



St. Mary's Kenmure

Senior Residential Practitioner

Salary: £43,919

Hours per week: 37.5

Why this role exists

The Senior Residential Practitioner plays a key role in ensuring that young people living at St Mary's Kenmure experience high-quality, consistent and relational care that supports their safety, wellbeing and development within a secure care environment.

As a skilled and experienced practitioner, you will work alongside young people, in their day-to-day lives, building trusting relationships and providing care that is attuned, responsive and grounded in an understanding of trauma, human development and individual need.

Alongside delivering care, you will line manage, guide and coach colleagues in how care and support are delivered each day. Through your leadership you will support others to think and respond thoughtfully in the moment, helping them to adapt their approach as situations develop. Your understanding of each young person's formulation and care plan will help you ensure that care is consistent, attuned and aligned with agreed approaches. Through your presence, judgement and approach, you will help create an environment where young people feel safe, understood and able to trust the adults around them, and where colleagues feel supported and enabled to provide consistent, high-quality care.

Through your work, everyday care remains consistent and thoughtful, shaped by what young people tell us, how they respond, and what matters to them in their day-to-day lives.

What you'll focus on and how you'll work

Build strong, meaningful relationships and deliver high quality care

- Work directly with young people to build trusting, respectful and consistent relationships.

- Provide care and support that is responsive to young people's individual needs, experiences and strengths.
- Support young people in their day-to-day lives across the campus, including where they live, learn and socialise.
- Promote young people's sense of identity, belonging and self-worth.
- Support young people to maintain relationships with people who are important to them, where appropriate.
- Encourage young people's participation, choice and involvement in decisions about their lives.

Provide leadership, line management and practice support to others

- Provide line management and leadership to a designated team of staff (including day and night shift), offering day-to-day practice guidance, mentoring, coaching and formal supervision; and extend this support and development to colleagues across the wider organisation as needed.
- Support staff through their probationary period, helping them to develop the skills, knowledge and understanding needed to work confidently and safely within the service.
- Create, model and hold space for reflection, enabling colleagues to think critically about their practice, experiences and responses.
- Support colleagues to respond to situations with confidence, care and professional curiosity, and provide emotional containment particularly where there is distress, risk or heightened emotion.
- Enable the consistent implementation of St Mary's Kenmure model of care across the team and wider organisation.
- Actively build and maintain an environment where staff feel supported, valued and able to learn and develop.
- Recognise areas where colleagues may need support, development or increased confidence, and respond through modelling and practice-based learning, creating opportunities and conditions for learning within day-to-day practice, in addition to formal training.
- Contribute to a learning culture that invests in its workforce through a clear and supportive induction pathway, high-quality supervision, and a strong commitment to continuous professional development.
- Model openness to learning, constructive and communicative feedback and continuous improvement in your own practice.
- Use your judgement to anticipate the needs of young people, the team and the wider service, taking appropriate action without the need for direction.
- Provide guidance and leadership to colleagues in the moment, helping to ensure responses to young people and team-mates are thoughtful, proportionate and aligned with agreed approaches.

Lead in planning, coordinating and reviewing of young people's care

- Contribute to the assessment of young people's needs, strengths and risks.

- Support the development, implementation and review of care plans and agreed approaches.
- Hold a clear overview of each young person's care plan, helping to ensure that what is agreed is reflected in everyday care and practice.
- Use high quality recording and reporting to identify patterns, inform care and contribute to care planning and review processes.
- Work collaboratively with families and multi-agency partners helping to ensure that agreed approaches are understood and consistently implemented in practice to support positive outcomes for young people.

Work safely and thoughtfully within a secure care environment

- Support the delivery of a safe, structured and nurturing environment for all young people.
- Work with awareness of how your role contributes to the wider functioning of the service and organisation
- Understand and respond to risk in a way that is proportionate, relational and focused on safety and wellbeing of young people and staff.
- Support the deescalation and management of situations where young people may be at risk of harm to themselves or others.
- Maintain awareness of your own responses and support others to remain calm and regulated in emotionally demanding situations.
- Use agreed approaches, including restrictive practice safely, appropriately and in line with organisational policy.

What you'll bring to the role

Experience

- Experience of working with children and young people in a residential, secure care or similar setting.
- Experience of supporting young people with complex needs, including experiences of trauma, distress or risk.
- Experience of contributing to care planning and review processes for children or adults.
- Experience of working as part of a team and contributing to a consistent approach to care.
- Experience of formal line management responsibility, including supervision, development and supporting others in practice.

Knowledge

- Understanding of child development, trauma and attachment, and how these may shape people's behaviour and relationships.
- Knowledge of evidence-based approaches which can support young people in residential or secure care settings.

- Understanding of the role of high-quality recording in supporting safe, consistent and effective care.
- Awareness of relevant legislation, policy and guidance relating to the care and protection of children and young people.
- Understanding of the importance and the benefits of young people's rights and participation.

Skills

- Ability to build and sustain positive, trusting relationships with young people.
- Strong interpersonal and communication skills, including the ability to listen, respond and adapt.
- Ability to make sound, balanced decisions in complex and emotionally demanding situations.
- Ability to remain aware, thoughtful and responsive in the moment, adapting your practice to meet young people's needs as situations develop.
- Ability to support and guide colleagues to implement agreed approaches in practice.
- Ability to analyse information from day-to-day practice to inform care, planning and decision-making
- Ability to lead others in practice in real-time, supporting consistent, thoughtful and proportionate responses across the team
- Skills in observation, assessment and reflective thinking.
- Ability to take a broad view of the service, understanding how day-to-day practice connects across teams, time and the wider organisation.

Qualifications

- SVQ Social Services (Children and Young People) SCQF Level 9
or
- An alternative practice qualification that meets SSSC requirements in the category of Supervisor in Residential Childcare Services

Personal Qualities

- Able to build warm, respectful and authentic relationships with young people and colleagues.
- Emotionally aware and able to regulate your own responses in challenging situations.
- Calm, thoughtful and consistent in your approach.
- Curious and reflective about your own practice and the experiences of others.
- Committed to learning, development and improving outcomes for young people.
- Able to work with both confidence and humility, recognising when to lead and when to seek support.
- Resilient and able to sustain presence and care in emotionally demanding environments.

How you'll know your role is making a difference

- Young people experience care that feels safe, consistent and respectful.

- Young people have trusting relationships with staff and feel listened to and understood.
- Day-to-day life of the service is calm, predictable and supportive, even at times of heightened emotion or risk.
- Staff feel supported and guided in their practice, and there is a shared, consistent approach to care.
- Practice is reflective and continually developing, informed by the experiences of young people and staff.
- Care plans and approaches are implemented consistently and adapted in response to need.
- You help shape a culture where both young people and staff feel safe, supported and able to grow.

How this difference will be experienced in day-to-day life

- Young people describe feeling safe, listened to and respected in their day-to-day care through regular feedback, participation and reduced complaints.
 - Reduction in the frequency and/or intensity of incidents and escalation, alongside evidence of attuned and consistent responses from staff.
 - Increased consistency in staff practice, evidenced through supervision, observation and feedback from young people, staff and partners.
 - Stronger alignment between care plans and day-to-day practice, evidenced through audit, review processes and multi-agency feedback.
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