EMPLOYMENT **ZONE** **R&S 2**

Person Specification

Job title:	Residential Worker
Job Family/ Grade/Level:	PCS5, Grade 6
Summary of role:	**Key Responsibilities** • To be responsible to the House Manager and Senior Residential Practitioners as a member of the care team for the daily care and support of children and young people. • To provide a warm and nurturing and safe environment for children and young people. • To use a relational and nurturing approach to support the development of children and young people. • To provide a loving and nurturing home that supports children and young people into adulthood. • To deliver positive outcomes for children and young people through effective care planning and multi-agency working • To support children and young people to access and feel included in their local community. • To adhere to and always follow the Scottish Social Care Codes of Practices in your role and personal life. **Main Duties** **Skills and Abilities** • To support the healthy development of children and young people through the provision of nurturing and trauma informed care. • To be a consistent caring stable adult role model. • To provide a variety of age-appropriate stimulating activities through interactions and the positive development of relationships. • To be alert to signs of distress, abuse, bullying or intimidation. • To meet the individual needs of children and young people within a group living environment. • To understand and be able to support the varying individual needs of children and young people taking account of gender, sexual preferences, race, culture, language and religion. • To actively engage with children, young people, their families and people who are important to them and where needed advocate on their behalf. • To promote and maximise the ability of families to care for children and young people in their own communities. • To build effective working relationships with social work, health, education, police and the wider community. • Respond to stress and distress of others with love and compassion. • To understand the importance of transitions in the lives of children and young people and to be able to support them effectively.

- To create a predictable environment that supports self-regulation and psychological safety in each child and young person.
- To provide for children and young people with physical requirements as necessary and respond appropriately to their specific individual needs. Staff may be required to carry out secondary care duties where required.
- To continue to support care experienced young people as they transition out of the children's houses.
- To maximise the individual potential of all children and young people and to support them to realise and fulfil their hopes and aspirations for the future.
- To always maintain the highest standards of childcare practice and to ensure that practice is congruent with Glasgow's Nurture Framework.

Knowledge and Competencies

- Understanding of the Promise, and the other key drivers influencing residential childcare.
- Ability to build developmentally enhancing relationships with children and young people, and to use those relationships to support young people to achieve positive outcomes.
- Understanding of the Nurture Framework used in Glasgow's Children's Residential Services, and the ability and commitment to practice that is trauma informed.
- Understanding of Child Development Theory, and the ability to support healthy development through play and shared experiences.
- Ability to analyse and assess risk, and to work with collectively with partner agencies mitigate/manage risk effectively.
- Ability to engage young people in the planning of their care, and to support them to achieve positive outcomes.
- Understanding of the importance of robust record keeping, in addition to the ability to maintain care plans to a high standard

Relationships with Colleagues

- To contribute to a positive culture where everyone has the opportunity to grow, learn and support others in their role
- To work as part of a team to deliver high quality care services
- To participate and contribute positively to the development of the service for example through meetings, service development plans etc
- To act, flexibly within reasonable bounds, in order to ensure the necessary cover for the house
- To communicate effectively with colleagues and ensure that positive relationships are always maintained

Personal

	• A commitment to ongoing personal development through accessing training and leaning opportunities which enhance skills and knowledge identified in your personal development plan (PDP) • To engage with the supervision process, using this as a reflective space to develop practice and enhance self-awareness • The ability to work flexibly across the city to cover short notice service requirements • Register and thereafter maintain registration with SSSC • Adhere to the requirements of the SSSC code of practice, Health & Social Care Standards, Council Policy & Procedures and Health & Safety policies / legislation • To ensure that all relevant information systems are completed, maintained and updated appropriately **Development and training** • Complete all relevant induction training • Complete all relevant training indicated by our Learning Pathway including Promoting Positive Behaviour, Data protection, Child Protection training

Criteria	Essential	Desirable	Evidence
Education, qualifications & training	SVQ Level 3 in Social Services (Children and Young People) and / or a HNC in Social Services or equivalent You should hold one of the above qualifications in order to apply for this role and have the ability to undertake the other qualification in order to meet the SSSC requirements. Applications are also welcomed from candidates who hold a qualification at or above SCQF level 7 which includes social policy, sociology and psychology. Qualifications at level 8 (SCQF) or above, approved for this grade of post by the SSSC are also acceptable. If you are unsure whether your qualification meeting minimum criteria, you should access Scottish Social Services Council (SSSC) Website:		Application form Qualifications

	SSSC Website		
Skills & Knowledge	Experience in services to children and experience of working/looking after children is essential Possess good communication skills both verbal and written Possess good understanding of care planning process Possess good engagement skills with young people, families and other professionals Have a demonstrated commitment to safeguards for children in residential care and Children's Rights Applicants must also be flexible and motivated to achieving best outcomes for young people	Awareness of Psychologically informed practices	Application form Interview References
Other	Registration to the Scottish Social Services Council (SSSC) (without conditions) is a statutory requirement for this post under the Regulation of Care (Scotland) Act 2001, you must either be already registered or have applied within 3 months and be registered within 6 months from the date you start in this post. Be able to work shifts working – days or nights, including weekend working across any GHSCP Residential House, as and when service needs are required		Registration

Competencies	

Personal Effectiveness Influencing (Level 1)	• You're confident and assertive when you put your views across to other people • You back-up any suggestions you make, with facts • You're prepared to stand by your views, even if others challenge you • You're able to explain your views in different ways, if people disagree with you • You win people over by explaining why your way is the best way • You get others to agree, and commit to, an action or viewpoint • You use facts, good reasons and your own strong feelings, to get people to agree with you • You adapt the way you talk to people to make sure they understand you
Personal Effectiveness Communication (Level 2)	• You share relevant and important information on time, with your team • You're happy to say what needs to be said, and you're tactful when you need to be • You choose the best way of communicating (such as writing or face-to-face), and use the right words for your audience and situation • You speak confidently, and hold people's attention • You explain why decisions have been made and use examples to support them • You keep yourself and your team focused on the most important things, but let other people express their views • You ask people questions to check their understanding • You give a good impression of the Council when dealing with non-employees • You produce clear, concise and easily understood written communications
Providing Excellent Customer Service Customer Orientation (Level 2)	• You follow-up customer requests, to make sure actions are taken and issues resolved • You measure customer satisfaction to find out what needs to be improved • You explain to customers, how and why we can't meet their needs, and offer alternatives • You change the way you do things, to meet the needs of each customer • You spot problems and take action, as soon as possible, to stop them getting worse • You deliver more than you promised, and try to exceed expectations • You make sure that there is continuity of service, as far as possible
Providing Excellent Customer Service Collaboration (Level 2)	• You encourage people to share information, so that they achieve the right outcome. •You ask for help from colleagues or experts outside of the Council • You try to improve your team's performance, as well as meeting your own personal goals • You try to get everyone to work together, and help to create a sense of team spirit • You take steps to manage the way that people think about you, and discuss the quality of your working relationships with others • You make time to meet people and develop a shared understanding • You build strong relationships with colleagues and customers, beyond just working together on shared tasks
Leadership	• You use your initiative to solve problems

Initiative (Level 2)	• You get other people to share their ideas and get them to take personal responsibility for their results. • You proactively try to make a difference and make things happen • You encourage everyone in the team to join in fully, improving teamwork as a result