



INSPIRE

Connected Communities Trust

LINCOLNSHIRE WOLDS FEDERATION

Residential Care Support Worker

GRADE:G4/9

REPORTS TO: Principal Education Care Officer (PECO)

1.	PURPOSE OF JOB:	
	Working within the Maples Residential Short Break Respite provision as part of a dedicated team, to provide care and support to children and young people with complex, severe, moderate additional needs, including ASD, SEMH, communication and interaction differences. To create a home from home environment that meets the varied needs of the children and young people we support, to enable them to feel safe, to thrive, to enrich their lives and to develop and achieve their full potential.	
2.	MAIN RESPONSIBILITIES, TASKS AND DUTIES	
	i.	Child Related Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record development. Create and environment within the home that promotes a positive respect for students who access residential / short break accommodation.
	ii.	Support those with additional needs, such as working through emotional and social problems in a positive and acceptable way. As part of a team observe and identify needs and carry out programmes designed to meet long and short term objectives, effectively. Participating in education programmes with teachers as required.
	iii.	Carry out reasonable daily personal care/hygiene duties and administer basic first aid
	iv.	Assist with the supervision and movement of children in and around the setting and community activities.
		Arranging and supervision of day to day clothing and household linen change in consultation with SRCO. Supervision where necessary in some self-help, independence activities such as, cleaning, laundry; linked to EHC and individual learning plans.
	v.	Act in accordance with policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
		In emergency/special occasions undertake additional duty or cover when reasonably required to do so
	vi.	Assist with the planning and preparation of activities, and in the delivery of activities based on EHC and learning plan outcomes.
		Preparing and serving student's meals, in collaboration if appropriate
	vii.	Participate in the preparation of the residential facilities and learning spaces to support learning and wellbeing
	viii.	Monitor student's needs and reporting these to a designated person.
	ix.	Keep records as required

	x.	Have familiarity with all relevant EHC plans, care plans and documentation specific to the students.
		Undertake administration as necessary to include maintaining student's Individual profiles and other records. Participating in reporting and recording systems as required from time to time which may include case conferences, home visits.
	xi.	Be aware of and support difference to ensure all students have equal access to learning opportunities, contributing to the overall ethos/work/aims of the setting
	xii.	Recognise own strengths and areas of expertise and use these to support others.
3.	MANAGEMENT OF PEOPLE / SUPERVISION OF PEOPLE No direct line management responsibilities but is required to occasionally demonstrate duties, give advice and guidance to employees, students or trainees	
4.	CREATIVITY & INNOVATION (<i>what innovative & imaginative responses to issues are required to resolve problems?</i>) Required to be creative when assisting with planning of activities.	
5.	CONTACTS & RELATIONSHIPS (<i>what personal contacts and relationships are required with other people and organisations to carry out the job?</i>) Direct contact with students and other school based employees / academy advocates. Establish relationships with other agencies/ professionals, under guidance from PECO. Communicate with parents\carers under the guidance and supervision of the PECO.	
6.	DECISIONS (<i>a requirement to make decisions or recommendations. The extent to which policies, procedures or other guidelines affect your decisions</i>)	
	a) Discretion – the post holder has the following discretions: Decisions are made in line with established policies and procedures. Required to work within policies, procedures and relevant legislation, particularly in relation to child protection, behaviour management, National Care Standards and agreed learning strategies.	
	b) Consequences – the consequences of the post holder's decisions can be anticipated to impact on the following: Impact on the quality of education of a student or group of student and, indirectly, on parental attitudes to the school, however, any errors should be easily identified and rectified.	
7.	RESOURCES (<i>the post holder is personally accountable / responsible for the following:</i>) Learning Resources Responsible for the proper use and safekeeping of the personal belongings of students, physical resources in the residential establishment.	
8.	WORK ENVIRONMENT	
	a) Work Demands (<i>impact of deadlines and changing and conflicting priorities</i>) Subjected to conflicting priorities due to learning / curriculum and care needs	
	b) Physical Demands (<i>continuing physical effort, bending, lifting, pushing etc.</i>) Subjected to considerable physical demands due, for example, to height of	

	Furniture/ postural support. Team Teach interventions used throughout the school.
	<p>c) Working Conditions (<i>exposure to disagreeable or unpleasant conditions</i>)</p> <p>In general, Residential /classroom / learning space based, which also may include outside at times and may be required to undertake reasonable duties of a personal nature.</p>
	<p>d) Work Context (<i>potential risk to safety & well-being, including abuse and aggression</i>)</p> <p>Potential risk to well-being through exposure to aggressive behaviour from Students, verbal abuse or personal care issues with some students. Contact with parents/carers could also potentially expose the postholder to physical/ verbal abuse.</p>
9.	<p>KNOWLEDGE AND SKILLS (<i>required to be fully competent in the post</i>)</p> <p>NVQ Level 3 in Caring for Children and Young People and/or equivalent competencies. Or In accordance with National Care Standards be working towards within 3 months of joining the school.</p>
9.	<p>OTHER DUTIES</p> <p>The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade will be with the consent of the post holder.</p>

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	<ul style="list-style-type: none"> GCSE or equivalent in Maths, English or equivalent level of competency. NVQ Level 3 in Caring for Children and Young People and/or equivalent competencies. Or In accordance with National Care Standards be working towards within 3 months of joining the school. 	<ul style="list-style-type: none"> Current First Aid qualification
EXPERIENCE	<ul style="list-style-type: none"> Experience of working with students with learning difficulties such as MLD, SLD, 	<ul style="list-style-type: none"> Experience of working within the national care standards

	<p>ASD, ADHD & SEMH</p> <ul style="list-style-type: none"> • Experience of delivering learning activities across Key Stages EYFS to Key Stage 4 / 5, integrating core skills • Experience of working with students with challenging behaviour • Experience of delivering learning activities to students with additional needs, including ASD, speech, language and communication difficulties, BESD... 	
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Working knowledge of relevant policies, procedures, codes of practice and legislation including data protection, child protection and safeguarding 	<ul style="list-style-type: none"> • Knowledge of first aid • Knowledge of communication development, including augmentative systems and autism • Knowledge of behaviour management strategies • Knowledge of inclusion and additional needs • Ability to motivate and inspire students • Have knowledge of the appraisal system (PLJ) as it relates to support staff • Knowledge and understanding of current issues in the field of education and care standards to allow for greater contribution to the effectiveness of the school • Knowledge of the national curriculum
SKILLS	<ul style="list-style-type: none"> • Good communication, organisational and ICT skills • The ability to handle sensitive and confidential information and issues 	

	<p>appropriately</p> <ul style="list-style-type: none"> • The ability to self-evaluate learning needs and actively seek CPD • Good time management skills • Ability to support the delivery of learning activities across a range of needs, including life skills, independence • Ability to record as directed to support assessment for developing individual learning plans • Ability to implement Individual Learning Plans / care plans as directed 	
<p>PERSONAL CHARACTERISTICS</p>	<ul style="list-style-type: none"> • To be able to demonstrate initiative and intuition • Punctual • Approachable and professional • Present smart appearance • A desire to have a positive impact on outcomes for children and young people • Ability/desire to work collaboratively to effect school improvement • Commitment to enhancing teaching and learning in the schools in the Federation • Enthusiasm • Flexibility 	<ul style="list-style-type: none"> • Be able/willing to drive school minibus

	<ul style="list-style-type: none"> • Commitment • Sense of humour • Ability to work as part of a team • Ability to communicate effectively with parents/carers/out side agencies under agreed systems of supervision/direction. • Willingness to take a full part in the life of the Federation 	
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> • An Enhanced Disclosure and Barring check will be required • Two references will be required, one of which should be the most recent employer 	

Examples of evidence that could be provided in support of the Personal Learning Journey:

- **Activity notes**
- **Records of supervisions**
- **Evidence of continual professional learning**
- **Student records against target areas**
- **Evidence of student activities and outcomes**

(this list is not exhaustive and is to give examples only)

I confirm that I have received a copy of this job description and person specification:

Signed

Name

Date