


APPENDIX 5: Job Description

 WOKINGHAM BOROUGH COUNCIL		Job Description		Job Reference	
Job Title		Children’s Residential Support Worker / Senior Children’s Residential Support Worker (on completion of career progression framework)			
Service		Children’s Services	Team	Registered Children’s Homes	
Location		Wokingham Borough Council’s Registered Children’s Homes			
Reports to		Children’s Residential Team Leaders, Assistant Managers and Registered Manager			
Responsible for		Assisting in the provision of a positive living experience for the resident young people by caring for their physical, emotional and social needs. Bridges: Assisting in the provision of a positive short break experience for young people with disabilities by caring for their physical, emotional and social needs.			
Grade		Type of position:		Date	
Grade 5 to 6		Permanent		January 2025	
<p>This job description has been designed to indicate the general nature and level of work required of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed.</p>					
<p><u>Service Purpose</u></p> <p>Vision</p> <p>Wokingham Borough Council has a range of registered children’s homes delivering short breaks to 52-week residential provision. These homes enable more children with complex needs to remain in or return to Wokingham to avoid the use of unregistered placements or children living away from their communities and networks.</p> <ul style="list-style-type: none">Discharge of the statutory function of the Director of Children’s Services, in conjunction with the Lead Member.Provision of high quality and effective services to children, young people and families.					

- Provision of effective and high-quality safeguarding services for children and young people at risk of harm.
- Delivery of exceptional support and challenge to schools, recognising the council's enduring responsibility to promote the best outcomes possible for its children and students.
- Assurance that the council is effective, ambitious, and successful as a Corporate Parent to the children and young people in its care.
- Development and implementation of effective strategic commissioning for children and adults, working effectively with partners to secure good outcomes.
- Delivery of effective and efficient services offering good value for money.

Purpose of the role

To support the delivery of a professional, child centered service in accordance with the relevant regulations, legislation, guidance, codes of practice, policy and procedures.

Ensure that the Council's Equal Opportunities policy is promoted and adhered to, and that the home functions in such a manner that staff and children understand, recognise and celebrate the diversity of cultures and beliefs of the children and within communities

Main Accountabilities

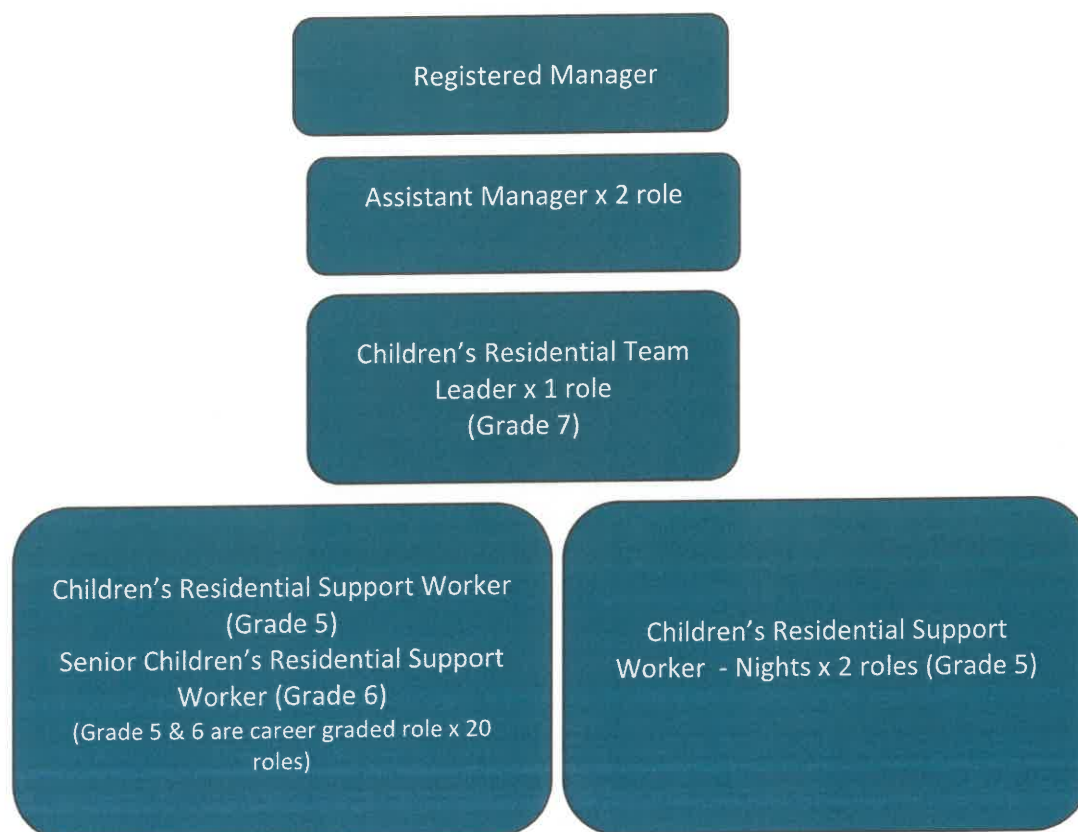
The QCF Level 3 qualification or its equivalent, as well as two years of role experience, are prerequisites for the assignment and advancement from a grade 5 to a grade 6 post.

1	To provide a high standard of care for the children and young people living at a home or having short break. Ensuring that they have opportunity and support to develop and grow to their full potential.
2	To support the Homes Manager to ensure that the service meets its statutory responsibility and is compliant with the Children's Homes Regulations (2015) England and to fulfil the obligations set out in the National Minimum Standards for Children's Homes 2002.
3	To support the Homes Manager to exceed expectations at Inspection and Regulation 44 visits in terms of delivering positive outcomes for young people. This includes participating in updating and maintaining the Statement of Purpose, relevant policies, procedures, and guidelines and keeping up to date with changes and best practice.
4	To be responsible for being aware of and adhering to all safeguarding aspects in the home.
5	Participate in effective supervision, staff development and training, in accordance with HR and Health and Safety policies to support the development of a professional team that performs to the highest standards.
6	To take immediate action when the welfare or safety of children or young people is at risk and when appropriate working with local multi-agency teams, ensuring an open culture in which children feel that they can raise issues and complaints and that they will be listened to. This may require a variety of formal and informal communication techniques.

7	To assist the Homes Manager, where required, in maintaining effective working relationships with local services, partner agencies and the community, e.g., teachers, doctors, psychiatrists, health visitors, police officers, physiotherapists, speech and language therapists, occupational therapists, community nurses, school nurses, CAHMS, and LD CAHMS.
8	To act as a Link / key worker to a child / children and complete all duties required within the Link / Key worker role. E.g. maintain a child's records, attend meetings and be a point of contact within the home.
9	All staff are expected to provide a responsive service to emergency situations, ensuring the safety and wellbeing of the child. Grade 6 staff will co-ordinate and lead shifts and be accountable for decisions which ensure the home runs safely and smoothly within their delegated authority. This may include being available for discussion, advice and decision making.
10	To be a positive role model and support the Homes Manager to ensure that an equal opportunities and anti-discriminatory perspective which informs all aspects of the work of the home. This will support children with their identity, connections to their networks and communities, self-esteem, independence and to overcome societal barriers that may otherwise impact them.
11	Ensure that the Council's Equal Opportunities policy is promoted and adhered to, and that the home functions in such a manner that staff and children understand, recognise and celebrate the diversity of cultures and beliefs of the children and within communities
12	Carry out other daily tasks, including administering medication, personal care, housekeeping and cleaning and other reasonable requests.
Supervision Received	Formal monthly supervision with allocated supervising Assistant Homes Manager.
Supervision Given	<p>No formal supervision responsibilities are required of Grades 5 and 6.</p> <p>However, Grade 6 staff are expected to support new staff and those grade 5 staff obtaining their qualifications through buddy systems and by always demonstrating and encouraging best practice.</p> <p>Grade 6 staff will also act as shift leaders and will be required to demonstrate that they are able to lead the team in the absence of more senior staff.</p>
Contacts & Working Relationships	<p>Working collaboratively with Quality Assurance teams to ensure excellent safeguarding standards and accurate information is recorded and maintained.</p> <p>Integrated working with Corporate Parenting colleagues from Here 4 U, COMPASS and fostering to provide respite, placements support and easier transition/step down for children and young people when appropriate.</p>

	<p>Forming strong and robust working relationships with health, education, Youth Offending Team and neighbourhood police colleagues to ensure we are meeting the needs of the children and keeping them as safe as possible.</p> <p>Integrated working with internal colleagues from the Children with Disabilities Service.</p>
Management of resources or budget	<p>Grade 5 staff will need to demonstrate that they have a basic understanding of petty cash / procurement card procedures, they will be able to allocate allowances for young people in advance with support from managers.</p> <p>Grade 6 staff will need to have a more comprehensive understanding of the finance procedures of the homes and may be given delegated responsibilities for areas of expenditure or budget.</p>
Special Factors	<p>Grade 5 and 6 staff will be responsible for seeking staff cover in the event of sickness.</p> <p>Grade 5 and 6 will be required to work Monday – Sunday on a shift basis, including unsociable hours. You will be required to work weekends, sleeping in duties, and in exceptional circumstances, a waking night.</p> <p>All staff are required to attend Team Meetings and Training events. This may require part time and waking night staff to have additional flexibility to ensure attendance where required.</p> <p>Staff will be required to travel to visit children and young people placed in other provisions within and outside the borough as part of a new placement matching process with the manager's support.</p> <p>An Enhanced DBS is required.</p> <p>A full UK Driver's License is desirable to drive the home's vehicles</p>

Organisation Chart



Children's Residential Support Worker / Senior Children's Residential Support Worker (on completion of career progression framework)

Person Specification		
Qualifications	Essential	Desirable
Grade 5	Professional qualification in (recognised and current) QCF Level 3 in Residential Childcare, or equivalent. Or willingness to work towards this within	Alternative childcare qualifications i.e., NNEB

	the statutory timescales.	
Grade 6	<p>Professional qualification in (recognised and current)</p> <p>QCF Level 3 in Residential Childcare, or equivalent.</p> <p>Willingness to undertake another qualification relating to their role. This will be decided via CPD discussion, appraisal, and supervision.</p>	
Technical Skills.	Essential	Desirable
Grades 5 and 6	Takes ownership of their responsibilities, meets deadlines and understands their accountabilities.	
Grades 5 and 6	Problem solving skills and ability to deal with sensitive issues, manage conflicting views and expectations and cope with unpredictable issues and behaviour.	
Grades 5 and 6	Ability to work in accordance with guidance and policy based on a variety of legislation relating to care, health needs and health and safety requirements to ensure the service is always compliant.	

	<p>Grade 6</p> <p>Staff may be delegated specific areas of responsibility to monitor / lead on / train others.</p>	
Grades 5 and 6	<p>Ability to work with children who may display distressed / dysregulated behaviour or have health needs once trained to do so.</p> <p>Ability to understand and use range of formal and informal communication techniques.</p> <p>Grade 6</p> <p>Staff will have the ability to take the lead with more complex children and support grade 5 staff to develop skills.</p>	
Grades 5 and 6	<p>Be able to use recording systems in the home.</p> <p><i>Grade 5</i></p> <p>Proficient IT skills for report writing and record keeping. Also, the ability to participate and represent the service at meetings.</p> <p><i>Grade 6</i></p>	

	Proficient IT skills for complex report writing and management information purposes. Also, the ability to lead or represent the service at meetings and support grade 5 staff where required.	
Grade 5 & 6	<p>Ability to build and maintain relationships with young people and families, through the link / key worker system.</p> <p><i>Grade 6</i> Ability to work with young people and families where there are more complex needs or dynamics.</p>	
Grades 6	Demonstrate shift leadership and performance skills and the ability to direct a team to meet children's needs.	
Knowledge	Essential	Desirable
Grade 5 & 6	Knowledge of the impact separation, disability, or other challenges that can have on children and their families to be able to actively demonstrate empathy and understanding.	
Grades 5 and 6.	Carry out all duties with an awareness and understanding of	

	the safeguarding requirements within the home.	
Grades 5 and 6.	<p>Carry out all duties and responsibilities with reasonable care for the health and safety of ourselves and others and report any potential hazards or unsafe practices to the line manager / property services that cannot be immediately dealt with.</p> <p><i>Grade 6</i></p> <p>Staff may be given specific delegated areas of responsibility in relation to Health and Safety which they will be expected to monitor and lead on</p>	
Grades 6	A good understanding of both 'strength based' and 'outcome' focused work, with a demonstrable knowledge of appropriate and effective evidence-based problem-solving interventions with children, young people and families, and the skills to support grade 5 staff in developing these where needed.	
Grade 5 and 6		<p><i>Grade 5</i></p> <p>Will have the ability, with</p>

		<p>support if required, in the effective use of care assessment frameworks and tools to produce appropriate, sound, evidence-based care paperwork, identifying strengths and risks, and use these to produce outcomes-focused, individualised care plans that are reviewed and updated appropriately.</p> <p><i>Grade 6</i> Staff will have a proven ability to carry out this work and the ability to support less experienced staff to deliver accurate paperwork.</p>
Experience	Essential	Desirable
Grades 5 and 6	<p><i>Grade 5</i> Some experience of working with vulnerable adults or children</p> <p><i>Grade 6</i> Experience of working in children's residential setting</p>	<p><i>Grade 5</i> 2 years' experience in children's residential setting</p> <p><i>Grade 6</i> 3 years' experience in children's residential setting</p>
Grades 5 and 6	<p><i>Grade 5</i> Demonstrable experience of working</p>	

	effectively with others within and / or across services to achieve shared goals.	
	<p><i>Grade 6</i></p> <p>Experience of residential care, working with children, their families and partner agencies, to achieve the best outcomes for children, demonstrating a clear understanding of the legislative requirements and range of issues that impact on children and young people's lives.</p>	
Grade 6		Experience of supporting complex individuals and the ability to assess, respond and support less experienced staff in dealing with complex and high risk / high emotion contexts.
Grade 6	Experience of shift leading staff with different backgrounds and skills and supporting their development.	
Other	Essential	Desirable
Grades 5 and 6	Manage your health and wellbeing and the knowledge of where	

	<p>to find internal support through the HR hub.</p> <ul style="list-style-type: none"> • Grade 6 <p>Staff will be able to effectively prioritise, whilst responding to unexpected issues, deadlines and a changing environment</p>	
Grades 5 and 6	Will be required to work unsociable hours.	
Completed by:	David Green	Date: 3 April 2025