

# Job Summary

## Career /Linked Grade Post

### Career/Linked Grade Progression

Career/Linked grades are in place in some roles across the council to allow development and progression within the same job role. The job summaries should be written in a way that clearly shows the different levels required at each grade and what's required to enable the post holder to progress. All new appointments will be made to a grade based on the qualifications, experience, and the role and responsibility. The appointment offer will state that advancement to a higher grade is not automatic but is dependent upon review and successful performance.

The review will assess whether the employee has met all appropriate requirements of the existing post, as specified in the relevant Role Profile and shown proper motivation, conduct and standard of performance in respect of past and current duties and responsibilities. The postholder must have demonstrated that they are working at a higher level and meet the requirements of the relevant Role Profile.

Pay progression and appointments within the Career/Linked Grade will be subject to the conditions stated in Buckinghamshire Council Employment Conditions.

### **Residential Worker (covering day and night shifts)**

#### **GRADE 2 - 4**

|                                                                                      |                                                      |                                                                       |                                                           |
|--------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Post Title</b>                                                                    | Residential Worker (Days and Night shifts)           | <b>Pay Grade</b>                                                      | Grade 2 - 4                                               |
| <b>Directorate</b>                                                                   | Children's Services                                  | <b>Line Manager</b>                                                   | Assistant Head of Home                                    |
| <b>Service Area</b>                                                                  | Children's Social Care                               |                                                                       |                                                           |
| <b>Post Number/s<br/>(Mandatory for existing posts, If multiple posts state all)</b> | Various posts across Children's residential services | <b>If existing post is the post title changing? If yes state both</b> | No<br><br>Relief Residential Worker<br>Residential Worker |
| <b>JE/GAR reference number<br/>(Mandatory for existing posts)</b>                    |                                                      | <b>Work Location<br/>(state Council office)</b>                       | County Wide                                               |
| <b>Work style</b>                                                                    | Mobile                                               | <b>Job Family &amp; Role Profile</b>                                  | People Care<br>PC02O-PC04O                                |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DBS Check Required?</b>          | <p>YES</p> <p>If YES state level of DBS required:<br/>Enhanced child and adult with child and adult barring lists</p>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Politically Restricted Post?</b> | <p>No</p> <p><i>The Local Government and Housing Act 1989 prevents certain officers from taking part in political activities, such as holding office as a local councillor.</i></p> <p><i>There are broadly two categories of restricted posts:</i></p> <p><i>Posts which are 'specified' as per Section 2(1) of the LGHA 1989 and Posts which are 'sensitive', which means that they are politically restricted by virtue of the nature of the role, rather than the job title.</i></p> |

| <b>Job Purpose and Job Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>The purpose of the relief residential worker role for days/nights is to provide consistent, high-quality care and support for children and young people within a safe, nurturing, and structured residential environment. The role is central to promoting the physical, emotional, and social well-being of each young person, working closely with them to help achieve their individual goals, develop positive life skills, and encourage their personal development. Residential workers are responsible for implementing care plans, maintaining clear boundaries, and adhering to safeguarding protocols, ensuring a supportive atmosphere where young people can feel secure, valued, and empowered.</p> <p>The role of a residential worker is situated within a highly regulated and dynamic care environment, governed by UK legislation, including the Children Act 1989, the Children Act 2014, and the Children's Homes (England) Regulations 2015. The residential worker operates within a team structure, in a 24/7 care setting that requires flexibility, resilience, and an understanding of trauma-informed care.</p> <p>Residential workers must be responsive to the complex needs of young people, many of whom may have experienced significant trauma, neglect, or adverse childhood experiences. This role requires a commitment to safeguarding, confidentiality, and equality, while adhering to Ofsted's standards and the care home's policies.</p> <p>Working closely with team members, social workers, health professionals, and families, the residential worker supports each young person's care plan by engaging in daily routines, building trusting relationships, and maintaining a stable and therapeutic environment. The role involves active participation in care team meetings, supervisions, and training, ensuring that practice aligns with the latest safeguarding and child development standards, and effectively contributes to each young person's well-being and future potential.</p> |
| <b>Main Responsibilities and Duties</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Maintain a safe, secure environment for young people by following safeguarding protocols, risk assessments, and behaviour management policies.</li> <li>• Respond to the immediate needs of young people, providing emotional support and reassurance as needed.</li> <li>• Implement individual care plans effectively, ensuring continuity of care and attention to each young person's well-being.</li> <li>• Follow daily routines as established by the home, including meal times, activities, and bedtime routines, ensuring consistency and stability for young people.</li> <li>• Establish and maintain appropriate boundaries with young people, acting as a positive role model and promoting respect and mutual understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

- Use trauma-informed approaches to support young people's behaviours, de-escalating challenging situations calmly and effectively.
- Accurately record events, observations, and any incidents during the shift in line with the home's policies, ensuring thorough, clear documentation.
- Provide detailed handovers to permanent staff at the end of each shift to support continuity of care and effective communication within the team.
- Follow confidentiality policies and share information only as appropriate with the team, respecting each young person's privacy and dignity.
- Engage young people in positive, meaningful activities that support their social, emotional, and personal development.
- Listen to and advocate for young people's views and interests, helping them to develop life skills, independence, and self-confidence.
- Recognise and celebrate young people's achievements and progress, offering encouragement and constructive feedback.
- Demonstrate flexibility and adaptability in responding to the dynamic needs of the residential setting, which may include adjusting to new care plans, emergencies, or changes in the home's routines.
- Support the home's values and objectives by contributing to a positive, respectful atmosphere, even during challenging situations or times of change.
- Attend training and keep updated with key policies and procedures, ensuring skills are aligned with current regulatory and organisational expectations.
- Work collaboratively with permanent staff, following their guidance and providing additional support where needed to ensure high standards of care.
- Communicate effectively with colleagues, contributing to a team approach that promotes the best outcomes for young people.
- Maintain a professional, respectful relationship with staff and young people, helping to foster a cohesive, supportive environment.

#### Accountability

- If this role manages a budget please state the size of the budget: N/A
- If this role monitors a budget please state the size of the budget: N/A
- How many direct reports does this job have in its reporting line? Please also indicate the grade/range of the direct reports and which legacy organisation's terms this relates to. (*e.g., BCC, AVDC, WDC or CSB*)  
N/A
- How many indirect reports does this job have in its reporting line? N/A

#### Scope for forward planning and deadlines

| Planning & deadline requirements<br>(tick all that apply): | P | Provide Job Specific Examples (Mandatory)                                                                                                                                                                                                                                                              |
|------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Up to 3 months                                             |   | <p>And up to 6 months: Objective: Establish foundational understanding of the role and complete all mandatory training, ensuring compliance with regulatory standards and the home's internal policies.</p> <p>Mandatory Training Completion: Attend and complete all mandatory training sessions.</p> |

|           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|           |  | <p>Familiarisation with Policies and Procedures: Understand key policies, including safeguarding protocols, confidentiality, behaviour support, and incident reporting.</p> <p>Initial Supervisions: Attend regular supervisions to review progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1 year    |  | <p>Achieve full competency within the role, successfully pass the probation period.</p> <p>Completion of Probationary Period: Demonstrate reliability, understanding of safeguarding responsibilities, and adherence to the home's values, gaining confidence in daily duties and expectations.</p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3-5 years |  | <p>Work independently with regular supervision. Planning of own work, typically on a daily / weekly basis.</p> <ul style="list-style-type: none"> <li>- Able to manage own time ensuring that all required tasks are completed to a high quality. Contributes to own supervision and to group staff meetings.</li> <li>- Continued Professional Development: Pursue additional training, such as advanced safeguarding, therapeutic support techniques, or specialised training aligned with the home's specific needs, demonstrating a commitment to lifelong learning and practice improvement.</li> </ul> <p>May be required to negotiate, plan tasks and activities directly with the client.</p> |

### Values and Behaviours

We expect your values and behaviours to reflect the values of the organisation:

#### Proud

- Perform to your best every day
- Cares about delivering the role and setting high standards
- Upholds the reputation of the service and the wider Council

#### Ambitious

- Ambitious to learn, develop and fulfil potential
- Ambitious to do things better
- Solution focused looking for suitable resolutions

#### Collaborative

- Effectively engages with others sharing ideas and solutions
- Able to look at things from different perspectives
- Happy to work with others to achieve outcomes

#### Trustworthy

- Accountable for actions
- Behaves professionally and to professional standards
- Quick to respond and show initiative

The following criteria will be assessed from information provided on your completed application form, during the shortlisting and assessment process, and from your references.

| <b>Knowledge, Skills and Experience<br/>(taken from role profile to complete)</b>                                                             | <b>Job Specific Examples</b>                                                                                                                                                       | <b>Essential</b> | <b>Desirable</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Demonstrable experience of working with the relevant client group and good understanding of the relevant statutory frameworks / requirements. |                                                                                                                                                                                    |                  | ✓                |
| Understanding of relevant policies and procedures regarding residential settings and children who live in a children's home                   |                                                                                                                                                                                    |                  | ✓                |
| Sensitivity and empathy to build trusting and supportive relationships with clients and families.                                             | Understanding of trauma and the affect it has on young people, their families and wider support group                                                                              | ✓                |                  |
| Experience of working shifts and showing flexibility for shift patterns                                                                       | Including day and night shifts (waking night and sleeping in)                                                                                                                      | ✓                |                  |
| Ability to be able to communicate clearly with people regardless of their age or position                                                     | Skills to influence, persuade and motivate clients to achieve agreed goals and targets                                                                                             | ✓                |                  |
| Ability to be able to listen to young people whilst interpreting their needs, wishes and feelings                                             | Working closely with young people                                                                                                                                                  | ✓                |                  |
| Willingness to grow and develop in the role taking on more responsibility and learning                                                        | Undertake learning and gain vocational qualifications                                                                                                                              | ✓                |                  |
| Proven ability to build and maintain constructive working relationships with a range of people.                                               | Proven experience of working with young people or vulnerable people and the ability to keep them safe from harm.<br><br>Proven ability to manage challenging behaviour in clients. | ✓                |                  |
| Literate and numerate. Ability to maintain required records.                                                                                  | Ability to accurately record case notes and interactions with staff, young people and professionals                                                                                | ✓                |                  |
| <b>Qualifications<br/>(taken from role profile to complete)</b>                                                                               |                                                                                                                                                                                    | <b>Essential</b> | <b>Desirable</b> |
| Relevant care qualification, such as NVQ Level 2 or equivalent or willing to study for this.                                                  |                                                                                                                                                                                    | ✓                |                  |
| Basic ICT skills including use of Microsoft applications                                                                                      |                                                                                                                                                                                    | ✓                |                  |
| Relevant vocational training                                                                                                                  |                                                                                                                                                                                    |                  | ✓                |
| <b>Other Requirements</b>                                                                                                                     |                                                                                                                                                                                    | <b>Essential</b> | <b>Desirable</b> |
| A full driving license required to be able to carry out the role                                                                              |                                                                                                                                                                                    | ✓                |                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
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| Where the role is customer-facing and the post holder is required to speak to members of the public, the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Y |
| <p>This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare:</p> <ul style="list-style-type: none"> <li>• All unspent cautions and convictions cautions</li> <li>• All adult cautions and spent convictions that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). For further information on filtering please refer to <a href="#">Nacro guidance</a>, the <a href="#">Disclosure and Barring Service (DBS) guidance</a> or <a href="#">Ministry of Justice (MOJ) guidance</a> (see, in particular, the section titled 'Exceptions Order').</li> </ul> | Y |

This job summary is not intended to be exhaustive and it is likely that duties may be altered from time to time in the light of changing circumstances, in discussion with the post holder. This job summary is intended to provide a broad outline of the main responsibilities only. The post holder will need to be flexible in developing the role with initial and ongoing discussions with the designated manager.

## Grade 3

| Main Responsibilities and Duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                                                                                                        |
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| <p>In addition to the above for Grade 3</p> <ul style="list-style-type: none"> <li>• Will lead on shifts in the absence of a duty senior (such as when they are in meetings or working directly with young people)</li> <li>• Will be required to write risk assessments</li> <li>• Will be required to contribute to care plans</li> </ul>                                                                                                                                                                                       |   |                                                                                                        |
| Accountability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                                                                                                        |
| <ul style="list-style-type: none"> <li>• If this role manages a budget please state the size of the budget: N/A</li> <li>• If this role monitors a budget please state the size of the budget: N/A</li> <li>• How many direct reports does this job have in its reporting line? Please also indicate the grade/range of the direct reports and which legacy organisation's terms this relates to. (e.g., BCC, AVDC, WDC or CSB) N/A</li> <li>• How many indirect reports does this job have in its reporting line? N/A</li> </ul> |   |                                                                                                        |
| Scope for forward planning & deadlines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                                                                                                        |
| <b>Planning &amp; deadline requirements</b><br>(tick all that apply):                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓ | <b>Provide Job Specific Examples</b>                                                                   |
| Up to 3 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   | Up to 6 months: Objective: Establish foundational understanding of the role and complete all mandatory |

|           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|           |  | <p>training, ensuring compliance with regulatory standards and the home's internal policies.</p> <p>Familiarisation with Policies and Procedures: Understand key policies, including safeguarding protocols, confidentiality, behaviour support, and incident reporting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1 year    |  | <p>Achieve full competency within the role, successfully pass the probation period.</p> <p>Completion of Probationary Period: Demonstrate reliability, understanding of safeguarding responsibilities, and adherence to the home's values, gaining confidence in daily duties and expectations.</p> <p>Independent Practice Development: Exhibit the ability to handle situations with greater autonomy, including supporting young people's care plans, participating in team discussions, and making informed decisions within the home's guidelines.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3-5 years |  | <p>Plan and organise own caseload with a high level of interaction with a range of clients and partner organisations. Work independently to an approved plan with regular supervision and guidance.</p> <ul style="list-style-type: none"> <li>- Ensure case recording is up to date and accurately reflects the matter being recorded.</li> <li>- Peer Support and Mentorship: Take on a supportive role within the team, offering guidance to newer staff members, sharing insights, and helping them to build their own competence and confidence.</li> <li>- Leverage experience and ongoing training to support young people in achieving personal goals, while serving as a model of best practices and supporting the development of the team.</li> <li>- Experience-Based Support for Young People: Use practical experience to provide consistent, personalised support to young people, advocating for their needs and empowering them to achieve positive outcomes in education, health, and personal development.</li> </ul> <p>Working primarily to daily / weekly deadlines.</p> <ul style="list-style-type: none"> <li>- Understanding of regular tasks, ensuring that they are completed within time scales and to a high standard.</li> <li>- Continued Professional Development: Pursue additional training, such as advanced safeguarding, therapeutic support techniques, or specialised training aligned with the</li> </ul> |

|                                                                                                                                                                                                                                        |  |                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                        |  | home's specific needs, demonstrating a commitment to lifelong learning and practice improvement. |
| <b>Values and Behaviours</b>                                                                                                                                                                                                           |  |                                                                                                  |
| We expect your values and behaviours to reflect the values of the organisation:                                                                                                                                                        |  |                                                                                                  |
| <b>Proud</b>                                                                                                                                                                                                                           |  |                                                                                                  |
| <ul style="list-style-type: none"> <li>• Perform to your best every day</li> <li>• Cares about delivering the role and setting high standards</li> <li>• Upholds the reputation of the service and the wider Council</li> </ul>        |  |                                                                                                  |
| <b>Ambitious</b>                                                                                                                                                                                                                       |  |                                                                                                  |
| <ul style="list-style-type: none"> <li>• Ambitious to learn, develop and fulfil potential</li> <li>• Ambitious to do things better</li> <li>• Solution focused looking for suitable resolutions</li> </ul>                             |  |                                                                                                  |
| <b>Collaborative</b>                                                                                                                                                                                                                   |  |                                                                                                  |
| <ul style="list-style-type: none"> <li>• Effectively engages with others sharing ideas and solutions</li> <li>• Able to look at things from different perspectives</li> <li>• Happy to work with others to achieve outcomes</li> </ul> |  |                                                                                                  |
| <b>Trustworthy</b>                                                                                                                                                                                                                     |  |                                                                                                  |
| <ul style="list-style-type: none"> <li>• Accountable for actions</li> <li>• Behaves professionally and to professional standards</li> <li>• Quick to respond and show initiative</li> </ul>                                            |  |                                                                                                  |

The following criteria will be assessed from information provided on your completed application form, during the shortlisting and assessment process, and from your references.

| <b>Knowledge, Skills and Experience</b><br><i>(use job family to complete)</i><br><i>In addition to Grade X above</i> | <b>Job Specific Examples</b>                                                                        | <b>Essential</b> | <b>Desirable</b> |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------|------------------|
| Able to work unsupervised during day or night shift.                                                                  | Able to manage own time and work with minimal supervision whilst on shift                           | ✓                |                  |
| Proven experience of working in a children's residential setting                                                      |                                                                                                     | ✓                |                  |
| In-depth understanding of relevant processes, procedures, support mechanisms and specialist equipment.                | Practical knowledge of a children's home setting and processes / procedures that must be adhered to | ✓                |                  |
| In-depth knowledge of relevant legislation and national guidance for good practice relevant to the client group.      | Including a firm understanding of Ofsted regulations                                                | ✓                |                  |
| Knowledge of professional support groups, external agencies and other organisations.                                  | Understanding of partner agencies and their role including health, education and police             | ✓                |                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                  |                  |
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| Proven ability to carry out client assessments within the scope of the role.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Including risk assessments and care plans           | ✓                |                  |
| Proven ability to advise and guide clients, to encourage development and to access services to which they are entitled.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Knowledge of national and local offers and support. | ✓                |                  |
| Proven ability to advise and guide clients, to encourage development and to access services to which they are entitled.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                     | ✓                |                  |
| Proven ability to interpret situations, analyse behaviours to make judgements and deliver interventions to achieve outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                     | ✓                |                  |
| <b>Qualifications</b><br><i>(use job family to complete)</i><br><b>In addition to Grade X above</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     | <b>Essential</b> | <b>Desirable</b> |
| NVQ2 / NVQ 3 in relevant subject or willing to study for this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     | ✓                |                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                  |                  |
| <b>Other Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                     | <b>Essential</b> | <b>Desirable</b> |
| A full driving license required to be able to carry out the role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                     | ✓                |                  |
| Where the role is customer-facing and the post holder is required to speak to members of the public, the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                     | Y                |                  |
| This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare: <ul style="list-style-type: none"> <li>• All unspent convictions and conditional cautions</li> <li>• All spent convictions and adult cautions that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020 and 2023).</li> </ul> For further information on filtering please refer to <a href="https://www.nacro.org.uk/guidance">Nacro guidance (nacro.org.uk)</a> and the <a href="#">guidance published by the Ministry of Justice</a> (see, in particular, the section titled 'Exceptions Order'). |                                                     | Y                |                  |

This job summary is not intended to be exhaustive and it is likely that duties may be altered from time to time in the light of changing circumstances, in discussion with the post holder. This job summary is intended to provide a broad outline of the main responsibilities only. The post holder will need to be flexible in developing the role with initial and ongoing discussions with the designated manager.

## Grade 4

| Main Responsibilities and Duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In addition to the above for Grade 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Will lead on shifts in the absence of a duty senior (such as when they are in meetings or working directly with young people)</li> <li>Will be required to write risk assessments</li> <li>Will be required to write care plans</li> <li>Will support with supervision of staff on lower grades</li> <li>Will oversee duties and tasks allocated to key workers are carried out to the expected standard</li> </ul>                                                                       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Accountability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>If this role manages a budget please state the size of the budget: N/A</li> <li>If this role monitors a budget please state the size of the budget: N/A</li> <li>How many direct reports does this job have in its reporting line? Please also indicate the grade/range of the direct reports and which legacy organisation's terms this relates to. (<i>e.g., BCC, AVDC, WDC or CSB</i>) N/A</li> <li>How many indirect reports does this job have in its reporting line? N/A</li> </ul> |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Scope for forward planning & deadlines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Planning & deadline requirements<br>(tick all that apply):                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ✓ | Provide Job Specific Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Up to 3 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   | <p>Up to 6 months: Objective: Establish foundational understanding of the role and complete all mandatory training, ensuring compliance with regulatory standards and the home's internal policies.</p> <p>Mandatory Training Completion: Attend and complete all mandatory training sessions.</p> <p>Familiarisation with Policies and Procedures: Understand key policies, including safeguarding protocols, confidentiality, behaviour support, and incident reporting.</p> <p>Initial Supervisions: Attend regular supervisions to review progress, reflect on experiences, and address any initial questions or challenges.</p> |
| 1 year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   | <p>Achieve full competency within the role, successfully pass the probation period.</p> <p>Completion of Probationary Period: Demonstrate reliability, understanding of safeguarding responsibilities, and adherence to</p>                                                                                                                                                                                                                                                                                                                                                                                                          |

|           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |  | <p>the home's values, gaining confidence in daily duties and expectations.</p> <p>Independent Practice Development: Exhibit the ability to handle situations with greater autonomy, including supporting young people's care plans, participating in team discussions, and making informed decisions within the home's guidelines.</p> <p>Feedback and Self-Reflection: Engage in feedback processes, showing a reflective approach to practice and identifying areas for future growth</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3-5 years |  | <p>Plan own time and may co-ordinate the work of others. Plan, organise and / or deliver interventions and actions and co-ordinate with other agencies to deliver the service.</p> <ul style="list-style-type: none"> <li>- Role-Modelling for Colleagues: Demonstrate best practices in all interactions, from conflict resolution to care planning, acting as a role model for junior staff and helping to establish a positive, respectful culture in the home.</li> <li>- Peer Support and Mentorship: Take on a supportive role within the team, offering guidance to newer staff members, sharing insights, and helping them to build their own competence and confidence.</li> <li>- Leverage experience and ongoing training to support young people in achieving personal goals, while serving as a model of best practices and supporting the development of the team.</li> <li>- Experience-Based Support for Young People: Use practical experience to provide consistent, personalised support to young people, advocating for their needs and empowering them to achieve positive outcomes in education, health, and personal development.</li> </ul> <p>Planning of work is on a weekly / monthly basis.</p> <ul style="list-style-type: none"> <li>- Understand what is on the forward plan and manage own time to ensure that tasks are completed or delegated if unable to meet deadlines.</li> <li>- Continued Professional Development: Pursue additional training, such as advanced safeguarding, therapeutic support techniques, or specialised training aligned with the home's specific needs, demonstrating a commitment to lifelong learning and practice improvement.</li> </ul> |

### Values and Behaviours

We expect your values and behaviours to reflect the values of the organisation:

#### Proud

- Perform to your best every day
- Cares about delivering the role and setting high standards
- Upholds the reputation of the service and the wider Council

**Ambitious**

- Ambitious to learn, develop and fulfil potential
- Ambitious to do things better
- Solution focused looking for suitable resolutions

**Collaborative**

- Effectively engages with others sharing ideas and solutions
- Able to look at things from different perspectives
- Happy to work with others to achieve outcomes

**Trustworthy**

- Accountable for actions
- Behaves professionally and to professional standards
- Quick to respond and show initiative

The following criteria will be assessed from information provided on your completed application form, during the shortlisting and assessment process, and from your references.

| <b>Knowledge, Skills and Experience</b><br><i>(use job family to complete)</i><br><i>In addition to Grade X above</i>                                                                     | <b>Job Specific Examples</b>                                                                  | <b>Essential</b> | <b>Desirable</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------|------------------|
| Able to work unsupervised during day or night shift.                                                                                                                                      | Able to manage own time and work with minimal supervision whilst on shift                     | ✓                |                  |
| Extensive experience of working in a children's residential setting                                                                                                                       |                                                                                               | ✓                |                  |
| Extensive practical experience of working with clients and client groups with complex needs                                                                                               | And with trauma related experiences                                                           | ✓                |                  |
| Authoritative knowledge of legislation, processes, procedures and issues relating to the client group                                                                                     | Working knowledge of legislation including Ofsted regulations                                 | ✓                |                  |
| Proven ability to carry out client risk assessments to identify eligibility for service provision and / or risk of harm.                                                                  | Thorough risk assessments and care plans                                                      | ✓                |                  |
| Proven ability to advise and guide clients to encourage development and to access services to which they are entitled.                                                                    | Knowledge of national and local offers and support.                                           | ✓                |                  |
| Proven ability to influence based on facts and evidence, a range of audiences with differing competence and abilities. Ability to communicate one to one and with specific client groups. | Being able to articulate messages clearly so that they are understood by all people concerned | ✓                |                  |
| Able to deputise for Duty senior in their                                                                                                                                                 | During the absence of a duty senior,                                                          | ✓                |                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                      |                  |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------|------------------|
| absence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | able to stand in for them for all queries and issues |                  |                  |
| <b>Qualifications</b><br><i>(use job family to complete)</i><br><i>In addition to Grade X above</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      | <b>Essential</b> | <b>Desirable</b> |
| Level 3 Diploma, HNC or equivalent for the Children and Young People's Workforce (Social Care)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                      | ✓                |                  |
| <b>Other Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                      | <b>Essential</b> | <b>Desirable</b> |
| A full driving license required to be able to carry out the role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                      | ✓                |                  |
| Where the role is customer-facing and the post holder is required to speak to members of the public, the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                      | Y                |                  |
| This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare: <ul style="list-style-type: none"> <li>• All unspent convictions and conditional cautions</li> <li>• All spent convictions and adult cautions that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020 and 2023).</li> </ul> For further information on filtering please refer to <a href="https://www.nacro.org.uk/guidance">Nacro guidance (nacro.org.uk)</a> and the <a href="#">guidance published by the Ministry of Justice</a> (see, in particular, the section titled 'Exceptions Order'). |                                                      | Y                |                  |

This job summary is not intended to be exhaustive and it is likely that duties may be altered from time to time in the light of changing circumstances, in discussion with the post holder. This job summary is intended to provide a broad outline of the main responsibilities only. The post holder will need to be flexible in developing the role with initial and ongoing discussions with the designated manager.