



Job Description

Support Worker

DBS Status

This role requires an enhanced DBS disclosure with appropriate barred list checks.

Key Purpose

Provide excellent day to day support that respects people's preferences and choices, and enables them to participate in the life of the community as valued citizens.

General

This job description is not an exhaustive list of duties, but is intended to give a general indication of the range of work undertaken. It will vary from time to time in the light of changing demands and priorities of Brandon Trust. Major changes in the range of work undertaken will only be carried out after consultation with the job holder.

Job type and hours

Who you will be working for: This job involves providing direct support to people with learning disabilities or autism (adults and/or young people and children).

Where you will be working: You will be supporting people in single occupancy homes, in their family home, in shared supported living, residential or nursing homes, or in work, learning and leisure services. You will be assigned to either an individual or a group within a defined geographical area – this may change from time to time.

When you will work: The role requires flexibility and is likely to involve working a degree of unsocial hours to include evenings, weekends and in some cases overnight (either waking or sleep-in). Full time hours are 37.5 hour per week.

Job role

The role of a support worker involves supporting each individual to lead a life that is centred around enjoying **freedom**, enabling them to take as much control in their life as possible, and to exercise their rights, responsibilities and obligations as citizens. For support workers who work with children, enabling choice and control will involve close liaison with the child's family.

These are the key things you will need to do to ensure you provide excellent support:

- All of your actions will demonstrate respect for the rights of people you support, and for their decisions and choices. You will promote people's individuality, where necessary advocating on their behalf.
- You will support people to achieve their personal outcomes in relation to managing their daily life. This could include support to manage money, use transport, keep their home clean, prepare meals, use community leisure facilities, visit family and friends, and attend school, college or work.
- Some of your time may involve providing physical care, assistance or prompting in accordance with the individual's care plan, respecting their dignity and preferences. This could include supporting people to wash, dress, take medication or manage their continence.
- It's important that you take steps to find out about each person's preferred method of communication, demonstrating active listening and always encouraging their communication, for example through words, pictures, signing or behaviour.
- You will assist people to access mainstream and specialist services and agencies that promote their health and wellbeing.
- Where people do not have capacity to make some decisions in their life (and specifically when working with children/young people up to the age of 16), you will offer support, guidance and advice that is in their best interest.
- Through acting as a bridge-builder you will help individuals connect with others with whom they have shared interests. You will encourage each person to be included in and contribute to their local community, exercising their rights and obligations as a citizen, for example through local activities and events, paid work and volunteering. You will also engage volunteers and other non-paid people in increasing the individual's networks.
- You will encourage people to value work, supporting them to find and maintain employment, where this is appropriate.
- Through person centred planning you will coach people to express their aspirations, develop new skills and to recognise and use their talents.
- You will encourage and support people to adventure, to overcome disabling barriers, take risks and to try new things in a safe and supportive manner.
- You will support people to maintain important relationships and grow their social networks, acting as an advocate or mediator where necessary.

This list is not exhaustive and may vary between different people and types of support service.

What we expect from you

We expect you to act in a professional, co-operative and solution-focused manner at all times, demonstrating accountability for your actions whilst creating an environment that is vibrant and creative rather than restrictive and controlling.

As a support worker you will:

- Take appropriate and immediate action to:
 - ensure people with learning disabilities are safeguarded from abuse and;
 - report any instances of alleged abuse which you witness or become aware of.
- Work in a way that promotes trust and builds rapport with each individual, their family and significant others, particularly when supporting children and young people.
- Keep good records, communicate effectively and share information as appropriate whilst maintaining confidentiality and data protection requirements in line with Brandon policies.
- Understand and comply with the standards that you are required to work to, and endeavour to exceed them.
- Be an effective team member, demonstrating flexibility and resourcefulness, and co-operate with colleagues and other people in the best interest of people you support.
- Demonstrate through your actions that you understand and work within the values of Brandon Trust, to include respecting diversity and actively challenging discrimination.
- Comply with all aspects of statutory and local regulations in respect of Health, Safety and Environment.
- Dress and behave appropriately for the support role you are undertaking.
- The ability to drive and willingness to use your own transport on Brandon business is desirable, and may be essential for some services. Please refer to the service specific skills profile. You will be paid a mileage rate for journeys undertaken.

As a good employer, Brandon Trust will:

- Ensure we have carried out an enhanced DBS disclosure with the appropriate barred check lists on your behalf.
- Provide supervision, appraisal, team meetings, training and access to career development opportunities.
- Seek to strengthen your skills and encourage self-development through creating a strong coaching and learning environment.
- Aim to provide good, timely information about Brandon Trust's activities and performance, and actively seek your ideas and feedback.

Confidentiality and Data Protection

All staff are required to comply with our policies regarding confidentiality and data protection.

Diversity

Brandon Trust is committed to its diversity policy and practices and it is essential that the post holder is willing to make a positive contribution to their promotion and implementation.

Health and Safety

The Health and Safety at Work Act 1974 placed a legal duty on employees to:

- Take reasonable care of themselves and others who may be affected by their acts or omissions and;
- co-operate with their employer.

The Management of Health and Safety Regulations 1999 increased these duties to include:

- using equipment and materials in accordance with instruction and training provided by the employer, and;
- reporting serious dangers or potential risks observed to the employer.

Failure to do these four things is an offence in law for which individuals can be fined and, may lead to disciplinary action within the Trust.

The Management of Health and Safety Regulations also require employees to be 'competent' when carrying out the tasks required by the employer. If you do not feel competent to carry out any task required of you, please discuss this with your line manager, the Learning and Development Manager or the Health and Safety Manager.

Brandon Values and Behaviours

Brandon's values and behaviours underpin all our activities. All employees are expected to demonstrate and promote these values and behaviours in their work.

Values					
Core Behaviour	Listen hard	Make time	Provide access	Take positive risk	Build confidence
#1	I actively listen to understand. I ask questions rather than make assumptions	I make time to involve, inform and prepare people. I provide feedback on decisions & outcomes that affect them	I get to know people to understand what they need, to access place, people and information. I work to make sure that people are not excluded	I take a positive approach to risk and to trying new things. I am bold, courageous and can ask questions.	I assume capacity and ability. I seek opportunities to act in favour of, and in the best interests of others.
Core Behaviour	Be responsive	Be collaborative	Be prepared	Be adaptable	Advocate for others
#2	I am person-centred. I think about the person, not just the task.	I want to work with and learn from others to share ideas, knowledge and good practice	I equip myself with the skills, knowledge, training, tools, equipment & experience that I need. I am diligent	I am curious and find creative ways around challenges and barriers. I adapt to make things happen	I encourage people to believe in themselves and fulfil their dreams. I recognise achievement
Core Behaviour	Make things clear	Provide choice	Be consistent	Be accountable	Foster community
#3	I communicate with care, in a way that is easy to understand, best suited to the individual	I make decisions with people, not for them. I have confidence in other's ability to contribute & shape the future	I am dependable and I know the standard of work expected of me	I keep the agreements that I make. I acknowledge that freedom & choice comes with responsibilities for my actions	I promote connection & social integration, e.g. friendships, social interaction & employment



Behaviours that demonstrate our values

Person specification

Support Worker – Adult and Children & Families Services

This is the **core person specification** for a support worker that applies across all our services. In addition, many individuals (and their families) we support and particular projects will have created their own **person specifications**, identifying extra characteristics and interests that they are looking for in their support staff.

Personal characteristics:	
<ul style="list-style-type: none"> • Innovative problem solver • Flexible attitude • Confident to work without direct supervision • Resilient • Open to challenge • Willing to try new activities • Encouraging • Adaptable • Able to flex working patterns • Self-aware • Considerate • Calm under pressure • Demonstrate personal values consistent with Brandon's values and purpose. • Demonstrate an understanding and commitment to safeguarding and promoting the welfare of people with learning disabilities • Demonstrate a clear commitment to the inclusion of people with learning disabilities in all aspects of community life 	All of these characteristics are essential
Experience	
<ul style="list-style-type: none"> • Relevant life experience, volunteering or work experience 	Desirable
Competency and special aptitudes that are specifically required of support workers who work with children and families	
<ul style="list-style-type: none"> • Demonstrate a rapport with children and young people • Ability to work co-operatively and discretely as a coach to families in the family home of people receiving a service • Ability to form and maintain appropriate relationships and personal boundaries with children and young people with disabilities and their families • Ability to use a range of appropriate behaviour management strategies and to role model these to families • Demonstrate an understanding and commitment to safeguarding and promoting the welfare of children and young people • Demonstrate a clear commitment to the inclusion of children and young people with disabilities in all aspects of community life 	All are essential

<ul style="list-style-type: none"> • Demonstrate an ability to develop professional relationships with a range of people and partner agencies e.g. parents, schools, social workers, team around the child, health teams, community groups • Work in a manner that demonstrates and encourages confidence, trust and honesty with families who are disengaged or in crisis 	
Skills:	
<p>Driving licence and own car</p> <p>The ability to drive and willingness to use your own transport on Brandon business is desirable, and may be essential for some services. Please check the Service Specific Skills Profile for details of the requirements of a service. You will be paid a mileage rate for business journeys undertaken.</p>	Desirable – may be essential for some services
<p>An acceptable level of English and Maths which will enable you to fulfil your day to day job role.</p> <p>Demonstrated through practical tasks during interview and probation. Examples of literacy tasks may include filling in an accident report and completing a cash record. Examples of numeracy tasks may include counting medication and filling in an administration of medication record.</p>	Essential
Qualifications:	
<p>Diploma in Health and Social Care (level 2) or equivalent</p> <p>Diploma in Health and Social Care (level 2) children and young people pathway - or equivalent</p> <p>As part of our learning and development support for staff we sponsor people to obtain their Diploma in Health and Social Care</p>	Desirable for new starters and essential for pay progression