

JOB DESCRIPTION

Position	Childcare Worker (leading to Therapeutic Carer)
Work-Base Location	Primarily one of the Therapeutic Children's Homes owned by The Lioncare Group but you may from time-to-time be required to work at any resource operated by the organisation and particularly The Lioncare School.
Line-Managed By	Usually a Senior Therapeutic Carer; on occasion it may be appropriate for the Deputy Manager or the Registered Manager to take up this role.
Directly Responsible To	The Registered Manager of the home.
Ultimately Answerable to	The Chief Executive Officer of The Lioncare Group / Responsible Individual of the home.
Line-Management and Supervisory Responsibilities	None.
Health and Safety Responsibility	Responsibility for promoting the Health and Safety of children, self, colleagues, contracted workers, and visitors whilst working at the home or The Lioncare School or carrying out duties for and on behalf of The Lioncare Group.
Safeguarding and Child protection Responsibility	Responsibility for the Safeguarding and Protection of children cared for and educated by The Lioncare Group.

Primary Task (what the Job exists to do)	<p><i>In consultation and collaboration with the Registered Manager and under their guidance and leadership, and with due regard to legislative and regulative duties and responsibilities:</i></p> <p>Meet children's care needs in full, whilst acquiring the necessary basic training and skills and abilities and professional knowledge and experiential learning necessary to become a competent Therapeutic Carer. To achieve this, you will;</p> <ul style="list-style-type: none"> – Increasingly develop yourself as an active and integral member of the team in the home, and a member of the whole community that is The Lioncare Group. – Carry out domestic tasks and duties that include cleaning, laundry, cooking, baking, preparing meals, shopping etc. in line with those of any household and that are necessary to maintain a safe, warm, healthy and 'homely' living environment, and models good parenting for our children. – Increasingly involve yourself in supporting each child to experience being cared for in a positive, real and meaningful way, and under the guidance of more experienced colleagues, ensure that each child's basic and essential care needs are consistently met and including Health and Medical and Social and Personal and Learning needs, and including administration of prescribed medications. – Support children to be emotionally and physically prepared each day to attend and engage in their education and learning and gaining a positive experience of education. – From time-to-time and as instructed take up the temporary role of Adult-in-School for children attending The Lioncare School. – Under guidance and mentoring by Casework Managers, take up the role of Caseworker for usually one or two children in the home with whom you develop pre-occupation, and provide regular Casework Sessions, and support their Care-Journey whilst looked after by The Lioncare Group. – Be supported in becoming proficient in compiling and updating Relevant Plans, logging and recording of information using the organisation's GDrive Digital Records Management System, writing reports and carrying out all associated administrative tasks using I.C.T. and electronic digital devices and within agreed timescales, and ensuring all records are accurate and congruent. – Develop your capacity to contribute in a meaningful way to the Psychodynamic Assessments of Emotional Need and associated Relevant Plans for each child.
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	<ul style="list-style-type: none"> – Gain an understanding of the importance of setting and maintaining and reinforcing appropriate boundaries, to provide a sense of emotional containment, safety, order and belonging amongst all those living and working in the home. This may on occasion and as a last resort necessitate the use of Restrictive Physical Intervention of a child for which you will receive full and through training and ongoing support. – Develop your belief in the value of a Group-Living environment as a beneficial tool and a positive experience and gain a deeper understanding of the group living-and-learning ethos of The Lioncare Group. – Give the children in your care and your employing organisation an undertaking to remain in post for a minimum of 12 months to avoid unnecessary disruption and upset to the lives of the children in our care and where this remains in your control to do so.
Safeguarding Statement	The Lioncare Group puts the welfare of children and adults at the centre of all of its work. Our Safer Recruitment policy and procedure is written with reference to Keeping Children Safe in Education and outlines in full the measure taken to deter, reject, prevent and detect those who might abuse children or who are unsuited to work with them.
Equality and Diversity	The Directors and Shareholders of The Lioncare Group believe in and are committed to promoting equality of opportunity and celebrating diversity in both the service it provides and the employment of its workforce and expects all those employed or associated with The Lioncare Group to promote this in their work and practice.

General Tasks and Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the duties of all employees include:

- 1.1. Carry out tasks and responsibilities professionally at all times.
- 1.2. Work with integrity, honesty, and openness at all times.
- 1.3. Assist, support, and promote The Lioncare Group within the wider market place.
- 1.4. Work within and uphold and promote the stated aims, objectives, and therapeutic practice approach of The Lioncare Group and adhere to all published guidance, policies, and procedures.
- 1.5. Comply with current legislation, regulation, and guidance relating to the provision of quality children’s social care in a Residential Children’s Home and/or education and learning for children in an Independent SEMH School and with particular emphasis on The Children’s Homes Regulations and Independent Schools Regulations, and Safeguarding Children and Child Protection duties and responsibilities.
- 1.6. Immediately alert the Registered Manager or other Manager of any concerns regarding inappropriate or unacceptable practice occurring within the home, the organisation or external agencies.
- 1.7. Liaise in a professional manner at all times, and promote effective working relationships and positive links with, clients, colleagues, and agencies working for and associated with the work of The Lioncare Group and its wider community.
- 1.8. Undertake delegated tasks and instructions from managers and others with appropriate authority, to a level of competence expected from the grade of the post.
- 1.9. Prepare for, attend, and engage in all child-centred meetings as necessary and appropriate and required, and include but are not limited to; Daily Group-Meetings, House-Meetings, Children’s CLA Reviews, Education Meetings, Network Meetings, and P.A.E.N. Meetings etc.
- 1.10. Prepare for, attend, and fully engage in regular Team Meetings, Individual Supervision Sessions, Performance Reviews, and monthly Group Consultancy.
- 1.11. Exercise responsibilities under the Health and Safety at Work Act.
- 1.12. Implement and develop the Organisation’s policy and practice of Equality and Diversity.
- 1.13. Engage in the process of informal resolution of problems and difficulties that may arise, always in the aim of maintaining a harmonious and collaborative working environment.
- 1.14. Undertake training and continuous professional development as required and necessary including self-study and research.
- 1.15. Adopt a flexible approach to working times in line with the particular demands of the organisation, including assisting in times of staff shortages, increased workload demands, and in emergency situations and unplanned

situations.

1.16. Carry out other tasks as required and in accordance with the competence of the position.

Specific Duties and Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the key responsibilities and duties of Registered Manager include the following:

2. Supporting the Company:

- 2.1. Support at all times the Registered Manager in carrying out their duties and responsibilities in relation to the operation of the home.
- 2.2. Inform the Registered Manager and keep them updated of all issues requiring further attention and acting on these where appropriate or when directed to do so, and undertake delegated tasks and instructions from the Registered Manager to a level of competence expected from the grade of post.
- 2.3. Ensure positive links are maintained and improved between the home and all parts of The Lioncare Group and between the home and its neighbours and external agencies and professionals and members of the wider community and public in general.
- 2.4. Take responsibility for developing your understanding of the organisation's clear Therapeutic Community Model of Practice and assist others in ensuring it is consistently applied across all aspects of the home.
- 2.5. Promote a positive image of the home and of The Lioncare Group.
- 2.6. Provide the Registered Manager with constructive feedback on the Quality of Care provided by the home, and when instructed to do so by the Registered Manager, carry out tasks and actions that improve the Quality of Care provided by the home.

3. Childcare Practice and Multi-Disciplinary Working:

- 3.1. Understand the role you have taken up, and the boundaries and limits to this role
- 3.2. Understand the client group with whom you are working
- 3.3. Be a positive role model for the children in our care both within the home and when supporting them within the local community.
- 3.4. Actively involve yourself, and show genuine interest, in the various pursuits followed by the children both within the home and in school, and within the local and wider community.
- 3.5. Follow an agreed working roster based on a shift-work pattern and that includes morning and evening shifts and weekend working and occasional sleeping-in duties.
- 3.6. Conduct yourself in a way that generates, supports and maintains an open, honest and supportive atmosphere within the home in order to develop the growth and development of both adults and children.
- 3.7. Assist colleagues in ensuring there is sufficient and reliable provision for Play, Creativity and Activities within the home, both on a structured basis and informally, and including space and opportunities and provision for celebrations and festivities.
- 3.8. Encourage children to participate in communities and to take responsibility as citizens in their own right.
- 3.9. Facilitate and supervise appropriately child-centred physical play and recreational activities that have been organised for the children, and adapted to match children's levels of emotional integration and understanding and individual interests and aptitudes.
- 3.10. Under guidance, develop your capacity to use play and creativity in all their forms effectively to support improvement in children's self-esteem and sense of identity, and to enhance their learning about themselves and the world they live in.
- 3.11. Promote and reinforce positive behaviours through consistent and reliable use of the home's recognised and authorised reward-systems and reparations and restorative practice and (only where appropriate and agreed in consultation with more experienced colleagues) sanctions.
- 3.12. Engage with the children's families and relations respectfully and professionally and in ways that encourage them to be involved with and engaged in their child's lives and development, when permitted within the child's Care Plan and Placement Plan.
- 3.13. In consultation with more experienced colleagues, seek to empower the child's parent(s) through supporting them to develop their parenting skills, when possible and viable, and when permitted within the child's Care Plan and

Placement Plan.

- 3.14. Under guidance, assist colleagues in reliably and accurately communicating and sharing relevant and necessary information with Social Workers, Therapists, Independent Reviewing Officers, and other external agencies and professionals and including (when permitted within the child's Care Plan and Placement Plan) parents and members of the child's family.
- 3.15. Through experiential learning and more formal training and coaching routes, develop your understanding of adversity and trauma, their effects on children, and children's responses to them, and use this understanding to improve your own and others professional practice and the quality of the care you offer the children.
- 3.16. Develop positive and appropriate professional relationships with the children in your care, engage with them in a meaningful and genuine way, and empower them to express their views, wishes and feelings in matters affecting their care and welfare and their lives.
- 3.17. Actively seek feedback from colleagues to evaluate the quality of your professional relationship with children, and avoid the risk of promoting unhealthy relationships that are 'too deep' and that can, if allowed to propagate, lead to inappropriate and complicated attachments that may simply reinforce past damaging relationships.
- 3.18. Develop appropriate professional relationships with the children in your care that meet their needs in a conscious and planned way, and that enable the child to internalise an experience of close management, healthy pre-occupation, being cared for, role modelling, and re-experiencing damaging relationships from the past in a better way in the present.
- 3.19. Take responsibility for your own professional development.
- 3.20. Explore the values, knowledge and skills of the children's social care profession and use these as a basis inform and develop your own professional practice.
- 3.21. Understand and accept that professional values and beliefs are not automatically the same as personal values and beliefs and that part of being a professional involves a recognition and resolution of this tension in professional situations.
- 3.22. Accept that you don't know what you don't know, and that others will know more than you, and this is OK.
- 3.23. Ask for help and advice from others to assist you in developing strategies and coping mechanisms that enable you to bear the unbearable.
- 3.24. Assist colleagues and other professionals in the task of guiding children through major transitions by following agreed Transition Plans, and including when the child joins the home and when they leave the home and other significant transitions such as a change of education placement.

4. Team Work and Collaboration:

- 4.1. Attend and be an active participant in team meetings, and ensure you have read team meeting notes on the rare occasion you are unable to attend in person or virtually.
- 4.2. Ensure you have read the Independent Person's monthly reports setting out their findings and recommendations following their visit to the home.
- 4.3. Be mindful of and where possible and appropriate support the wellbeing of others with whom you work.
- 4.4. Use your team and colleagues and the wider organisation of The Lioncare Group to develop your knowledge and understanding needed to support evidence-based practice.
- 4.5. Be a willing participant in sharing your thoughts and ideas with others in the appropriate forums, and never assume others already know what you are thinking and feeling.
- 4.6. Know that you will be expected to speak in front of others in small and larger groups and meeting; ask for help and advice from others if this is not your area of strength.

5. Safeguarding and Risk Management:

- 5.1. Support the safeguarding culture of the home and organisation whereby all members of the community of the home and the wider organisation of The Lioncare Group share responsibility and concern for the emotional and physical safety of each other.
- 5.2. Assist colleagues and the Registered Manager in the task of ensuring each child's specific safeguarding needs are met.

- 5.3. Accept and act positively to changes in tasks in response to day-to-day changes and emergencies.
- 5.4. Strive to develop your practise to promote the safeguarding of individuals.
- 5.5. Comply with legislative, regulatory, registration and inspection requirements that support the safeguarding of individuals from harm or abuse and ensure others do the same.
- 5.6. Use all forums and tools available to grow your understanding of harm, abuse and safeguarding duty.
- 5.7. Strive to develop your practise to be able to balance positive outcomes for individuals with risk and safety.
- 5.8. Work in partnership and collaboration with others to manage risk to personal safety.
- 5.9. Assist colleagues in updating, monitoring and implementing fully Safeguarding Risk Profiles, Positive Behaviour Support Plans, and other Risk Management plans and procedures concerning the children in your care and for whom you share responsibility.
- 5.10. Remain vigilant and alert to situation that have potential to cause children and colleagues harm, and take personal responsibility for taking necessary action to reduce the risk of such a situation occurring before it occurs, and take personal responsibility for informing the Registered Manager and/or other senior managers without delay if or when such a situation does occur.

6. The Facilitating Environment (the buildings and surrounding area) and Health and Safety:

- 6.1. Assist colleagues and the Registered Manager in the task of ensuring that the physical standard of the facilitating environment of the home is maintained at all times to a high standard.
- 6.2. Assist colleagues and the Registered Manager in the task of ensuring that the home provides a safe and appropriate environment in which children can grow and flourish, and in which colleagues and visitors can conduct their work.
- 6.3. Work in partnership and collaboration with colleagues to create and develop positive links between the local community and the home, enabling the children to participate fully in the life of the local community and to prevent unacceptable negative impact on the local community through the work of the home.
- 6.4. Establish, maintain and promote effective links with all relevant agencies - statutory, voluntary and private – as necessary to ensure day-to-day operational requirements of the home and of The Lioncare Group in general are met.
- 6.5. Assist the Registered Manager in monitoring and assessing the effectiveness of facilitating environment in supporting the therapeutic community approach of the home including any barriers identified.
- 6.6. Provide honest and accurate feedback for the annual Location Assessment Review of the home.
- 6.7. Take responsibility for your own wellbeing and be open and honest about your feelings in the work place.
- 6.8. Ask for help and advice from others to assist you in managing your own anxiety at those times when you face situations that may feel intensely stressful, and to develop your own strategies for remaining calm.
- 6.9. Seek support and advice from others to assist you in taking responsibility for managing your own personal resources and welfare (including physical and emotional health, time, personal commitment, and motivation) through effective and appropriate self-time management and personal organisation, use of support systems, and including taking ownership of own needs and requirements related to your role and seeking support and assistance from others in meeting these needs and resources.
- 6.10. Assist colleagues and the Registered Manager in the task of developing and improving Health and Safety practices in the home.
- 6.11. Comply with all health, safety and security policy and procedures and requirements.

7. Financial Matters:

- 7.1. Accept personal responsibility for appropriately managing those aspects of finance in which you are involved as part of your normal day-to-day duties and tasks.
- 7.2. Always provide receipts for every purchases you make using the organisation's money and funds; this includes online purchases.
- 7.3. Make yourself familiar with how the homes petty cash system operates and ensure you follow stated procedures and that you can account for all expenditures made by you in the course of your duties in the home and on behalf

of The Lioncare Group.

- 7.4. Alert and inform without delay the Registered Manager or a Senior Manager of any concern you have or hold in regards to suspected or known mismanagement or unauthorized use of the organisation's money and funds and/or children's own money and funds.

8. Becoming a Therapeutic Practitioner¹:

- 8.1. Explore with your colleagues their role as Therapeutic Carers, and the boundaries and limits to this role, to prepare you to take up this role following successful completion of your probationary period
- 8.2. Learn through observing more experienced colleagues how to carry out clinical observations and formulate a working hypothesis
- 8.3. Grow your capacity to acknowledge and use and maintain the boundaries of the Therapeutic Community in which you work
- 8.4. Ask questions so you can develop an understanding of Therapeutic Community methodologies and related theory
- 8.5. Learn how to adapt your own communication in a range of situations that match the needs and understanding of those with whom you are communicating
- 8.6. Gain a working understanding of the concept of Use of Self
- 8.7. Grow your capacity to work both reflectively and reflexively
- 8.8. Explore, through using support systems and Group Consultancy, your capacity to contain anxiety
- 8.9. Learn experientially the importance of the environmental setting and of the external environment
- 8.10. Grow your understanding of principles of organisational dynamics and how they are enacted in The Lioncare Group and between The Lioncare Group and other organisations
- 8.11. Develop your capacity to be a Participant Observer
- 6.12. Learn what is meant by the term 'The Primary Task of the home' and of The Lioncare Group, and explore the contribution you make to achieving The Primary Task

Selection Specification: The criteria below indicate qualities needed to do the job well. Candidates will be selected according to the extent to which they satisfy these criteria. Evidence of potential will also be considered. Most of the criteria must normally be met in order to qualify for selection.

Essential Criteria

Knowledge and Experience

- Knowledge and a working understanding of good child care practice and healthy child development.
- Some insight into the needs of children living in the care system.
- Awareness of the task of an SEMH school or similar learning environment.
- Appreciation of the real difficulties faced and felt every-day by the children in our care.
- Experience of encouraging children to develop their full potential.
- Prior experience of working within a team of professionals.
- A reasonable standard of education and general knowledge.
- Some awareness of theory and practice related to providing quality care and education for looked after children.
- Good written and oral communication skills, and able to record accurately, objectively, and with clarity.
- I.C.T. skills including Word, Excel, Email/Internet, competency in the use of electronic digital devices and equipment for recording and processing information, and able to operate basic I.C.T. appliances including telephone system, scanners, and photocopiers
- Understanding the importance of confidentiality, privacy, and discretion.
- Appreciation at some level of the stressful and emotionally and physically challenging nature of the task and role.
- Understanding of the importance of practicing Equality and Diversity and confronting discrimination.
- Understanding of the role of OFSTED in regulating children's residential care settings.

¹ For further detail and explanation, please refer to the Core Competencies as a Therapeutic Practitioner table at the end of this document

Skills and Abilities

- Ability to meet the needs of children with complex needs.
- Ability to work in a residential home for children with social, emotional, behavioural difficulties, trauma, and complex needs, and who can display quiet challenging and disturbing and on occasion aggressive and violent behaviours.
- Ability to work as part of a team.
- Ability to be assertive yet supportive, exercise sanctioned authority, have good interpersonal skills, and able to function as part of a wider team and organisation.
- Ability to take on board instruction, to use own initiative when appropriate, and accept personal authority and responsibility.
- Ability to receive formal practice-based supervision.
- Ability to effectively prioritise self and workload within agreed timescales.
- Good organisational skills.
- Able to work under pressure.
- Ability to relate to and communicate with difficult to reach children.
- Ability to relate to and communicate effectively with colleagues, and teachers and others in education roles, and other professionals and encourage their collaborative participation in the work of The Lioncare Group.

Personal Qualities

- Honesty
- Openness
- Integrity
- Eagerness and commitment to developing self towards achieving a position as a Therapeutic Carer
- Potential to be reflective and be a reflective practitioner
- Organised
- Confidence
- Mentally and physically fit for the purposes of the work you are to perform
- Able to manage self and others in unfamiliar situations
- Robust and resilient
- Flexible and adaptable to changing situations and demands including working flexible hours when necessary
- Capable of both thinking and doing
- Belief in the value of difficult to reach children
- Commitment to training and self-development

Desired Criteria

- Some experience of working in a residential setting for children.
- Understanding of cost awareness and efficiency.
- Relevant qualification at level 3 or above in child care / child development, or a related relevant subject.
- Self-aware, confident, motivated, sense of humour, creativity, conscientious work-ethic.
- Full clean driving licence

Statement of Variation

This job description sets out the details of the post at the time it was drawn up. These details may vary without changing the general character of the duties or level of responsibility entailed. Such variation cannot itself justify reconsideration of the grading of the post.

CORE COMPETENCIES AS A THERAPEUTIC PRACTITIONER

Competency Heading		Definition - The TC Practitioner Strives To...
Role related competencies	1	Understanding of role <ul style="list-style-type: none"> • Better understand the boundaries of their role, the place this has within the wider organisation & the outcomes it is designed to achieve
	2	Understanding of client group <ul style="list-style-type: none"> • Provide responses of understanding to the particularity of the client within the context of the community • Shows developing insight into the clinical issues extent within the client group • Relates to others as human beings not as diagnoses or labels
	3	Clinical observation <ul style="list-style-type: none"> • Able to accept 'not knowing' & allow time for understanding to emerge • Capacity to observe behaviour/mood/interactions & notice internal & external dynamics involved • Capacity to formulate a hypothesis
	4	Capacity to acknowledge and use the boundaries of the TC <ul style="list-style-type: none"> • Developing awareness & capacity to regulate boundaries • Ability to share authority with all members of the community - 'dispersed authority' • Capacity to own & use their own authority • Recognises the significance of space & time & how therapeutic structures are established • Creative / flexible use of TC structures
Therapeutic practice related competencies	5	Understanding of TC methodologies <ul style="list-style-type: none"> • Shows a willingness to learn & engage with 'methods' • Emotionally open within a 'culture of enquiry' • Developing knowledge & understanding of psychodynamic ideas • Desire to acquire both academic & experiential knowledge in a 'living-learning environment' • Desire to be a part of a containing matrix of relationships & use the community to address & solve problems
	6	Communication skills <ul style="list-style-type: none"> • Openness to both conscious & unconscious communication & recognises behaviours & affects are communication • Communicates in a clear direct manner & actively listens & engages with others to further their understanding • Can adapt the mode of communication appropriate to the audience • Avoids telling others what to think; provides/creates opportunities for understanding to grow / develop / emerge
	7	Use of self <ul style="list-style-type: none"> • Sensitivity - attuned & receptive - can takes things in • Capacity to use one's interactions with others therapeutically • Ability to monitor thoughts & feelings evoked by others & link these to underlying issues of the child • Genuineness - congruence - authenticity - not hiding behind professional status / role
	8	Capacity to work both reflectively and using reflexively <ul style="list-style-type: none"> • Can think about one's own capacities & deficits in relation to the work • Can work by continually being aware of one's responses to others & one's self • Self-reflection / awareness - desire to know why one is drawn to this work • Has self-knowledge - able to self-talk - adopt a third position
	9	Capacity to contain anxiety <ul style="list-style-type: none"> • Ability to tolerate 'not knowing' • An ability to tolerate stress & recognize personal limits • Can notice & sustain feeling difficult feelings long enough to understand where they derive from & to take appropriate action • Self-contained - can contain their own anxiety • Owns their mistakes • Capacity to retain ones one identity - strength of character
Organisational related competencies	10	Recognises importance of the environmental setting & external environment <ul style="list-style-type: none"> • Uses 'daily living' as opportunities for learning - 'opportunity-led work' • Acknowledges the symbolic nature of the environment • Understands 'corrective emotional experience', primary care & therapeutic adaptation • Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics <ul style="list-style-type: none"> • Can understand & acknowledge issues of authority, power, leadership • Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this & one's own role in managing this • Aware of own valency - the tendency to take up a familiar defensive role in a group context
	12	Participant observer <ul style="list-style-type: none"> • Can observe self & others without being compelled to act before reflecting • Can wait, think, talk with others before acting • Capacity to learn from direct experience; capacity to explore & be vulnerable, not defensive/avoidant
	13	Recognises the primary task <ul style="list-style-type: none"> • Boundaried - able to acknowledge one's own place in the organizational structure • Clarity about one's role - engages directly in the key tasks defined in their job description & its relation with the primary task of the community