

Ruskin Mill Trust, (the Trust)

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| Position: | Senior Holistic Engagement Worker |
| Field of Practice: | Holistic Support and Care, Therapeutic Education and Transformative Leadership (Field 4, 5 & 7) |
| Post Reference No: | RMT10173 |
| Grade: | 7 |
| Responsible to: | House Manager allocated to for residential Holistic Engagement Manger working in education |
| Professional Accountable to: | Holistic Engagement Manager |
| Location: | Argent College, Coleg Plas Dwbl, Freeman College, Glasshouse College and Ruskin Mill College |

If you are interested in this role, please apply at:
<https://www.rmt.org/jobs/>

Job Purpose

The main purpose is to role model and lead a team to support and facilitate the student's holistic needs, care, well-being, learning and development to enable their growth in confidence and social independence in a multi-disciplined, dynamic environment. This includes their home, college sessions, work-related learning, and in the wider community in accordance with the agreed holistic care plans, study programmes and risk assessments in place for the student.

The post holder will be expected to embrace, articulate and work with the Trust's objectives, vision, values, purpose and method, ensuring that the Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, which is informed by Steiner Education, is maintained, implemented and integrated within the provisions Trust

The post holder will be expected to encourage the students to commission craft items produced in the daytime PSTE sessions and used in the residential provision/home.

The post holder will be expected to travel on a regular basis between different sites, and to and from other places as may reasonably require.

Daytime, evening and weekend working is an essential requirement of the role.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the aims, objectives and commitments of Ruskin Mill Trust.

Main Duties

1. To support the student's holistic needs as part of an interdisciplinary team within the provision by working closely with all teams and functions by supporting the Education and Learning Coordinators for example with any pastoral care as required.
2. Working with residential staff to understand and support behaviours that challenge, working directly on shift offering professional advice and guidance.
3. To assist residential management to plan rotas in a proactive way to reduce support for students.
4. To take part on the on-call duty management rota as required.
5. To prepare for the work by familiarisation with background information, student risk assessments and duties to be undertaken.
6. To act as a role model show casing best practice within a key team for designated individuals as determined by your manager.
7. To contribute to the smooth running of the home and college/school through effective communication with the people living there, the staff team, family members and partner organisations.
8. Contribute to the reviewing, monitoring, recording and reporting on the student's attendance, learning, goals and progress towards outcomes, general well-being and any safeguarding and behavioural incidents throughout the 24hour curriculum.
9. Assist in driving approaches that support students to engage with practical activity and social enterprise to maximise their potential.
10. To support assessments of new students and work directly with college centre admissions managers to ensure timely and robust assessment reports.
11. To complete all appropriate paperwork, feedback forms, occurrence reports and update systems e.g databridge and behaviour watch as required.
12. Work within statutory guidelines of both Ofsted and CQC alongside the Ruskin Mill Trusts policies and procedures to ensure that the students' holistic needs are met.
13. To provide cover in the management of the residential homes by covering all the duties of the House Managers in their absence.
14. To carry out supervisions and line management responsibilities including PDR's for a small group of Holistic Engagement Workers in collaboration with Team Home Managers and the Holistic Engagement Manager.

15. To act as a mentor for all new staff joining the team to ensure that they integrate and engage with the Trust's vision, values purpose and method.
16. To deliver training to team members as required.
17. To create a warm, welcoming, homely atmosphere in the household in keeping with the organisations vision, values, purpose and method this will include supporting the students independence, autonomy, and participation in social and recreational leisure activities and life skills.
18. To embrace the Trust's Food and Nutrition Policy and to role model the encouragement and supporting of the students to produce nurturing and wholesome meals, using locally sourced ingredients where possible which connect the children and young people to their local environments.
19. To support students in meaningful activities at evening, weekends and during non-term time by actively encouraging involvement in social enterprise opportunities, PSTE activities, local and cultural events, and open days.
20. To plan and support the student to access outreach services and social and cultural activities during evening, weekends and during non-term time.
21. To actively plan support the student during the college day and to provide support where necessary in the residential setting including a wider range of domestic duties e.g. cooking, cleaning, shopping and laundry.
22. To plan support the student to plan and go on holiday, which will include overnight trips away from the usual place of work, ensuring that all risk assessments are produced and followed at all times.
23. To support the student to work towards their outcomes and targets and the three stage process
24. To actively support the tutor in sessions to enable students to participate appropriately in their timetabled sessions and achieve their short, medium and long term targets by embedding PSTE.
25. Support colleagues to prepare materials and learning resources and to role model good use of ITS including communication devices to support learning.
26. To provide adhoc teaching cover for tutor absences, by leading sessions in Citizenship/PHSE to small groups of students.
27. To be consistently mindful and proactive in keeping all Trust environments clean and tidy by role modelling high standards of respect for the environments shared by staff and students.
28. To be accountable for expenditure whilst on shift.
29. To support students to attend health appointments as may be necessary, and to complete a medical visits form following any visit.
30. To be responsible for safe management of medication including storage, handling and administration of students' medication within the provision. This will include completing safe use of medication training.

31. Where necessary assist students with personal care in both the day and residential provision.
32. To deal with conflicts that may arise, by encouraging open discussion, supporting the expression of feelings, and thereby promote the resolution of any disagreements.
33. To be able to reflect on own working practice recognising the importance of being a positive role model; making use of supervision, briefing and debriefing sessions.
34. To engage constructively with supervisions and staff meetings in the care and education settings as appropriate.
35. To provide evidence during Supervisions and Appraisals of meeting the CQC and Ofsted standards
36. To comply with Trust's Manual Handling Policy and Practice.
37. To ensure that you follow the safeguarding policy and procedures, read, and understand 'Part One: Safeguarding Information for All Staff, Keeping Children Safe in Education.

General

1. To share the Trust's commitment to safeguard and promote the welfare of students.
2. To be responsible for the care of your working area and development for your working area.
3. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
4. To attend meetings and supervision as required.
5. To undertake training as required by the Trust and the Hiram Education and Research Team in order to accommodate flexibility within the structure.
6. To actively support and promote equality and diversity throughout the Trust.
7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled "Ruskin Mill Trust's Student Protection Policies".
8. To pursue personal work development and take full advantage of training provided.
9. To undertake work related professional development as required by the post.
10. To deliver training or development opportunities as required.
11. To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.

12. To attend training provided by the Trust and Hiram Education and Research Team as required.
13. To act in a positive and supportive manner at all times projecting a positive image of the Trust and its associated organisations.
14. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
15. To work with students as and when required.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

Staff Management and Supervision

The Senior Holistic Engagement Worker has supervisory and line management responsibilities for a small group of Holistic Engagement Workers and from time to time other designated staff as required.

Job Revision

This job description outlines the expectations of the role. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Person Specification / Training and Development Requirements

Position: **Senior Holistic Engagement Worker**

The following are the criteria that will be used for Shortlisting:

- Level 3 qualification in Health and Social Care is essential
- Level 5 in Leadership and Management within Health and Social Care would be desirable
- Experience of working with young people who have developmental delay/ learning disabilities including ASD/ social and emotional behavioural difficulties and implementing strategies to support their welfare.
- Significant experience of working with young people with challenging behaviours
- Experience of team leading or managing a small team within the care sector would be desired but not essential.
- Ability to understand the holistic needs of the students and adapt strategies to ensure there are positive outcomes for the student
- High level of personal resilience
- Excellent communication skills and ability to communicate at all levels □ Strong IT and report writing skills.
- Commitment to the promotion of the Trust's vision, values, purpose and method.
- Commitment to promoting and safeguarding the welfare of students, children and vulnerable adults.

- Flexible approach to working shifts on a rota basis including weekday, evenings and weekends. .
- Having a full driving licence and willingness to drive as part of the role is highly desirable.
- To be able to work flexibly (including split shifts) and creatively to meet the needs of the children and young people by working weekends, sleep ins, waking nights, bank holidays and residential holidays and providing cover as required (sometimes at very short notice) in the event of staff shortages in the home and day provision.

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

| Name | Timescales for completion | Length of programme |
|--|-----------------------------------|----------------------------|
| Introduction to Practical Skills Therapeutic Education | First 2 weeks of employment | 2 weeks |
| Safeguarding training as required by relevant safeguarding board | From day 1 | Dependant on role |
| MAPA Training (De-escalation and Restraint Training) | At the first training opportunity | 2 days |
| Ruskin Mill Trust Holistic Support and Care Programme | First week | 12 weeks |
| Administration of medication | First 6 months | 1 day |

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| Health and Social Care Level 5 | Registered within 6 months and completed within 2 years | 2 years |
| Pedagogical potential of craft | | |
| Learning Support Level 2/3 | | |
| Award in Education level 3 | | |