

Role Profile

Part A - Grade & Structure Information

Job Family Code	7PCS	Role Title	Senior Residential Worker
Grade	PS7	Reports to (role title)	Registered Manager
		Directorate / School	Children, Learning and Education
JE Band	228-268	Service / Department	Children's Resources
		Date Role Profile was created	Children's Residential Services 01/11/2020

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>Senior Residential Workers provide supportive and safe care to the children/young people who are living in a children's home, or who are supported in the community by the home. They act as a positive, meaningful and reliable role model and contribute to the day to day care of the children/young people including household tasks such as cooking and cleaning. For some children/young people, workers will be undertaking some or all aspects of personal care. They will build meaningful and authentic relationships with the children/ young people and will use restorative approaches to support all aspects of their work with children/young people and their families, including managing risk and vulnerability. They will act as the keyworker for children/young people, taking a lead on planning, outcomes and liaison for that child/young person as well as undertaking one-to-one activities with the child/young person.</p> <p>Senior Residential Workers support children/young people to engage in education, helping with their homework, extra-curricular activities and need to be an active participant with their educational progress. They will need to respond to children/young people's behaviour with patience, calmness and an accepting restorative approach and be responsive and attuned rather than reactive and reactionary. They will support a child/young person to engage with a range of health and wellbeing resources. They will ensure children/young people are able to be involved in their care and ensure that children/young people have access to representation and complaints procedures; they will act as an advocate.</p> <p>Senior Residential workers take responsibility for leading shifts in the home, allocating tasks and areas of responsibility on the shift, ensuring records are completed and that there is a comprehensive handover. They may also take a lead on a particular aspect of the home's operation (e.g. health and safety, use of vehicles, fire safety, building maintenance etc.) They are part of a wider network of professionals and family members supporting children/young people and will need to navigate these complexities and work in accordance with the plans for children/young people. They are at the front line of intervention with children/young people and will be expected to keep records and write reports on the support they provide, and the outcomes delivered for children/young people. They play a key role in helping children/young people to stay safe and need to have a high level of awareness, curiosity and intuition about safeguarding issues, ensuring that all matters of concern are reported to a senior member of the team. They should be aware of the issues affecting the children/young people in their care; depending on the purpose of the home they work in, they would need to have some understanding of needs in relation to disability, autism, ADHD, early neglect or trauma, contextual safeguarding and criminal exploitation, mental health and emotional wellbeing.</p> <p>The working pattern includes shifts and working unsocial hours – weekends, evenings, bank holidays and sleep over or night shifts; senior residential workers will therefore need to be adaptable and flexible to meet these operational needs.</p>
Work Context	<p>The children/young people we look after have significant vulnerabilities due to disability, mental ill-health or experience of significant trauma, and require a high level of compassion, empathy and resilience, combined with consistent patience and understanding. Due to their needs and experiences they can present distressing behaviours, including self-harm, physical outbursts, and risk-taking behaviour; we therefore have a responsibility to make them feel valued, safe and accepted for who they are. In order for you to be able to work at this level in a consistent and sustained way we place great value and importance on the support we provide our workforce.</p> <p>The values and behaviours we expect:</p> <p>Care: respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives.</p> <p>Compassion: consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with.</p> <p>Courage: honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain extremely difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential.</p> <p>Communication: Your work is based on building effective relationships, being perceptive and empathic and building good rapport.</p> <p>Competence: the relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice</p> <p>Commitment: Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient.</p> <p>You will have commitment to being anti-discriminatory and anti-oppressive in your approach and be able to translate this attitude into practice.</p>

Line management responsibility if applicable	<p>This role is responsible for leading up to 6 staff on a shift, being accountable for allocation of tasks and responsibilities.</p> <p>This role may lead on induction, coaching and mentoring new staff, and contributing to probation reviews, and (after suitable training) supervising junior or bank staff.</p>
Budget responsibility if applicable	<p>This role does not have budgetary responsibility but may be accountable for the proper use of cash floats or pre-payment cards/company credit cards in accordance with council procedures and delegated financial responsibility.</p>
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Risk Management</p> <ul style="list-style-type: none"> • Contribute to risk awareness in carrying out duties and raise issues where appropriate. • Assess and manage risk associated with assigned cases/service delivery to ensure safeguarding of service users. <p>Case Management</p> <ul style="list-style-type: none"> • Monitor, manage and deliver care plans in specified service area. • Undertake case related reports and maintain records in accordance with procedural and legislative requirements. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Initiate assessments, plan and carry out care management within procedural and regulatory framework. May plan the work of other staff. • Assist in development and project work, and working with other staff to provide information and feedback. <p>Finance/Resource Management</p> <ul style="list-style-type: none"> • Make recommendations for the provision of services in line with the budget determined according to assessment of needs. <p>Work with others</p> <ul style="list-style-type: none"> • Liaise, communicate and work in partnership with other internal departments, partner organisations, agencies and/or contractors and engage with the community and volunteers. <p>People Management</p> <ul style="list-style-type: none"> • Contributes to the induction and training of new staff and the on-going development of more junior staff, and may coordinate and supervise the work of team assistants. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. adherence to safe working under the health and safety policy is required.</p>
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Vocational Qualifications Level 3/4 or equivalent in relevant field with practical knowledge of service user group needs, or equivalent experience. • For some roles a relevant degree may be required. • Understanding of relevant legislation, processes and procedures and issues relating to the service user group. • Ability to show an understanding of the circumstances of people with more complex social care needs, to gather detailed and appropriate information and to reach a view about the likely source of assistance. • Able to plan, manage and prioritise a caseload and seek guidance where necessary. • Numerate and able to make recommendations for the provision of services in line with the budget determined according to assessment of needs. • Competent in a range of IT tools including MS Office and database management systems. • Effective written and oral communication and interpersonal skills with the ability to build relationships with a range of stakeholders. • Problem solving skills or ability to undertake process or practice improvement with minimal supervision. • Ability to work effectively and flexibly as part of a team, and provide guidance and assistance to less experienced or more junior members of staff. • Experience of working with the user group and of staff supervision where appropriate. • Satisfactory DBS clearance might be required.
Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>Education and Qualifications</p> <ul style="list-style-type: none"> • Functional Skills in English and Maths at level 2 or equivalent, i.e. GCSE A-C, 5 – 9 • Level 3 Diploma for Residential Care or equivalent • Commitment to regular supervision, engagement in career conversations and to undertake all relevant training to aid your personal and professional development • Knowledge of the Children's Homes Standards and Regulations <p>Experience, Skills and Abilities</p> <ul style="list-style-type: none"> • At least two years of experience working in residential child-care, or other directly relevant experience • A good understanding of the issues that may affect children/young people, relevant to the type of children's home • Ability to recognise and encourage all our children/young people's individuality, promoting and integrating equality and diversity into your everyday practice. • Able to be comfortable with being playful and creative • An ability to remain calm and confident in a range of situations – no two days are ever the same • Able to safely and confidently transport children and young people • Able to actively lead team meetings, shift debriefs, supervision and performance conversations • At times there may be a need for physical interventions that will require a level of personal fitness • Able to take direction and guidance, be self-aware and reflect on your practice and decision making • A passion and commitment for working with children and young people – you do actually need to like children/young people! • An enhanced DBS 'Disclosure and Barring Service' check for regulated activity • Due to the legal requirements set out by the Department for Education National Minimum Standards any applicant must be at least four years older than the oldest accommodated young person living in the home; therefore, the minimum age for application is twenty-two years. • Hold a Full UK Driving Licence • Have eligibility to work in the UK

Role Summary	Roles at this level provide a practical front line support service helping with advice and guidance, managing a varied caseload, and working as necessary with community, professional groups and local organisations to ensure provision of support. They have practical knowledge of the procedural framework, service user group needs, and are authoritative on procedures of some complexity and variety, with an in-depth knowledge and understanding of a particular functional area. Planning and organising is a key element, mainly in terms of planning own time, planning and prioritising for the weeks ahead. Although most work will follow established patterns, initiative is needed to resolve problems and queries based on experience and judgement, mainly without reference to others, but with access to clear guidance. They may supervise a team and coordinate service delivery in their own service area.	
Reason for Benchmarking - please complete the appropriate Business Case below		
Reason	Guidance for Business Case	Business Case
A - Creation of a new role	Please provide context to the creation of this new role.	
B - Creation of a new role as a result of a reorganisation	Provide context for the reorganisation. Please include sufficient detail to explain the extent of the reorganisation (team level, department level, etc) as well as the impact on the responsibilities associated with this profile. How has this work been carried out.	
C - The profile has been reviewed to more accurately reflect the existing duties of the current role	Please explain how the responsibilities of this profile have changed and what the impact of this has been on the team/department. Please state the current grade/level of the role and why the changed responsibilities sit appropriately at the proposed	This role description has been reviewed to more accurately reflect the changing purpose of the children's homes and to reflect the requirement for staff to meet qualification requirements within a prescribed time-frame
Date new role profile has been agreed with the role holder(s) Reason C of the business case only	N/A a role for restructure	
Current grade of the position - Reason C of the business case	PS6	
The below two fields to be completed by non-school roles only		
OM Number of the position - Reason C of the business case. State all position numbers that are affected, if there is more than one position with the same role title and grade. Please note that all position holders have to agree.	20126529 20126530 20126579 20067890 20067891 20067892 20084697 20067903 20067905 20067906 20067907 20067944 20067945 20067947 20067948 20067949 20097080 20067963 20067964 20067965 20109574 20097082 20068061 20068064 20068066 20110036 20097083 20067763 20067767 20067872	
Manager's OM Number this role reports to - Reasons A,B, C	20126528 20067885 20067900 20067942 20067957 20081648 20067762 20132601 20132602	

Requesting manager's details

Manager's name	Manager's role title	Date request submitted to HR
Lisa Wade	Service manager Childrens residential	21-Jan-21

Approval Section

Requesting manager to confirm:

Position	Name	Date of approval
Head of Service	Joanne Rabbitte	21-Jan-21
Senior Manager	Joanne Rabbitte	21-Jan-21

To be completed and approved by HR

HR to confirm that the role is at a correct level within the particular Job Family

Position Title	Name	Date confirmed benchmarking to JE Coordinator
	Saba Tariq	07/01/2022

To be completed by JE Coordinator

Reference Number	BM-2022-011
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