consultation. Adapt communication methods where necessary to achieve this, through a creative and imaginative use of resources and skills. * Understand confidentiality and data protection within the role. * Ensure accurate and meaningful information is shared in a timely fashion with colleagues, other professionals, families and the children and young people and written records are maintained. |
| Partnership / corporate working | * Deliver practice in a professional manner in line with NYCC Behaviour and Skills Framework and professional codes of conduct. Develop and maintain positive working relationships with families, colleagues, managers and other professionals. Attend and participate fully in team meetings, team training and wider corporate events as appropriate. * Share and promote good practice, work collaboratively with all professionals involved in the children’s and young people’s care and support, including families, carers, health professionals, SEND colleagues, education and Disabled Children’s Service. |
| Resource Management | * Provide support, as required, to the staff team and help ensure that the hub service runs effectively and within budget. This may include practical tasks such as contributing towards general housekeeping and the maintenance of the fabric of the home and ensuring that its grounds and equipment are in a safe and satisfactory condition. * Report malpractice, or evidence which may suggest it, to the line manager or other appropriate person following the whistle blowing procedure. |
| Systems and information | * Be accountable for monies allocated for specific purposes and to maintain accurate financial records including the effective recording and handling of petty cash. * Complete, maintain and update written and electronic team records on approved systems. * Contribute to and write relevant risk assessments and work alongside other professionals to deliver these safely. * Be aware of and implement health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in NYCC Health and Safety policies and procedures. Have regard to the specific requirements of Health and Safety when working with medications and/or medical oxygen. * Follow policies and procedures in respect of safe transporting of children and young people, including on occasion as a driver (as appropriate). |
| Safeguarding and promoting welfare of the child | * Be committed to safeguarding; promote the welfare of children, young people and adults and raise concerns as appropriate * Report to line manager, or other appropriate person, malpractice or evidence which may suggest it has taken place * Be alert to signs of distress or abuse and take appropriate action * Ensure that the young people are monitored and protected, using agreed approaches. * Maintain appropriate professional boundaries and relationships with children and young people in accordance with NYCC’s professional codes of conduct. . * Be aware of the particular challenges in safeguarding a child or young person with a disability or with specific communication needs and ensure that all children and young people have the means to be able to raise concerns. * Have an awareness of the vulnerability of children and young people whose personal care needs may be met by adults and ensure that a child’s or young person’s dignity and privacy is respected as far as is possible. |

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| Person Specification | |
| Essential upon appointment | **Desirable on appointment** |
| Knowledge   * Principles of safeguarding Children and Young People * Children’s Homes Regulations 2015 and Quality Standards * Children Act 1989, 2004 * A good understanding of child development * Knowledge and ability to work effectively in partnership with colleagues, professionals from other agencies, parents/carers and young people. * Awareness of Ofsted or other inspection framework * Working together to Safeguard Children 2013 * Health and Safety at Work Act 1989 * Awareness of Working Together 2018 and Safeguarding Disabled Children | * Awareness of the needs of Disabled Children and their families, in particular in the area of autism. * Awareness of behavioural management Strategies. * Awareness of communication and participation in relation to Disabled Children * Awareness of pathways for young people at key transition points and post 18 * Awareness of Short Breaks Guidance 2011 * Awareness of medication management and Invasive procedures * Awareness of Moving and Handling of Children and Young People * Awareness and understanding of GDPR |
| Experience   * Experience of working with children young people and their families or in other care settings. * Experience or awareness of working with established systems and procedures and ensuring secure and accurate recording. * Experience of joint working with colleagues, of working within a multi-agency environment or in collaboration with other professionals. * Ability with training to deliver safe working practice in the context of personal care | * Experience of working with behaviour that can challenge and children and young people with complex needs. * Experience of working within residential settings. * Experience of working on a shift basis. |
| Occupational Skills   * Ability to deliver safe working practice in the context of personal care. * Ability to remain vigilant to the child’s needs and behaviours at all times * Effective Communication with Children with disabilities and their preferred communication method and to provide advocacy. * Effective communication with parents/carers and other professionals * Commitment to safeguard and promote the interests of children and young people and to challenge poor practice. * Ability to work on own initiative and unsupervised and accept delegated responsibility. * Ability to problem solve and seek appropriate solutions * Be resilient to work-related pressure associated with conflicting/emotional demands and crisis situations * Be positive and responsive. * Effective recording/report writing and presentation skills * Ability to carry out and follow Risk Assessments * Have a proficient level in both numeracy and literacy | * Experience of using IT systems within an organisation * Awareness of first aid training and managing medications * Awareness of Anti-Discriminatory Practice |
| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role   * QCF 3 Residential Childcare or enrol upon employment and complete within specified timescales (during work time) | * Qualification in Child Development. * Health & Social Care related further/higher education. |
| Other Requirements   * Work across a range of different environments including the childrens’s resource centres, in the community, on residential trips and outreach from the family home. * Flexibility to accommodate occasional requested to change your work pattern to ensure the contingencies of the service are covered. This may also include covering shifts and sleep-in duty as an emergency measure. * Ability to meet the travel needs of the post. Please be aware that this may involve significant travel implications and may involve transporting children and families. | * Possession of driving licence and willingness to transport children and young people. * Willingness to undertake MIDAS training |
| Behaviours | [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |