



The Richmond Fellowship
Scotland

Role Profile

Job Title: Support Practitioner
Reporting to: Support Worker
Salary: £21,294 per annum (Sleepover allowance paid at current local rate. An enhancement will be made for On Call)
Hours: Full time – 39 hours per week with Sleepover and On Call as required

This description gives an over view of the post, the key responsibilities and the context within which the post is offered. It is not intended to be an exhaustive statement of Terms and Conditions within TRFS.

Purpose of the Post:

Support Practitioner will, as appropriate, provide direct supports to individuals within their communities. The Support Practitioner will have responsibility for ensuring that individuals receive support provision aimed at maximising independence and choice. It is therefore the essential that Support Practitioners fully understand the nature of each individual's abilities and support needs as well as their preferences and choices.

The Support Practitioner role may include but not be limited to:

- Assisting individuals with personal care and hygiene Household management tasks
- Working with individuals who can display challenging behaviour
- Work with individuals who may have been through the criminal justice system
- Accompanying individuals who have religious beliefs that may differ from your own
- Working with individuals who smoke; including indoors in a smoking environment
- Lone working
- Working various shift patterns including evenings, nights, weekends and public holidays (including Christmas and New Year).

Key Responsibilities

1. Development of Support Plans

Support Practitioners will act as supported individuals key workers and will contribute to the development and maintenance of Support Plans. Support Plans and other written records must be maintained as directed by local management.

2. Delivery of Support

All support provision should comply with the individuals Support Plan and be designed to deliver positive outcomes for the individual. Support Practitioners have a responsibility for ensuring they fully understand and are able to deliver support appropriate to the individual.

3. Protection of Vulnerable Groups

Support Practitioners, in common with all TRFS staff, have a duty to protect supported individuals from abuse and to report any concerns immediately to their supervisor or other management. All staff have a duty to ensure they comply with requirements under the Protection of Vulnerable Groups (Scotland) Act 2007.

4. Communication

Support Practitioners are responsible for effectively communicating relevant information to their Senior Support Worker and/or other members of the support team regarding any changes in the individuals support needs

5. Compliance with TRFS Policies and Procedures

Staff should familiarise themselves with the organisations policies and procedures and work within the TRFS policy framework, including Health and Safety, Equal Opportunities, Discipline and Confidentiality

6. Personal Development

Support Practitioners should demonstrate a commitment to continuous personal development and learning.

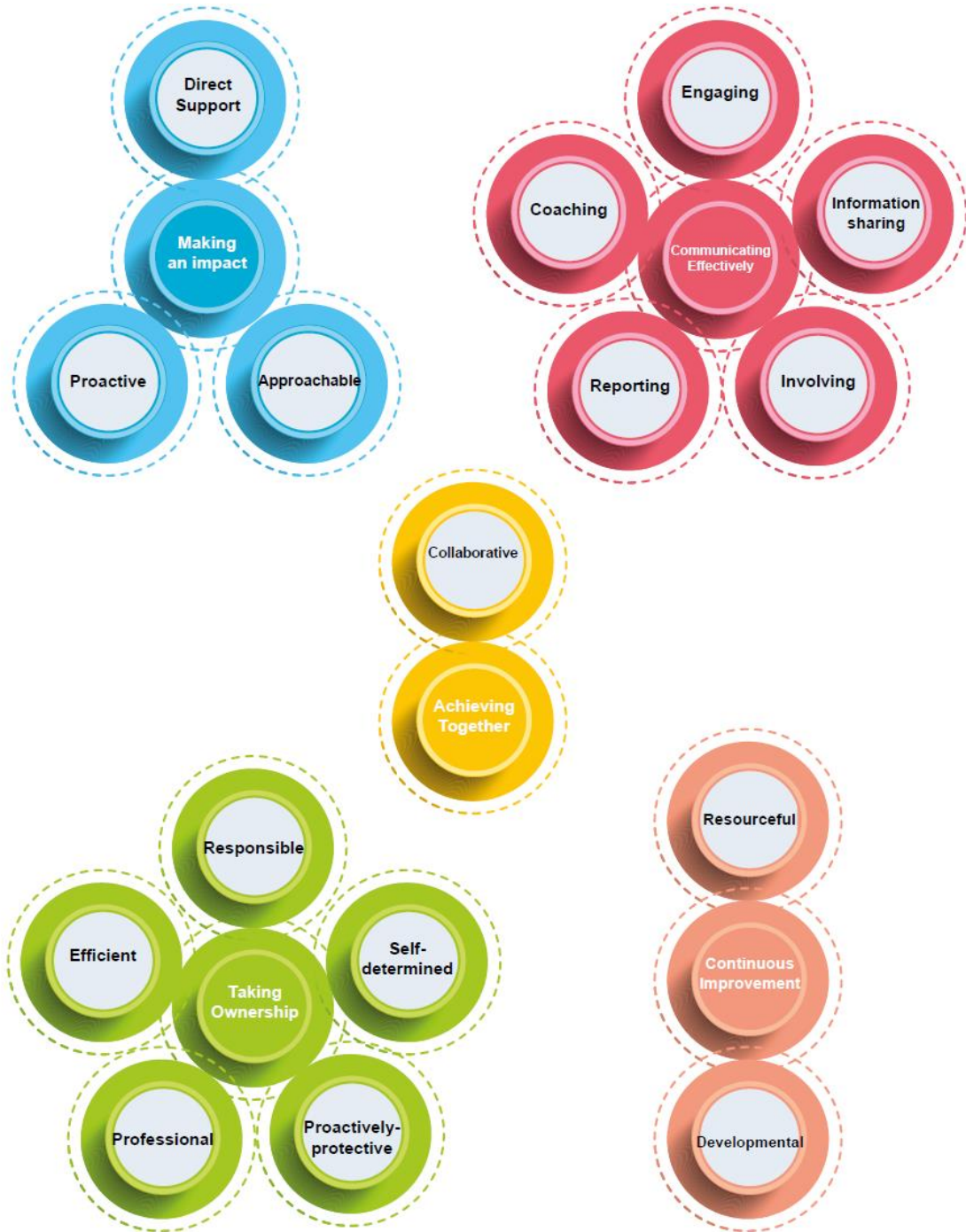
Scottish Social Services Council (SSSC)

All employees will be expected to comply with the SSSC Code of Conduct and ensure they apply for and maintain their registration with the SSSC at the appropriate time, as specified by the SSSC

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
Experience		a) Relevant experience in a related field or personal experience
Education, Qualifications and Training	a) SVQ 2 in Care, or completion within a specified period of time	
Value Base	b) A belief in inclusion, evidenced through work practice or personal experience c) A desire to ensure people supported are at the heart of decision making d) Commitment to the principles and practices of continuous improvement	
Skills, abilities and knowledge	e) Good personal organisation skills f) Able to contribute to written records g) Ability to reflect on practice	
Interpersonal and Social Skills	h) Good verbal and non Verbal communication skills i) Observe standards of dress appropriate to the post j) Honest, reliable and sensitive to the needs of others	b) Able to represent the needs and interests of those supported to key people.

TRFS COMPETENCY FRAMEWORK - SHORT



Making an Impact (Drive, personability and person-centredness)		
Direct Support	I provide direct support in a way that builds independence and wellbeing	<p>Diagram illustrating the spectrum of Direct Support:</p> <ul style="list-style-type: none"> Too little: Neglecting Direct Support Too much: De-skilling Outcomes focused
Approachable	I am warm, open and positive	<p>Diagram illustrating the spectrum of Approachable:</p> <ul style="list-style-type: none"> Too little: Cold Approachable Too much: Over-friendly Respectful
Proactive	I take an active part in my job and keep alert and engaged	<p>Diagram illustrating the spectrum of Proactive:</p> <ul style="list-style-type: none"> Too little: Blasé Proactive Too much: Chaotic Problem-solving

Communicating Effectively (Respect and communication)		
Engaging	I communicate often and widely and I actively listen	<p>Diagram illustrating the spectrum of Engaging:</p> <ul style="list-style-type: none"> Too little: Dictatorial Engaging Too much: Intrusive Personalised
Information sharing	I think about who needs to know the information I have and I make sure it gets to them	<p>Diagram illustrating the spectrum of Information sharing:</p> <ul style="list-style-type: none"> Too little: Incomplete Information sharing Too much: Overload Outcomes focused
Involving	I make sure the people we support are asked, informed and listened to	<p>Diagram illustrating the spectrum of Involving:</p> <ul style="list-style-type: none"> Too little: Excluding Involving Too much: Over consults Imaginative

Communicating Effectively (Respect and communication)		
Reporting	I make sure the right information is passed on consistently, concisely and accurately	
Coaching	I give feedback and take feedback in a way which helps development	

Continuous Improvement (Learning and improvement)		
Resourceful	I look for ways to get the best results with what I have to work with	
Developmental	I look for ways to improve my practice and ask for support to do so. I ask for feedback and take time to reflect. I use development opportunities to learn and grow.	

Taking Ownership (Safety and quality)		
Responsible	I am honest and reliable	
Self-determined	I know myself and the impact I have on others and am open to receiving help	

Taking Ownership (Safety and quality)		
Proactively protective	I am always alert to harm or abuse and will act to stop or prevent it	<p>Diagram illustrating the spectrum for Proactively protective: Neglectful (too little) to Proactively protective (too much), with Outcomes-focused (positive) and Overly-controlled (negative).</p>
Professional	I learn what I need to do for my role and keep to standards and processes	<p>Diagram illustrating the spectrum for Professional: Unprofessional (too little) to Professional (too much), with Outcomes-focused (positive) and Over-theoretical (negative).</p>
Efficient	I reduce waste and make choices to be cost effective	<p>Diagram illustrating the spectrum for Efficient: Wasteful (too little) to Efficient (too much), with Cost-effective (positive) and Stingy (negative).</p>

Achieving Together (Teamwork and partnership)		
Collaborative	I work as an active and positive part of my team and organisation	<p>Diagram illustrating the spectrum for Collaborative: Opted-out (too little) to Collaborative (too much), with Outcomes-focused (positive) and Subservient (negative).</p>

For the full framework please refer to document entitled “Frontline SocialCare Framework Full” on the vacancy

I understand and agree to work to the terms as indicated on this job description

Name (Print)..... Dated

Signature

Please return a copy of your signed job description for your personnel file