



## Job Profile

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| <b>JOB TITLE:</b> | Residential Worker                |
| <b>GRADE:</b>     | 5                                 |
| <b>POST NO:</b>   |                                   |
| <b>JOB TIER:</b>  | 5                                 |
| <b>DBS CHECK:</b> | Enhanced                          |
| <b>GROUP:</b>     | Education and Children's Services |
| <b>SERVICE:</b>   | Children and Families             |

### REPORTING STRUCTURE

**Reports to:** Registered Manager,  
Deputy Managers & SO1

**Direct Reports:**

**Indirect Reports:** Students, Volunteers, Domestic staff

### ROLE PURPOSE:

To commit to a casual working pattern to provide support in Hillingdon's Residential settings for children with complex needs. Responsible to the Registered Manager and Deputy Manager for the day to day management of the care of the children, giving guidance and setting an example to the staff team.

To lead shifts at night and take delegated responsibility in the absence of senior staff to ensure the home meets the requirements of the Care standard Act 2000 and the Essential Standards of Quality and Safety and the Children's Home Regulations 2015.

Staff may be recruited for specific locations and young peoples' homes and will also be required to work at other locations as the service requires.

## A. Job Description

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### 1. Resident & Community Contribution

- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.

### 2. People Management

- Direct supervisory responsibility may be requirement for Scale 3 staff and to assist in induction and training of peers and new employees.

### 3. Operational Service Delivery

- To ensure that the home(s) meets the requirements of the Statement of Purpose and Function and Departmental Policies and Procedures.
- To take responsibility for the Health and Safety of the staff, children and young people, and the building in the absence of more senior staff.
- To provide leadership, guidance and support to more junior staff to ensure that they are fully acquainted with their task and the means of achieving it.
- To maintain a high standard of care and report any breaches in professional practice.
- To encourage and motivate other staff to develop their skills and undertake relevant training. To share in the tasks of more junior staff setting an example of good practice.
- To be conversant with current relevant legislation and able to impart this knowledge to less experienced members of staff.

- To assist in the admission and discharge of children ensuring that they feel welcomed on admission and that they are prepared for discharge.
- To ensure that the needs of each individual child are met and that in-house routines are arranged primarily to meet the needs of the individual children. To ensure that staff offer the support and encouragement necessary for the children and young people to develop emotionally and physically.
- To contribute to the assessment of the needs of each child and the planning of a programme of care and intervention to meet those needs. To prepare reports and participate in reviews as appropriate.
- To contribute to records regarding individual children and to ensure client confidentiality in record keeping and discussion concerning clients.
- To ensure that records are made on appropriate in-house system
- To work in partnership with the allocated Field Social Workers ensuring they are fully informed of all relevant information.
- To promote the participation of children and young people in the planning of their care and their living environment, leading young people's meetings as required.
- To ensure that children and young people are aware of all procedures relating to complaints and concerns and how to activate them.
- To promote individually planned care and activities for each child to ensure their comfort and welfare and to promote their skills and independence.
- To take responsibility for the administration and recording of medication when leading a shift.
- To liaise with external agencies as necessary in relation to the needs of individual children (e.g. schools, hospitals, clubs,) ensuring that their health, educational, social and developmental needs are addressed.
- To take responsibility for link working individual children.
- To have the ability to support families by working individually with children in their own homes if required.

#### In House Responsibilities:

- To develop communal life within the house, in order to create a stimulating, warm and safe environment for the children and young people.
- To maintain the fabric of the home and to request repairs as necessary. To ensure that equipment, toys, furniture and grounds are maintained to a high

standard. To encourage the children to develop a responsible attitude towards furnishings and equipment.

- To have delegated responsibility for overseeing and monitoring specific tasks as required by the Care Standard Act 2000, e.g. fire procedures, medication procedures.

#### **4. Service Planning & Development**

- To keep abreast of developments in social work and childcare practice and theory through professional reading and participation in training, including Quality Credit Framework (QCF) Level 3 Diploma Children's & Young Person Workforce. To be able to transfer this into practice.
- To attend staff, team and departmental meetings as directed by the Registered Manager or Deputy Manager.
- To accept and participate in regular professional supervision. To be individually accountable for standards of professional practice.
- To demonstrate a flexible approach in the delivery of work and to perform work reasonably associated with the level or responsibility and not specifically identified in the job description.
- Maintain knowledge of the current Team Plan and understanding of own contribution in order to ensure delivery of this plan.

#### **5. Financial & Resource Management**

- To take responsibility for petty cash, ensuring that financial procedures are adhered to.
- To demonstrate cost-consciousness and identify any cost effective changes to own way of working.

#### **6. Service Improvement**

- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.

#### **7. Contacts**

- Internal: -Social Workers, Team Managers and Reviewing Officers, Children with Disabilities Team, Elected Members, Placement Service, Education Advisory Teachers, Personnel, Training Officers.
- External: -Service users and their families, National Care Standards Commission, Police and Fire Services, Schools and Colleges, Youth Offending Teams, Drug and Alcohol teams, Courts-criminal and care, Health services including GPs, Children and Adolescent Mental Health, Community Learning Disability Services, Education-schools, colleges and specialist resources, Advocacy Services, local community, voluntary organisations.

## **8. Additional Responsibilities**

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

## **9. Key Performance Indicators**

- Delivery against any agreed Service Levels
- Delivery against any agreed productivity measures that contribute to meeting statutory duties for children's' social care
- Delivery against agreed Team Plan
- Delivery of agreed targets within PADA

## **B. Person Specification**

## Residential Worker

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This person specification will be used for recruitment to the **Residential Worker** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

| <b>1. QUALIFICATIONS</b>                                                                                                                                                                                                                                                                | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| A good standard of written and verbal communication skills.                                                                                                                                                                                                                             | ✓                     |                       |
| GCSE pass (or equivalent) in English and Maths. Qualification in Social Work, teaching, youth work, or any other area related to childcare. If candidates do not possess NVQ level 3 in Childcare, then they must demonstrate a commitment to enrolling / achieving this qualification. |                       | ✓                     |
| <b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>                                                                                                                                                                                                                                       | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
| Ability to form and maintain positive, professional relationships with young people.                                                                                                                                                                                                    | ✓                     |                       |
| An active interest in working for and providing care for young people.                                                                                                                                                                                                                  | ✓                     |                       |
| Ability to be actively involved with young people in all aspects of their daily lives demonstrating good parenting skills and contributing towards the provision of stable environment.                                                                                                 | ✓                     |                       |
| Ability to maintain high standards of childcare in stressful situations.                                                                                                                                                                                                                | ✓                     |                       |
| Ability to understand and respond appropriately and with flexibility to a wide variety of behaviours / anxieties/ needs.                                                                                                                                                                | ✓                     |                       |
| Ability to act as a role model, and to demonstrate a mature outlook.                                                                                                                                                                                                                    | ✓                     |                       |
| Ability to undertake key worker responsibilities.                                                                                                                                                                                                                                       | ✓                     |                       |
| Ability to promote young people's educational and health care development including sexual development.                                                                                                                                                                                 | ✓                     |                       |
| Ability to participate effectively in the admission of young people to the home; in the development and                                                                                                                                                                                 | ✓                     |                       |

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| delivery and review of individual care programmes; in the assessment of young people's needs; and in preparing of young people to leave the home in a positive and planned manner. |                       |                       |
| Ability to work as a part of a team in a consistent manner, within agreed structures.                                                                                              | ✓                     |                       |
| Ability to understand and work within statutory and departmental requirements in partnership with young people, their family/significant others and other agencies.                | ✓                     |                       |
| Ability to record work/write reports, in accordance with statutory and departmental requirements.                                                                                  | ✓                     |                       |
| Ability to participate in the identification of own training needs, to use professional supervision and undertake training.                                                        | ✓                     |                       |
| Ability to demonstrate a concrete commitment to equal opportunities and anti-discriminatory practice.                                                                              | ✓                     |                       |
| Ability to lead shifts ensuring that the needs of the young people are met and the requirements of the Care Standard Act 2000.                                                     | ✓                     |                       |
| Ability to work shifts, including weekends, Bank Holidays, sleep-in duties and client holidays.                                                                                    | ✓                     |                       |
| Possession of a valid driving licence, and willingness to drive the home's mini bus/own car during the course of duties                                                            |                       | ✓                     |
| <b>3. EXPERIENCE</b>                                                                                                                                                               | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
| Life and /or work experience of young people experiencing difficulties e.g. youth working / voluntary work.                                                                        | ✓                     |                       |
| Previous experience of residential child care.                                                                                                                                     |                       | ✓                     |
| <b>4. KNOWLEDGE &amp; SKILLS</b>                                                                                                                                                   | <b>ESSENTIAL</b><br>✓ | <b>DESIRABLE</b><br>✓ |
| Understanding of child and adolescent development in a multicultural society.                                                                                                      | ✓                     |                       |
| Knowledge of the Children Act 1989 and the Residential Child Care Standards and Regulations 2001.                                                                                  | ✓                     |                       |

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| Knowledge of social services responsibilities / childcare legislation / United Nations Convention on the rights of the Child, Race Relations (Amendment) Act.                                                 |                  | ✓                |
| <b>5. COMPETENCIES</b>                                                                                                                                                                                        | <b>ESSENTIAL</b> | <b>DESIRABLE</b> |
| <b>“Can do” positive attitude</b><br>Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.                                            | ✓                |                  |
| <b>Takes responsibility and delivers results</b><br>Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.                                   | ✓                |                  |
| <b>Team working</b><br>Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members' experiences can bring. | ✓                |                  |
| <b>Communication</b><br>Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences.          | ✓                |                  |
| <b>Customer Care</b><br>Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.                 | ✓                |                  |
| <b>Takes ownership of personal development</b><br>Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.            | ✓                |                  |