



GENERIC ROLE PROFILE

Organisational Fit	
ROLE TITLE: Support Worker – Learning Disability	REPORTS TO: Team Leader/Project Worker II
DEPARTMENT: Service Performance	GRADE: 2
	PAY RANGE: Standard
ROLE PURPOSE: To enable Service Users with individual needs to improve their quality of life within their community whilst remaining within Turning Point policy, procedures, and budget. To promote independence, wellbeing and healthy life choices among service users. To monitor, supervise and provide support to services users as part of a team.	

Key Generic Accountabilities	Key Generic Activities / Decision Areas
1. Quality	To maintain a high level of quality in service provision by:- <ul style="list-style-type: none"> ▪ Meeting quality expectations and agreed performance criteria ▪ Participating and utilise management information and data collection systems as appropriate ▪ Contributing to the continuous improvement of the service
2. Own Development	To continuously review own performance and development needs to assist growth and development by:- <ul style="list-style-type: none"> ▪ Participating in open two-way dialogue during Performance Management meetings agreeing own task and development objectives and reviewing these and overall performance against the competency framework. ▪ Participating in training and other development opportunities as agreed within the Performance Management process.
3. Health & Safety & Risk Management	To ensure a safe working environment for self and colleagues by:- <ul style="list-style-type: none"> ▪ Ensuring good standard of housekeeping is maintained with own area ▪ Ensuring risk assessments are completed when appropriate ▪ Taking personal responsibility for own safety e.g. reporting concerns, ensuring appropriate vaccinations and eye tests etc. are obtained ▪ Complying with all H&S policies and procedures including serious untoward incidents and accident reporting,
4. Compliance	To ensure compliance with internal and external standards and codes of conduct by- <ul style="list-style-type: none"> ▪ Meeting all regulatory requirements ▪ Complying with Turning Point's Code of Conduct, policies and procedures
5. Miscellaneous	To undertake any other duties reasonably requested by the line manager

Key Service Performance Accountabilities	Key Service Performance Activities/Decision Areas
6. Service Users	To proactively deliver a high quality/person centred service provision that meets the needs of the service users by:- <ul style="list-style-type: none"> ▪ Promoting peoples' rights and responsibilities ▪ Working as an effective member of the team ▪ Providing advice and information to Service Users and others where appropriate ▪ Delivering agreed support packages to quality standards ▪ Liaising with external professional groups e.g. GPs, Social Services, etc.

	<ul style="list-style-type: none"> ▪ Ensuring record keeping is maintained to the required standard at all times and contributing to service monitoring requirements. ▪ In residential services, ensure services users take their prescribed medication on time assisting them where necessary ▪ Ensuring full risk assessments and risk management is delivered effectively. ▪ Ensuring that work is undertaken in line with Health & Safety requirements ▪ Assisting the facilitation of effective care pathways ▪ Supporting individuals to achieve goals and objectives in line with their care/support plan ▪ Supporting individuals and groups to access community based services and facilities
7. Service Support	<p>To assist in the implementation, development and delivery of the service by:-</p> <ul style="list-style-type: none"> ▪ Participating in the induction of new colleagues when required. ▪ Delivering all tasks on time and to agreed quality standards ▪ Participating in the service user reviews with supervisor
8. Service Development & Quality	<p>To work collaboratively to develop the service by:-</p> <ul style="list-style-type: none"> ▪ Ensuring the service and the wider organisation of Turning Point is represented in a professional manner at all times. ▪ Proactively contributing to continuously improving the service by making positive suggestions, providing constructive feedback and assisting in the implementation of agreed new ways of working. ▪ Ensuring day to day delivery of service provision embeds and extends Turning Point's person centred approach.

Learning Disabilities Key Accountabilities	Learning Disabilities Specific Key Activities
9. Empathy and Support	<p>To provide empathy and support to service users by:-</p> <ul style="list-style-type: none"> ▪ Working with service users in a person-centred way, to meet needs, personal goals and aspirations ▪ Encouraging service users to achieve their potential ▪ Promoting independent living through service users' personal choice, advocacy and support ▪ Taking account of the views of service users' families, carers and significant others
10. Sector Quality Standards	<p>To ensure all services are delivered in accordance with recognised standards by: -</p> <ul style="list-style-type: none"> ▪ Ensuring all services are delivered within LDAF, CSCI, or Supporting People guidelines as appropriate

Other Duties	

Role Dimensions	
<p><i>Financial (limits/mandates etc.)</i></p> <ul style="list-style-type: none"> ▪ Responsible for handling petty cash for service user (typically £50-£100 but may be up to £300-£500) ▪ Manages service user monies in line with local and organisational policies and procedures 	<p><i>Non-financial (customers/staff etc)</i></p> <ul style="list-style-type: none"> ▪ Provide in-depth key working services for (typically) 1:10 service users ▪ Provide more general supervisory services for (typically) 15-20 service users

Main Contacts (external and internal)

<i>Contact group</i>	<i>Frequency</i>	<i>Purpose</i>
<ul style="list-style-type: none">▪ Service Users	<ul style="list-style-type: none">▪ Daily	<ul style="list-style-type: none">▪ Provide support and guidance. Ensure service delivery effectiveness and user involvement/consultation
<ul style="list-style-type: none">▪ Service Manager/Team Leader/Supervisor	<ul style="list-style-type: none">▪ Daily	<ul style="list-style-type: none">▪ Guidance, support, advice and provision of information
<ul style="list-style-type: none">▪ Team Members	<ul style="list-style-type: none">▪ Daily	<ul style="list-style-type: none">▪ To deliver service and provide reciprocal support/guidance as required
<ul style="list-style-type: none">▪ Carers/Friends/Family members	<ul style="list-style-type: none">▪ As required	<ul style="list-style-type: none">▪ Provide support and guidance. Service user reviews, finances and health
<ul style="list-style-type: none">▪ Regulatory bodies	<ul style="list-style-type: none">▪ As required	<ul style="list-style-type: none">▪ Service monitoring and review
<ul style="list-style-type: none">▪ Local community members	<ul style="list-style-type: none">▪ As required	<ul style="list-style-type: none">▪ Community issues

Person Specification (Essential only)*Technical / Professional Skills, Expertise and Qualifications*

- Proven verbal and written communication skills with the ability to tailor the message to the audience.
- Collaborative team working skills
- Able to work flexibly
- Adaptable and able to work in a challenging and changeable environment
- Ability to deliver against agreed objectives/targets

Additional Service Performance & Learning Disabilities Sector Specific Requirements (Essential only)*Technical / Professional Skills, Expertise and Qualifications*

- Display an awareness of current Learning Disabilities issues and understanding of a person-centred approach
- Display an awareness of current legislation and policy that impacts upon and influences service delivery, such as Valuing People
- Display an awareness and understanding of the Protection of Vulnerable Adults guidelines
- Able to deliver a range of services in a person centred, non-judgemental manner.
- Proven track record in managing incidents of verbal and violent aggression
- Previous experience in the care profession.
- Vocational qualification e.g. NVQ 2/3 or willingness to work towards

PROGRESSION IN ROLE
SUPPORT WORKER – LEARNING DISABILITIES
What does this role look like when done at varying levels of competency?

COMPETENCY	INEFFECTIVE	PROFICIENT	ADVANCED
<p><u>Commitment to Customer Service</u></p> <p><i>Provides a quality, inclusive customer-focussed service</i></p> <p>The support worker's aim is to personally achieve excellence in customer-focus</p>	<ul style="list-style-type: none"> ▪ Often generates customer complaints ▪ Is unreliable, often late or doesn't turn in for a shift at short notice ▪ Does not comply with organisational policies, procedures or legal requirements ▪ Makes promises that cannot be delivered ▪ Is unresponsive, unhelpful and inflexible with customers ▪ Covers up mistakes ▪ Allows unsafe working environments to go unreported ▪ Fails to treat people with dignity and respect 	<ul style="list-style-type: none"> ▪ Is reliable, turns up on time and can be depended on, for example when taking service users to appointments ▪ Delivers high quality person centred services that enable service users to reach their potential ▪ Takes personal responsibility for own responsibilities ▪ Takes corrective action when necessary, sharing learning with others ▪ Is open to and acts positively on feedback received ▪ Actively involves the service users in the delivery of their care plan on a daily basis ▪ Maintains good housekeeping standards and reports any safety issues promptly 	<ul style="list-style-type: none"> ▪ Work on a daily basis consistently exceeds expectations and known as someone who 'goes the extra mile' ▪ Spontaneous feedback is often received from service users and peers and is consistently positive ▪ Shares their experience and knowledge supportively with colleagues to improve the overall service's customer focus. ▪ Anticipates quality concerns and acts to resolve issues that may result in achieving acceptable standards ▪ Actively contributes to the development of innovative person centred approaches
<p><u>Delivering Positive Outcomes</u></p> <p><i>Working towards and achieving agreed outcomes</i></p> <p>The support worker's aim is to deliver the outcomes they have agreed with the line manager/supervisor</p>	<ul style="list-style-type: none"> ▪ Wastes commodities or time ▪ Takes decisions inappropriately without consulting supervisor ▪ Does not keep others informed ▪ Consistently fails to meet agreed objectives ▪ Takes inappropriate risks ▪ Endangers the health & safety of self and/or others ▪ Does not cooperate in achieving own or others' objectives and/or outcomes ▪ Does not participate actively in the PDOPO system. 	<ul style="list-style-type: none"> ▪ Uses commodities and time efficiently and effectively ▪ Ensures the delivery of care/support plans for each service user to required standards ▪ Takes a positive approach to achieving the agreed outcomes/support for each service user ▪ Effectively contributes to service targets ▪ Manages risks, identifies obstacles and asks for help when necessary ▪ Completes own tasks within the agreed time, budget, and standards ▪ Ensures that work is always completed in a thorough manner ▪ Maintains and monitors reporting systems ▪ Maintains all service user records in a neat 	<ul style="list-style-type: none"> ▪ Feedback from service users and others consistently states that the employee has encouraged the service user to exceed their own expectations in turning their lives around. ▪ Regularly achieves more than agreed either through own objectives, expected outcomes or accepted quality standards ▪ Stays motivated and energised under pressure and is resilient when faced with set backs ▪ When discussing problems/issues has suggestions for a solution ▪ Regularly offers to help out team mates without being asked and continuing to discharge their own responsibilities.

		<p>and tidy manner, ensuring reports are accurate and informative and written clearly and concisely</p> <ul style="list-style-type: none"> Actively participates in PDPO system, is open and honest in discussions and receives and acts on feedback. 	<ul style="list-style-type: none"> Employees work contributes to the Service being known for consistently delivering the highest standards. Provides a consistently high quality person centred service with Service Users with whom other peers fail to support as effectively. Reflects on, and displays self knowledge about, own performance
<p><u>Showing Personal Leadership</u></p> <p><i>Taking personal responsibility and displaying integrity and professionalism at all times</i></p> <p>The support worker's aim is to act professionally and with integrity in all that they do</p>	<ul style="list-style-type: none"> Bad mouths Turning Point Does not lead by example Takes credit for others' good work Does not keep up to date with development in own area Blames others for own mistakes Does not deal with conflict constructively nor de-escalate it Fails to keep things in perspective; causes anxiety and stress for others 	<ul style="list-style-type: none"> Understands Turning Point's vision and values and acts in support of these aims Acts in a fair and unbiased manner with all, acknowledging and appreciating differences of all kinds Helps new or inexperienced workers settle into the service by inducting, supporting them and showing them what to do. Works cooperatively as a team member, is helpful and adaptable. Is sensitive to the impact of own actions on others choosing appropriate style and language. Deals with conflict constructively utilising recognised techniques for de-escalation. Consistently motivates/challenges/ supports service users in the pursuit of agreed outcomes Takes advantage of opportunities to learn and develop by all appropriate means (i.e. not just attending training courses when required to) Projects a positive image of Turning Point never attracting negative feedback on behaviour 	<ul style="list-style-type: none"> Consistently works in accordance with Turning Point values and challenges others when they don't Keeps calm in a crisis and keeps emotions in check when under stress or in difficult situations, is a role model for others to learn from in dealing with conflict. Is keen to gain new knowledge and expertise and actively seeks the opportunity to do so Helps others to learn and develop by voluntarily sharing knowledge, showing people how to do things and giving colleagues support when trying out things that are new to them. Understands key organisational messages and actively supports organisational aims.
<p><u>Effective Communication</u></p> <p><i>Listening and communicating clearly and openly</i></p>	<ul style="list-style-type: none"> Fails to communicate effectively Interrupts and/or over-talks others Is rude and insensitive Writes ungrammatical and/or illogical communications Uses aggressive or inappropriate body 	<ul style="list-style-type: none"> Reports and records are written clearly and concisely using plain English Displays active listening and questioning skills when communicating verbally to ensure understanding (misunderstandings are rare events) 	<ul style="list-style-type: none"> Demonstrates the effective use of a range of communications tools and techniques Point of view is always based on reason and logic and quality conversations with others come naturally Is seen to initiate the conversation with

<p>The support worker's aim is to communicate effectively with customers and colleagues</p>	<p>language</p> <ul style="list-style-type: none"> ▪ Uses jargon inappropriately 	<ul style="list-style-type: none"> ▪ Changes style of communication to suit the audience/recipient(s) ▪ Communicates the right information to the right people at the right time. ▪ Maintains confidentiality and security of information appropriately regarding service user records 	<p>others especially in difficult situations and approaches these with tact.</p>
<p><u>Building Relationships</u></p> <p><i>Works collaboratively internally and externally with others to achieve Turning Point's vision</i></p> <p>The support worker's aim is to build and maintain good working relationships with colleagues and customers</p>	<ul style="list-style-type: none"> ▪ Puts own agenda before others ▪ Avoids involving others ▪ Displays unethical behaviour ▪ Commits beyond own remit ▪ Is inflexible and unable to adapt personal style ▪ Does not recognise appropriate boundaries; oversteps the mark 	<ul style="list-style-type: none"> ▪ Creates and maintains effective relationships with service users and others ▪ Builds productive and cooperative working relationships with colleagues demonstrating a willingness to compromise for the overall good of the service ▪ Always maintains professional work-focused relationships at all times ▪ Respects individual differences and contribution acknowledging and appreciating same 	<ul style="list-style-type: none"> ▪ Voluntarily gets on with their fair share of unpopular tasks ▪ Takes the wider team issues into account when doing their job ▪ Works effectively across role boundaries ▪ Works on personal differences between colleagues to minimise the impact of these at work ▪ Willingly offers and provides support and assistance to colleagues
<p><u>Innovation & Change</u></p> <p><i>Delivering service improvement through innovation and change</i></p> <p>The support worker's aim is to solve problems and positively react to change</p>	<ul style="list-style-type: none"> ▪ Unwilling to see things from others' perspectives ▪ Always finds a reason for not doing something new ▪ Is resistant to new ideas ▪ Says 'we've always done it this way' ▪ Puts up barriers to change 	<ul style="list-style-type: none"> ▪ Displays an open minded approach, listens to others and seeks solutions to problems ▪ Shows a positive approach to change, willingly adopting new approaches to existing tasks ▪ Keenly responds to implementing person centred service approach ▪ Actively suggests new ways of working that improves existing processes ▪ Actively contributes ideas and suggestions to the general running of the service ▪ Anticipates changing needs of service users, communicating and planning accordingly 	<ul style="list-style-type: none"> ▪ Shows enthusiasm for new experiences ▪ Contributes to the development of innovative ways of involving service users in their care ▪ Actively supports supervisor in ensuring that improvement in service delivery is an ongoing process

<p><u>Developing & Applying job knowledge and skills</u></p> <p><i>Contributing to the provision of social care by developing, maintaining and applying own job knowledge and skills</i></p> <p>The support worker's aim is to develop and apply job knowledge and skills to their own role helping others when appropriate</p>	<ul style="list-style-type: none"> ▪ Does not meet minimum knowledge and skill requirements ▪ Avoids sharing knowledge and skills ▪ Does not complete required learning and development activities ▪ Discourages new thinking or ways of working ▪ Fails to apply knowledge and skills in practice 	<ul style="list-style-type: none"> ▪ Maintains and develops knowledge and skills ▪ Applies knowledge in a practical manner ▪ Complies with all regulatory, statutory or internal knowledge and skill requirements ▪ Shares knowledge in areas of service delivery in which they have demonstrable expertise 	<ul style="list-style-type: none"> ▪ Voluntarily develops knowledge and skill beyond the immediate requirements of their job ▪ Demonstrates a wider understanding of social care issues, for example understands the implications for service users with dual diagnosis ▪ Voluntarily coaches others to help their development across a broad range of skills ▪ Provides informal training in areas of own expertise
<p><u>Applying Management Information</u></p> <p><i>Managing and interpreting business and operational information</i></p> <p>The support worker's aim is to accurately enter data, collate management information and maintain accurate</p>	<ul style="list-style-type: none"> ▪ Provides inaccurate and/or out of date information ▪ Produces misleading information ▪ Produces information that is not easy to understand ▪ Withholds information or provides too much ▪ Breaks confidentiality 	<ul style="list-style-type: none"> ▪ Checks data for accuracy and inputs carefully into systems/records maintaining up to date files ▪ Ensures gaps in data/information are filled and input to systems and/or records. ▪ Appropriately shares information in line with internal and external guidelines ▪ Knows how to access information and to find the answers 	<ul style="list-style-type: none"> ▪ Effectively implements policies and procedures with minimal support from line manager ▪ Has self-developed computer literacy

files and reports			
-------------------	--	--	--