

Job Description

Wingrave

Practitioner (Support Worker)

Reporting to	Head of Service	Date	November 2018
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Key Responsibilities:

MacIntyre considers the position of **Practitioner** to be one of considerable responsibility and confidentiality. The post holder will be expected to show judgement and initiative at a level which is commensurate with this expectation.

As a **Practitioner** you will have the responsibility of upholding the Statement of Values in all aspects of your work and promoting a positive image of MacIntyre and its provision.

You will deliver child centred support to meet the needs and aspirations of the children and young people being supported exemplifying best practice at all times. Ensuring that you support the Head of Service and Senior with the delivery of a value for money, high quality service which establishes MacIntyre's brand and reflects the needs of the local community

You will support children and young people in a child centred way, promoting the organisations DNA and core values to include, Great Interactions. You will treat our children and young people with respect, dignity and equality. As a practitioner at MacIntyre School you will have a key role in the education and care of our children and young people

Core Tasks:

Accountability to the children and young people we support

1. To support effective transition for the children and young people we support
2. To work in accordance with MacIntyre's values as explained in The Commitments
3. To ensure that children and young people we support are treated with respect, dignity and equality.
4. To be personally responsible for the standard and quality of your practice.
5. To safeguard and promote the welfare of the children and young people we support at all times..
6. To assist in the construction of Health & Safety risk assessments
7. To maintain appropriate confidentiality of information.
8. To adhere to MacIntyre's policies and procedures.

Accountability to yourself

1. To complete steps 1 and 2 of your personal Development Portfolio (PDP) and all required e-learning within the 6 month probationary period.
2. To complete the required level 3 diploma within 2 years of employment.
3. To be responsible for your own personal and professional development and undertaking learning and development activities to include attending service specific training as required.
4. To participate in regular supervision sessions and annual appraisals.
5. To work in accordance with relevant codes of practice and governing legislation.
6. To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.

Main Tasks:

1. To be accountable and take responsibility for applying your learning, training and skills when working with children and young people in a way which embodies great interactions, through person centred thinking and planning, using children's preferred method of communication.
2. To always be focussed on outcomes for our children and young people to promote increased choice and control.
3. To contribute to the development of, and to work with children and young people to implement their Individual Learning Plans, Behaviour Support Plans and Therapy Programmes, recording and evaluating outcomes.
4. To maintain professional boundaries at all times.
5. To enable each child or young person to maintain a high standard of personal care, including intimate care, hygiene and physical well-being
6. To respond appropriately to medical or health concerns and, when authorised, administer drugs and medication and contribute and support therapeutic objectives in accordance with MacIntyre's policies and procedures.
7. To help plan and support holiday, vocational, learning and social arrangements for the children and young people we support.
8. To have responsibility, if required, for the proper use and accounting of finances, including monies belonging to the children and young people we support.
9. When required, to support children and young people to complete domestic tasks and maintain their home/learning environment.
10. When required, to support children and young people to make, prepare for and attend appointments and act as a role model with this.
11. To support children and young people to develop and maintain relationships and to participate in and contribute to their local community.
12. When required, to act as a linkworker for named individuals, to play a key role in the the development, implementation and evaluation of their learning, placement and therapeutic plans and to be their advocate and to improve the quality of their life.
13. To be aware of and work with the whole School Development Priorities.
14. To communicate and support visits with families, representatives and outside agencies in a professional and courteous manner.
15. When required, to take part in professional meetings/reviews and liaise with appropriate professionals.
16. To strictly adhere to MacIntyre School's child protection and safeguarding policies/procedures and those relating to children and young people.
17. To bring to the attention of a Designated Safeguarding Officer any matter for concern over the well being, safety or safety of a child or young person..
18. To inform a Designated Safeguarding Officer of any safeguarding issues in your personal life to ensure that assessment can be made of any possible transference of risk.
19. To act professionally and work co-operatively as a member of a staff team, and contribute to a culture of open communication, to include constructive feedback for self and colleagues and volunteers.
20. To participate in team meetings making a constructive and full contribution and adhere to team decisions.

21. To ensure that all filing and administrative systems and processes are maintained
22. To assist with the development and implementation of agreed quality assurance/development techniques within the service.
23. To participate in a flexible and child centred rota, across different locations and shifts where required, to meet the individual needs of the children and young people we support.
24. When authorised, to work unsupervised and/or, having due regard to On Call procedures, to take appropriate responsibility for the proper running of the shift/session/activity.
25. To promote equality of opportunity, a respect for diversity and anti-oppressive practice.
26. To be aware of the regulatory frameworks within which you work, and to keep abreast of national, corporate and local developments which affect your work.
27. Where required and authorised, to drive the vehicles used by the children and young people we support and to participate in ensuring the upkeep and maintenance of any such vehicles.
28. Where required to be responsible for reporting concerns in relation to maintenance and use of any equipment within the school and children's home.
29. To undertake any other duties as requested by the First Line Manager (Head of Service or equivalent).

This job description is current as at November 2018. In consultation with you it is liable to variation by MacIntyre to reflect actual, contemplated or proposed changes in or to your job.

Person Specification: Role

Abilities and Skills	<ul style="list-style-type: none"> • The key competencies required are set out in the next section. • Ability to identify and address training and development needs of self. To include if applicable undertaking bespoke training. • Ability to maintain professional boundaries at all times
Education, Knowledge and Experience	<ul style="list-style-type: none"> • An interest in the work which MacIntyre undertakes • Demonstrable written and verbal communication skills. • Able to maintain professional boundaries at all times • Able to follow policy and procedures • Excellent record keeping skills • If there is previously 2 years employment in children's social care, a level 3 diploma must be held. If one year of more's employment in children's social care study for the Level 3 Diploma must have commenced. <p>Desirable</p> <ul style="list-style-type: none"> • Previous experience of working in social care with people who have learning disabilities. • A relevant professional qualification applicable the role
Personal Characteristics	<ul style="list-style-type: none"> • A belief that children and young people with learning disabilities have the right to participate in making decisions about the services they receive and to access opportunities including learning, training, employment and wider experiences. • A commitment to a person centred approach that is focused on the needs of the children and young people we support. • Ability to achieve relevant personal development and qualifications associated with the role, including service specific requirements. • The ability to work using a facilitative approach. • The ability to undertake reflective practice • The ability to think creatively • A commitment to providing high quality care and learning experiences for the children and young people we support. • A commitment to the implementation of MacIntyre's Equal Opportunities Policy.
Service Specific Essential Criteria	<ul style="list-style-type: none"> • The ability to work flexible hours including day's evenings, waking nights, weekends and bank holidays (as required) • The ability to meet the needs of the children and young people that we support at times appropriate to their lifestyles.

Competencies: Practitioner

Competency	Definition
Respecting and Understanding Others	Is able to understand issues from others' viewpoints and builds an atmosphere of trust and openness so that others are treated with respect and dignity without discriminating or stereotyping. Tailors their approach depending on who they are with and acts as an advocate for children and young people.
Effective Communication	Is able to communicate effectively with others through the use of verbal and non-verbal communication methods. Recognises the needs of others when seeking agreement to their plans, adapting their communicate style to match the situation.
Working With and Developing Others	Is an active member of the team, working cooperatively with others and assisting when they need support. Provides direction and empowers others to help them achieve personal learning and development targets.
Results and	Is conscientious, strives to complete work to high standards and looks to



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Quality Focus	improve and maintain the quality of performance in themselves and others. Completes work with the best interests of others in mind
Problem Solving and Decision Making	Is able to collect, interpret and evaluate information to develop a deep understanding of a problem, explores alternative ways of resolving problems including new possibilities. Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	Is open to change and embracing new developments / initiatives, adapts well in new and unfamiliar situations responding to changing plans quickly, works independently without direction, is resilient and copes well in emergency situations.