

## Kent County Council

### Job Description: *Children's Senior Support Worker*

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| <b>Directorate:</b>    | <b>Children, Young People, and Education</b> |
| <b>Unit/Section:</b>   | <b>Children's In House Services</b>          |
| <b>Grade:</b>          | <b>KSF</b>                                   |
| <b>Responsible to:</b> | <b>Registered Manager</b>                    |

### **Purpose of the Job:**

To lead shifts and work as a member of a team providing a nurturing and safe environment which promotes the emotional and physical wellbeing of the children and young people accessing the children's home.

### **Main duties and responsibilities:**

- **Shift Leadership and Practice Oversight:** Lead shifts to provide safe, high quality day to day care and support to children and young people, promoting positive support practices and leading by example in line with individual support and behaviour plans.
- **Assessment, Care Planning and Outcomes:** Contribute to the assessment of children and young people's individual needs and the development, implementation and review of detailed support and behaviour plans to support positive outcomes.
- **Child Centred Practice and Equality:** Support children and young people to express their views, wishes and feelings, ensuring their voices are heard and communicated to the team, while promoting equality, anti discriminatory practice, rights, identity and choice in line with the Kent Code of Practice.
- **Compliance, Safeguarding and Health & Safety:** Maintain up to date knowledge of Directorate policies, Children's Homes Regulations 2015, the Care Standards Act and Ofsted Quality Standards, advising management of any health and safety risks that may impact the safe running of the home or the care of children and young people.
- **Recording, Communication and Multi Agency Working:** Support accurate and timely completion of daily records and associated documentation, liaising closely with colleagues and external professionals to ensure effective and coordinated service delivery.
- **Staffing and Operational Cover:** Ensure appropriate staffing cover during shifts, including out of hours in the absence of the Registered Manager, to maintain safe staffing levels and continuity of care.
- **Medication, Development and Supervision:** Undertake and maintain training and competency in medication management, ensure medicines are administered in line with standard operating procedures, participate fully in training, supervision and appraisal processes, and support the development and supervision of other staff.

- **Environment and Housekeeping Oversight:** Take responsibility for the day to day maintenance and housekeeping of the home in the absence of the Registered Manager, promoting a safe, welcoming and well organised environment.

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

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### Person Specification: *Children's Senior Support Worker*

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The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

|                                            | CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>QUALIFICATIONS</b>                      | <ul style="list-style-type: none"> <li>• Educated to GCSE level in English and Maths.</li> <li>• Level 4 Diploma in Residential childcare or equivalent, or willing to work towards this.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>EXPERIENCE</b>                          | <ul style="list-style-type: none"> <li>• Proven experience working with children and young people.</li> <li>• Knowledge/experience in using positive behaviour support and/or therapeutic support approaches.</li> <li>• Experience of leading a small staff team on shift.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>SKILLS AND ABILITIES</b>                | <ul style="list-style-type: none"> <li>• Ability to relate theory to practice.</li> <li>• Ability to recognise the needs of a child/young person as paramount.</li> <li>• Ability to lead a staff team and role model good practice.</li> <li>• Ability to use initiative.</li> <li>• Able to communicate effectively at all levels.</li> <li>• Ability to write reports and maintain records accurately.</li> <li>• Ability to prioritise, organise self and others.</li> <li>• Ability to plan and deliver a range of social recreational activities, both community and centre based.</li> </ul>                                                                                                                                     |
| <b>KNOWLEDGE</b>                           | <p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Children Act 1989 &amp; 2004;</li> <li>• Children's Homes Regulations 2015 &amp; Quality Standards;</li> <li>• Theoretical understanding of child development;</li> <li>• Understanding of separation and loss;</li> <li>• Comprehensive knowledge of Health and Safety;</li> <li>• Knowledge of the supervision process.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| <b>KENT VALUES AND CULTURAL ATTRIBUTES</b> | <p><b>Kent Values:</b></p> <ul style="list-style-type: none"> <li>• We are <b>brave</b>. We do the right thing, we accept and offer challenge</li> <li>• We are <b>curious</b> to innovate and improve</li> <li>• We are <b>compassionate</b>, understanding and respectful to all</li> <li>• We are <b>strong together</b> by sharing knowledge</li> <li>• We are all <b>responsible</b> for the difference we make</li> </ul> <p>Our values enable us to build a culture that is:</p> <p><b>Flexible/agile</b> - willing to take (calculated) risks and want people that are flexible and agile</p> <p><b>Curious</b> - constantly learning and evolving</p> <p><b>Compassionate and Inclusive</b> - compassionate, understanding</p> |

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|  | <p>and respectful to all</p> <p><b>Working Together</b> - building and delivering for the best interests of Kent</p> <p><b>Empowering</b> - Our people take accountability for their decisions and actions</p> <p><b>Externally Focused</b> - Residents, families and communities at the heart of decision making</p> |
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