

**Job Description**

**And**

**Person Specification**

**Job Title: Residential Support Worker**

**Responsible to: Registered Manager**

**Location: Lincoln**

**Salary: £23,400 - £26,235\* [[1]](#footnote-0)(dependent on qualifications and experience)**

1. **Job Description**

**Job Purpose**

To provide high quality therapeutic care to young people as part of the Spring Care For You integrated service. The role of Residential Support Worker focuses on the needs of the children we support. Children may come to live with us following years of trauma and neglect and **it is essential** that you only apply for this role if you are willing to work in a therapeutic manner, supporting the children to have their wishes and feelings heard and supporting them to achieve the best life-outcomes possible.

We are looking for candidates that are good communicators, both verbally and in writing. Candidates that are willing to learn about, and work in, a child centred way; and applicants that are willing to work with children that may have been affected by early life trauma and neglect. It is important that you are flexible in your approach when working with children who may not be able to form attachments to adults easily and may express their anxiety and concerns through their behaviour.

Candidates **must** have or be prepared to work towards their Level 4 Diploma in Working with Children and Young People (which is fully funded.)

**Information and Communications Technology**

• Accurately and consistently applies company policies and guidelines to the use of electronic records management, physical records management.

• Demonstrate a basic understanding of responsible use of technology (such as using simple rules of etiquette in email).

• Able to input and save information into electronic and paper filing systems so that it can be readily retrieved.

• Understands and uses basic technology as a tool in staff communication (e.g., email, telephone etc.).

• Demonstrates ability to use office software to create, format and edit documents with assistance.

• Has a basic awareness of I.T. security and is able to employ this skill in every day professional practices.

• Use communications technologies for other purposes (such as participate in online learning opportunities).

**Communication**

• Speaks clearly and concisely.

• Recognises and actively ensures that communication works both ways.

• Written communication demonstrates the correct use of grammar, spelling and punctuation.

• Listens carefully and asks if not clear on what has been said to them.

• Listens effectively to other ideas, problems, and suggestions.

• Can apply a variety of communication styles when dealing with children and young people.

• Writes basic communications (e.g., an email requesting straightforward information), proofreading before sending to others.

• Identifies and adapts different communication styles in a variety of situations when caring for children and young people.

• Keeps his/her manager informed about progress and problems; avoids surprises.

• Understands written and oral information and direction and takes appropriate action.

**Business Alignment**

• Has knowledge of and understands the corporate goals.

• Understands the responsibilities and functions of own department/team.

• Shows commitment to, and can articulate, Spring Care For You vision and corporate values.

• Identifies organisational risk and takes effective measures to minimise those risks.

• When making decisions considers the wider implications.

**Leadership & Team Working**

• Demonstrates the key benefits of working in an environment that is driven by Spring Care For You values.

• Willingly co-operates.

• Is not afraid to seek advice/feedback from others.

• Puts in extra effort when needed to help others.

• Knows and acknowledges strengths, limitations and preferences.

• Open about how they are feeling at certain times and in particular situations.

• Speaks positively of others.

• Accepts feedback from others without being defensive.

• Positively embraces change.

**Health, Safety & Wellbeing**

• Adopts positive Health and Safety practices within their workplace.

• Exhibits understanding of individual responsibility for health and safety and looks out for the safety of colleagues.

• Acts in a safe manner at all times.

• Always complies with safe systems of work.

• ‘If in doubt, asks’ – finds out or knows who to ask for help and advice.

• Demonstrates and understands the principles of basic Risk assessment with regard to staff and young people.

**Data Protection/ Confidentiality**

• Ensures compliance with legal and ethical aspects of data holding and dissemination in own area.

• Understands basic concepts of confidentiality and Data Protection in order to protect children and young people in education or residential care.

• Use established procedures to maintain security of paper based data, computer files, and oral communication as it relates to records/data.

• In relation to own role, understand: individuals’ rights to confidentiality.

• Understands different formats and types of sensitive data; risks associated with poor practice; who is entitled to access records/data.

• Apply organisational protocols and principles for the storage and security of personal data.

• Maintain individuals’ rights to confidentiality by ensuring compliance with national and local policy and guidance.

**Flexibility & Adaptability**

• Adapts effectively to different situations even when under stress or pressure.

• Adapts effectively to change by accepting changes in work processes readily and with an optimistic perspective of the resulting benefits.

• Proposes ways to do things differently.

• Understands and recognises the value of other points of view and ways of doing things.

• Shows a willingness to proactively take on new challenges and responsibilities.

• Shows willingness to learn new methods, procedures, or techniques, resulting from Home, School, Head Office or Company-wide change.

**Attention to Detail**

• Performs routine tasks completely and accurately.

• Follows instructions on assigned tasks.

• Compares finished work according to set expectations.

• Checks work for mistakes before completion and submission of tasks.

• Seeks guidance on the quality and the degree of completion required for completing new tasks.

• Follows relevant procedures and pays attention to detail.

• Treats confidential information in an appropriate manner.

**Safeguarding**

• Can identify the difference between what is meant by safeguarding and child protection as defined by Working Together 2010.

• Able to recognise the types of abuse and recognising some of the signs and indicators for each category of abuse.

• Ability to maintain a child focus including supporting the ‘Voice of the Child’ being recognised and represented.

• Responds appropriately to be able to manage ‘disclosures’, appropriately supporting the child/young person in line with local guidance, and in line with role and responsibility.

• Ability to report concerns of abuse of children using appropriate systems, and how to use the whistleblowing procedures.

• Able to recognise signs and indicators on Child Sexual Exploitation, risks around the use of technology, and Domestic Abuse.

• Understanding the importance and benefits of working in an environment that supports professional’s requirements.

• Understands own boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.

**Professional Development/ Qualifications and Practised Knowledge**

• Applies basic induction training to be able to work independently.

• Undertakes statutory and mandatory training as required by Spring Care For You and within legislation.

• Ability to identify, with support, one’s own strengths and development areas.

• Learns from mistakes and takes the opportunity to develop. Takes steps to prevent re-occurrence.

• Displays flexibility and a willingness and to adapt and learn.

• Identifies individual challenges and seeks opportunities to grow.

**Positive Behaviour Support**

• Understands the meaning of, and demonstrates the importance of, adopting the least restrictive approach.

• Shows dignity, respect, warmth, empathy, and compassion in all interactions with children and young people.

• Treats every child/young person as an individual and provides support that is tailored to meet their need.

• Helps and supports behaviours and daily interactions that make the child/young person look and feel good.

• Understands how legislation, frameworks, codes of practice and policies relate to positive behaviour support.

• Able to define the difference between Physical Intervention and Restrictive Physical Intervention and can report accordingly.

• Actively participate in teamwork; attend and participate in team meetings and supervisions.

• Seeks support from supervisor/manager/peers when needed.

• Help children and young people do something they like for most of the time and also help them to do things they do not like, but that are essential.

• Participate in training programmes identified for all staff.

**Self-Awareness**

• Understands how one’s emotional responses to situations influence how one acts and how one is perceived.

• Maintains awareness of one’s emotions and uses this information to guide one’s thinking and actions in a favourable manner to achieve positive outcomes when working with Children and Young People in a residential or educational setting.

• Creates good work and personal habits and rejects bad ones.

• Stays composed when faced with new situations or instructions.

• Demonstrates self-control and recognises one’s own pressure points.

• Manages one’s own negative emotions effectively.

**Therapeutic Working**

• Able to maintain a sense of humour and positive attitude.

• Uses empathy and acceptance to connect with the young person.

• Actively builds relationships with the young people.

• Is able to maintain boundaries and understands the importance of these.

• Recognises shame responses with young people and responds appropriately using the therapeutic principals to reduce Shame.

• Helps young person to emotionally regulate/calm and soothe. Should additional consequences be needed, these are explored and introduced empathically, with the input of the young person.

• Positively uses supervision with Line Manager to reflect on own feelings/emotions when working with children and young people.

• Demonstrates the ability to initiate an interactive repair of the relationship with the child/YP when disagreements or conflict has arisen.

• Shares experiences with other staff members to reflect on situations and reflect on ways in which situations could have been managed differently.

• Actively promotes the values of the company in their attitudes and behaviours with others.

• Open to new learning.

• Able to ask for help from others and accept constructive feedback on performance.

**If you believe that you have the necessary skills and competencies to fulfil the position please contact** **recruitment.springcareforyou@gmail.com** **for an application form. Interviews are held virtually and face to face and therefore if you have any accessibility issues please let us know so that we can make reasonable arrangements.**

1. £26,235 is achieved at Band 3 and is inclusive of an OFSTED grade performance bonus [↑](#footnote-ref-0)