

Ruskin Mill Trust Limited (the Trust)

Job Description

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| Position: | Day Time Support Worker |
| Field of Practice: | Holistic Support and Care (Field 5) |
| Post Reference No: | RMT10003 |
| Grade: | 3 : 4 : 5 |
| Responsible to: | Learning Assistant Manager |
| Location: | Argent College, Coleg Plas Dwbl, Freeman College, Glasshouse College, Ruskin Mill College, Clervaux |

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

Job Purpose

To support students to access the curriculum and to be aware of the welfare of the students during the day time provision.

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.

The post holder is to contribute to the whole life of the College and Trust, always remembering that our core purpose is to improve the education and lives of our pupils, students and adults.

You will be required to carry out your duties at all College premises, some of which are located a distance from the main College sites and at such other places as the Trust may reasonably require.

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

Evening and weekend working may be required.

Corporate Contribution

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

Main Duties

1. To fulfil any transport requirements, including travelling on public transport.

Updated January 2016 - This job description is part of an ongoing process of collaborative review and is likely to change over the coming months.

2. To drive minibuses if required.
3. To help and support students to take part in their timetabled workshops /activities.
4. To undertake relevant training including, dispensing of medication to students, acting as a first aider, management of challenging behaviour,
5. To work with the increasingly complex students' needs, which may involve supporting intimate personal care and challenging behaviour.
6. To work with students who may have complex medical issues, which may also include dispensing medicine and acting as a first aider.
7. To work flexibly in the college within the college campus and in residential settings to provide imaginative and creative, learning support for students who are on the RMOC access program.
8. To intervene in situations, where a student has been unable to settle in their session.
9. To provide additional support to either the tutor or the student, who is having difficulties, with the aim of enabling as many students as possible to participate appropriately in their timetabled sessions.
10. To assist in the accurate recording of student attendance, significant issues, incidents and accidents.
11. To report to the line manager on all issues relating to incidents or issues with students.
12. To be consistently mindful and proactive in monitoring the physical appearance of the College site which will include, when time allows, picking up litter, weeds, dirty windows, cleaning toilets as requested.
13. To comply with the Trust's Manual Handling Policy and Practice.
14. To follow instructions from both the Tutor and Learning Assistant in relation to the session plan.
15. To be aware of the three stage process as well as the outcomes and targets in relation their student in relation to their stage.
16. To ensure that they are role modelling where possible the work laid out within the sessions plan
17. To ask assistance when needed from either the Tutor or Learning assistant regarding the specific task in relation to their assigned student.

General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.

2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled "Ruskin Mill Trust Limited - Student Protection Policies".
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development for your working area.
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 meetings and supervision as required.
13. To undertake training and development as required by the Trust and the Hiram Education and Research Department. To be committed to professional selfdevelopment, through participation in-service training as necessary for the successful carrying out the role.
14. To undertake work related continued professional development (CPD) as required by the post.
15. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
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 Day Time Support Worker has no direct staff responsibility.

Liaison

To liaise with all staff employed by the Trust, professional bodies, external consultants, and any outside bodies as and when required.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. 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

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| Job Title: Day Time Support Worker | | | |
| Field of Practice: Holistic Support and Care (Field 5) | | | |
| | Essential | Desirable | How assessed |
| Qualifications Level 2 in Care (or equivalent) Level 3 in Care (or equivalent) | | ✓ ✓ | CQ CQ |
| Experience Experience of working successfully in a similar, medium-large, complex organisation Experience of working in an education or other public sector environment Experience of managing and prioritising a varied workload ensuring completion of tasks within strict deadlines Experience of providing care and support specifically to young people, assisting them as they carry out their daily commitments Experience of interacting with young people with learning difficulties, disabilities and special needs on a daily basis | ✓ ✓ | ✓ ✓ ✓ | AF / I / R AF / I / R AF / I / R AF / I / R |
| Knowledge Computer literate with sound working knowledge of Microsoft Office applications; and ability to use in house data management systems Knowledge of the importance of carrying out duties in accordance with incident and accident reporting | ✓ ✓ | | AF / I / OT AF / I |

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| Skills and Abilities | | | |
| Outstanding interpersonal and listening skills particularly in order to relate with young people from various backgrounds | ✓ | | AF / I |
| Excellent verbal communication skills particularly in order to relay all relevant student information to the Learning Assistant Manager in an understandable and comprehensive manner and Education and Learning Coordinators | ✓ | | AF / I |
| Ability to demonstrate high levels of determination and motivation at all times to ensure every measure is taken minimise disruption to the daily routines of supervised students | ✓ | | AF / I |
| Ability to demonstrate a highly organised approach towards own duties to set the correct example to supervised students and to motivate them to develop a similar style | ✓ | | AF / I / R |
| Superb influencing, persuasion and soft skills in order to diffuse volatile situations and encourage students to behave in an acceptable manner | ✓ | | AF / I |
| Outstanding decision-making skills, particularly in order to interject when students shows signs of restlessness during educational sessions | ✓ | | AF / I |
| Proven ability to follow organisational guidelines methodically and meticulously | ✓ | | AF / I / R |
| Proven ability to consistently report punctually and in appropriate attire for all duties | ✓ | | AF / I / R |
| Ability to demonstrate a genuine caring nature despite knowledge of the risks posed by working with potentially mentally unstable persons | ✓ | | AF / I / R |
| Ability to cope with and work with conflict | ✓ | | AF / I |
| | | | I |
| Personal Qualities | | | |
| Willingness to understand anthroposophy | ✓ | | I |
| Willingness to embrace, articulate and work with the Trust's objectives, vision, and values | ✓ | | AF / I / R |
| Skills and Abilities | | | |
| Commitment to promoting and safeguarding the welfare of students, children and vulnerable adults | ✓ | | AF / I |
| Commitment to the promotion of the Trust's ethos | ✓ | | AF / I |
| Ability to manage and interact with others in a supportive and participative manner | ✓ | | AF / I |
| A commitment to ensuring equality of opportunity with the ability to promote diversity in relation to both staff and students | ✓ | | AF / I |
| Flexibility and adaptability to changing situations | ✓ | | AF / I |
| Ability to demonstrate empathy, listening skills and tolerance | ✓ | | AF / I |
| Commitment to Health and Safety good practice on work and within learning environments | ✓ | | AF / I |
| Genuine desire to aid in the educational and social development of young people and become a positive influence in their lives | ✓ | | AF / I |
| Willingness and readiness to undertake driving duties if required | ✓ | | |
| Willingness and readiness to use public transport with students if necessary to ensure minimal disruption to the routine of students | ✓ | | AF / I |
| Strong sense of responsibility to act as a positive role model at all times, performing duties associated with the upkeep of the College such as litter picking whenever possible in order to condition students to act similarly | ✓ | | I |
| Confidence in own problem solving abilities in order to attempt to resolve student issues independently in the first instance | ✓ | | AF / I |
| Commitment to reporting all serious incidents and accidents immediately | ✓ | | I |
| Intent to comply with the Trust's Manual Handling policy and practice | ✓ | | I |

| Other qualities | | | |
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| Commitment to Continued Professional Development | ✓ | | AF / I |
| Proactive approach to work | ✓ | | AF / I |
| Strong commitment to customer service | ✓ | | AF / I |
| Flexible approach to working additional hours including evenings and weekends whenever necessary | ✓ | | AF / I |
| Willingness to travel to fulfil duties whenever required | ✓ | | AF / I |
| Current full UK driving licence or willingness to travel by public transport | ✓ | | AF / I |

AF = Application Form, I = Interview, T = Test, R = Reference

OT = Occupational Test, CQ = Certificate of Qualification