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Care/ Support Worker Role Description (Full Time)

(37.5 hours. Part-time, weekend and casual/bank posts also available)

About Us

Thomas More Project is a charity supporting people with learning disabilities to live the life they choose. We are committed to providing the best possible support and to improving and developing our services now and in the future. We provide homes that enable people to live as independently as they can.

Vision: People are supported to live with equal rights and opportunities

Mission: We support people to live fulfilling lives

Values:

Excellence: We are committed and passionate in supporting people, constantly striving to improve.

Working Together: We work by building trusting relationships with people we support, families and professionals and maintaining a positive culture of reflection and learning.

Inclusion: We welcome the richness of diversity, promote and respect equality and prevention discrimination across culture, religion, race, disability, sexual orientation and gender identity.

Dignity and respect: We acknowledge the individual strengths and abilities of each person, supporting them to make choices, identify and achieve their goals. We put the person at the heart of everything, respecting their dignity and privacy.

Our homes: We provide supported living services to three individuals with learning disabilities living in our shared home. We support 11 adults with learning disabilities to live as independently as possible in our relaxed, friendly residential care home.

Our people: We value, train and develop our staff and volunteers so that as an organisation we are able to provide the best possible support. We are a small, friendly staff team with good relationships with the people we support.

Care / Support Worker Role Description

Accountable to: Service Manager

Service location: Our support workers work across our Supported Living Service and Residential Care Home, with some specialising in one service or the other depending on their skills and experience and shifts patterns.

Geographic location: Henleaze, Bristol or at other locations as may be required.

Hours: 37.5 hrs per week plus unpaid breaks. Shift pattern includes working alternate weekends, bank holiday cover, optional sleep-ins and flexibility to work to a rota to fit with the service's needs.

Full time/ Casual/ Weekend work? We are also looking for full time, weekend and casual staff

Pay: £9.00 - £9.27 per hour depending on qualification and experience. Optional sleeping nights paid in addition to basic hours and salary. On-call retainer paid to staff eligible to participate in on-call rota.

Job Summary

Under the leadership of the Registered Manager/Service Manager, you will work as part of a team to support people with learning disabilities who access The Thomas More Project's services.

- To provide high quality support to individuals in their own home based on assessed need, person-centred plans, risk assessments and housing related support that meet the requirements of The Thomas More Contracts. (Supported Living)
- To provide high quality support and care, including personal care to people living in our care home, supporting them to live a fulfilling life as independently as possible in the community. Meeting their requirements and those of our contracts and CQC. (Residential Care)

Key Responsibilities

- To support people with a positive, respectful and empowering attitude, recognising their strengths and abilities, and supporting them to achieve their goals and improve their wellbeing. (See values below). Working with risk assessments and support plans.
- Assisting people to maximise their independence, upholding their choices and wishes.
- To develop good, professional relationships and communicate effectively, understanding how power can be misused and working to redress the imbalance
- To respond to the needs of individual's in relation to the nature of their learning disability. To understand the effect that the service setting has on the service user, understand that you are working in someone's home and acting accordingly.
- To communicate effectively using different techniques appropriate for each person
- To work within a clear understanding of our values (see below), policies and procedures and any regulations governing the provision of the services, including equal opportunities.
- To develop a thorough knowledge of safeguarding / abuse issues, mental capacity act and deprivation of liberty safeguards and follow relevant procedures.
- To maintain appropriate levels of confidentiality, respecting dignity and privacy with an awareness of the obligation to report.
- To use your initiative and work productively as part of a team and effectively alone, prioritising your workload and keeping records as required.
- To comply fully with all statutory and mandatory legislation and CQC code of practice including that required for health and safety at work.
- To support and advise service user's to manage their money themselves, and to handle organisational resources in accordance with policy and procedure.
- To complete delegated tasks at the discretion of your line Manager

- To promote a positive image of the organisation and people with disabilities.
- To identify any issues which may affect work practice and reporting these before practice is affected. To report any concerns to your manager.

Specific Responsibilities (Supported Living)

- To support and advise individuals on issues relating to their lives in line with the Mental Capacity Act.
- To Support service users to work towards independence from the service.
- To promote the development of self-medication for all users as prescribed by a Medical Practitioner, within the expectation of the company's policy and training, as required.
- To advise and support service users to develop relationships with each other and others.
- To advise and support service users in planning and arranging all aspects of daily living activities where there is a clearly identified support need.

Specific Responsibilities (Residential Care)

- To help people with their personal care needs as necessary whilst supporting them to be as independent as possible or as they wish to be.
- To prepare healthy and nutritious food and drinks for residents – engaging them in choice and preparation
- To help them to develop life skills at home and in the community.
- As a Keyworker you will be more involved with a small number of residents including liaising with their families, making and supporting them to appointments and presenting information on their behalf as required.
- To help make sure the home is clean and tidy and that it is a safe, friendly and homely place to be in. You may do these tasks yourself, work alongside and support residents to do them, or encourage residents to do these tasks independently.
- To administer medication to residents when required or assisting them in self-medicating after receiving appropriate training.
- To work safely and modelling this practice; modelling appropriate behaviours
- To drive for the home/residents using transport including a long wheel based minibus.

The job description is not an exhaustive list of duties but is intended to give a general indication of the range of work undertaken and will vary in detail in the light of changing demands and priorities and needs of residents. Substantive changes in the range of work undertaken will be carried out in consultation with the post holder.

Training and supervision:

- To take responsibility for self-development, discussing this in supervision and team meetings.
- All staff must participate fully in induction, mandatory and additional training, supervision and team meetings at times set to suit the project and completing required paperwork.
- Pay rises will be offered on completion of your probationary period and care certificate, and on completion of your NVQ 2. (This does not apply to casual staff who are employed on a flat rate)
- Access to train for your NVQ 2 is possible on successful completion of the probationary period and care certificate.

- The post holder will need to develop a clear understanding of their role within the organisational structure and participate in a regular supervision.

Care/ Support Worker Person Specification

	Attribute	Essential	Desirable	
Skills	A positive, can do-attitude	X		
	Uses initiative, problem solver	X		
	Good communication skills – clients, stakeholders and professionals	X		
	Commitment to learning and development	X		
	Builds effective and appropriate relationships	X		
	Calm, patient and level headed	X		
	Empowers, enables and encourages others	X		
	Kind, caring and compassionate	X		
	Literacy and Numeracy Skills -GCSE / NVQ level 2 standard	X		
	Reflective Practice		X	
	Basic IT skills	X		
	Full UK Driving License and happy to drive project vehicles as necessary	X		
	Knowledge	Local Services and access		X
		Understanding of confidentiality theory and practice Understanding of MCA, DOLS, Safeguarding and whistle-blowing		X
Understanding of welfare and benefits system			X	
Qualification relevant to work role e.g. NVQ / Diploma			X	
Experience		Experience of working with people with learning disabilities		X
	Experience of working with the community Providing support and/or care		X	
	Using Support Plans		X	
	Supporting clients to meet goals and SMART goal setting		X	
	Liaising with relevant professionals and joint working		X	
Values	Drive to provide the best possible support and care to increase individuals' wellbeing (see values below).	X		
	Desire to enable independence through positive risk taking	X		
	Commitment to person centred support and involving clients, including flexible working practices	X		
	Commitment to uphold people's dignity and respect their individuality	X		
	Tackling discrimination and inequality	X		

Excellence: We are committed and passionate in supporting people, constantly striving to improve.	
What we want to see	What we don't want to see
People doing their best, being flexible and proactive.	Doing the minimum, not using time effectively
Staff are curious, creative and courageous in trying new approaches, using technology, focusing on goals. Using resources effectively. Continuously improving.	Risk avoidance at all costs. Rigid and inflexible. Fear of asking questions. Wasting money, time or other resources. Thinking 'we're good enough'.
Sharing knowledge, learning from mistakes, training, reflecting, accepting feedback, building on strengths.	Not developing skills, training or sharing knowledge. Hiding mistakes. Just doing 'what we have always done'.
Actively using policies, procedures and training	Ignoring policies, regulations and procedures.
Honesty and transparency	Secrecy, complacency

Working Together: We work by building trusting relationships with people we support, families and professionals and maintaining a positive culture of reflection and learning.	
What we want to see	What we don't want to see
Smiling, friendly, relaxed staff. Respectful, trustworthy.	Poor relationships, disrespectful, grumpy, unfriendly.
Clear, open, timely, appropriate communication with people, families, colleagues and professionals	Lack of/poor communication. Unprofessional style. Not passing on/ picking up information. Curt/one word answers.
Recognising every person's job is essential.	Focus on hierarchy/ dismissing some roles
Understand your role, going the extra mile.	Not going the extra mile, doing the minimum.
Recognising others' strengths, supporting people to develop. Challenge the idea not the person.	Criticising weakness, not supporting learning, ignoring strengths, bullying.
Good leadership, "Open door", supportive.	Criticism for asking questions, lack of support
Good timekeeping and attendance, low sickness.	Being late, poor attendance record.

Inclusion: We welcome the richness of diversity, promote and respect equality and prevention discrimination across culture, religion, race, disability, sexual orientation and gender identity.	
What we want to see	What we don't want to see
Embracing diverse views, approaches and preferences. Openness. Being culturally sensitivity	A once size approach, expecting everyone to 'be the same', and to 'fit in'. Difference seen as a problem.
Inclusion, making changes to include people.	Exclusion, discrimination
Challenging discrimination. Helping others behave inclusively.	Standing by or allowing/ ignoring discrimination or exclusion.

Dignity and respect: We acknowledge the individual strengths and abilities of each person, supporting them to make choices, identify and achieve their goals. We put the person at the heart of everything, respecting their dignity and privacy	
What we want to see	What we don't want to see
Taking time with each person you support. Knowing them, sharing info with their team. Encouraging individual goals, being creative in helping them to achieve.	Assuming you already know, forgetting that people change, not caring about goals or supporting people to achieve them. 'Task' focus or one size fits all.
Sensitivity to personal care and personal space, seeking consent every time, for everything.	Insensitivity personal care and spare, failure to seek consent every time
Maintaining confidentiality	Breaching confidentiality
Encouraging and respecting choices, informed risk-taking, seeking preferences, giving choices.	Minimizing or overriding choice, assuming choices and preferences cannot be made
Actively listening. Communicating using appropriate language/ good body language/ humour	Dismissing, ignoring or assuming. Non-communication, poor communication, inappropriate use of humour.
Excellent recording: clear, timely, factual, informed	Lack of detail in recording, subjective, lack of reasoning.

Managing challenging behavior sensitively and appropriately, least restrictive way, de-escalate.

Being restrictive, failing to deescalate behavior early on leading to more distress for people we support.