

## JOB DESCRIPTION

Position	<b>Senior Therapeutic Carer</b>
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.
Line-Managed By	The Registered Manager of the Home.
Directly Responsible To	The Registered Manager of the Home.
Ultimately Answerable To	The Chief Executive Officer of The Lioncare Group / Responsible Individual.
Line-Management and Supervisory Responsibilities	Assisting the Deputy Manager and Registered Manager with the day-to-day running and operation of the Home, management of the team, and supervision of team members.
Health and Safety Responsibility	Shared responsibility for the Health and Safety of all adults and children working and living in the home, and contracted workers and visitors to the home.
Safeguarding and Child protection Responsibility	Shared responsibility for Safeguarding and protecting all children living in the home.

Primary Task (what the Job exists to do)	<p><i>In consultation and collaboration with the Registered Manager, and with due regard to legislative and regulative duties and responsibilities:</i></p> <p><b>Work collaboratively with the Registered Manager to ensure the home is run safely and compliant with legislation and regulation, that the children living in the home are cared for and educated to the highest standards, following psychodynamic theory and practice, and that they make progress and thrive.</b> To achieve this, you will;</p> <ul style="list-style-type: none"> <li>– Effectively and appropriately assist in aspects of managing, leading, monitoring, and developing the Therapeutic Children's Home in which you are based.</li> <li>– Have demonstrated and evidenced your competency as a Therapeutic Carer.</li> <li>– Share appropriate and delegated responsibility for improving the therapeutic care and education provision offered, and promoting all aspects of the Home as a 'facilitating environment' conducive to therapeutic thinking and practice.</li> <li>– Involve yourself helping to implement the home's agreed Improvement Plan to ensure continual development of the Quality of Care provided by the Home.</li> <li>– Offer and provide appropriate and necessary support to the Registered Manager and members of the Leadership Team and Executive Team of The Lioncare Group.</li> <li>– Accept delegated responsibility for aspects of recruitment, staffing, legislation, managing financial processes, and efficient use of resources.</li> <li>– Support colleagues in meeting the health, emotional, safeguarding, social, psychological, educational, and academic needs of the children looked after by the home and across the whole of The Lioncare Group, and including administration of prescribed medications.</li> <li>– Liaise and interact with all colleagues and wider external networks to ensure effective communication and promote positive and harmonious working relationships.</li> </ul>
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 education and learning for children in an Independent SEMH School and/or children's social care in a Residential Children's Home and with particular emphasis on 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 links with, clients, colleagues, and agencies working for and associated with the work of The Lioncare Group and 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, engage in, and where appropriate facilitate, 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.
- 1.1. Exercise responsibilities under the Health and Safety at Work Act.
- 1.2. Implement and develop the Organisation's policy and practice of Equality and Diversity.
- 1.3. 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.
- 1.4. Undertake training and continuous professional development as required and necessary including self-study and research.
- 1.5. Adopt a flexible approach to working times in line with the demands of the organisation, including assisting in times of staff shortages, increased workload demands, and in emergency situations and unplanned situations.
- 1.6. 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 a Senior Therapeutic Carer include the following:

- 2. Supporting the Company:**
- 2.1. Support at all times the Registered Manager, Assistant Directors and Chief Executive Officer in carrying out their duties and responsibilities in relation to the operation of the home and of The Lioncare Group.
- 2.2. Inform the Registered Manager without delay, keeping 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 and/or Deputy manager to a level of competence expected from the grade of post.
- 2.3. Take up the role as Shift-Coordinator as and when required and instructed to do so through the roster arrangements, assuming responsibility for planning and completing the tasks of the role, monitoring and maintaining oversight of your shift-colleague's practice and performance, and taking lead responsibility initially in an emergency situation or significant event, and responsibility for ensuring effective Hand-Over Meetings routinely occur at the beginning and the end of your shift.
- 2.4. Attend and actively participate in and contribute to meetings and all other forums as required and appropriate.
- 2.5. Ensure positive links are maintained and improved between the home and all parts of The Lioncare Group and between the home and external agencies and professionals and members of the wider community and public in general.
- 2.6. Assist in implementing improvements to the quality of care of the home as set out in the Home Improvement Plan (H.I.P.)

- 2.7. Assist in ensuring the clear Therapeutic Community Model of Practice is consistently applied within the home and across the whole organisation.
- 2.8. Promote a positive image of the home and of The Lioncare Group.
- 2.9. Provide constructive and reliable evidence-based feedback on the Quality of Care provided by the home.

### **3. Managing Services and Multi-Disciplinary Working:**

In consultation and collaboration with the Registered Manager of the home, and under their leadership:

- 3.1. Carry out agreed aspects of monitoring, co-ordinating, assessing, and maintaining to a high standard the provision offered by the home to ensure the needs of the Children living there, and of the workforce and of placing authorities are met.
- 3.2. In the absence of the Registered Manager, assist the Deputy Manager in their responsibility to lead and manage the home.
- 3.3. Inform the Registered Manager and/or other Senior Managers without delay of all issues affecting the effective and appropriate operation of the home and for alerting the Registered Manager and/or other Senior Managers without delay of any concerns regarding inappropriate or unacceptable practice occurring within the home, other parts of the organisation, or external agencies.
- 3.4. Assist the Registered Manager in maintaining, managing and developing systems in the home for accurate, efficient and appropriate logging and recording and monitoring and analysis of information, and compiling reports and other documents as required ensuring these are provided to external agencies on request and on time.
- 3.5. Promote the Therapeutic Community practice and approach underpinning the work of the home and wider organisation, ensuring this is consistently conducted and maintained to a high level of professionalism and accountability, with all work being implemented in an appropriate and agreed manner.
- 3.6. Assist the Registered Manager to lead and manage the home in a way that is consistent with the Therapeutic Community model and compliant with legislation and regulation at all times.
- 3.7. Undertake other such duties appropriate to the level of competence expected from the grade of post and in keeping with the organisations policies and procedures, the Homes Statement of Purpose, the School's Prospectus, the aims and objectives of The Lioncare Group, and all legislation and regulations.
- 3.8. Act as advocate and positive adult role model for the children, and at all times to maintain a professional approach towards colleagues and other professionals and members of the public that have reason to interact with home and/or The Lioncare Group.
- 3.9. Implement agreed systems, procedures and practice that comply with legislative, regulatory, registration and inspection requirements and that promote the Quality of Care of the home.
- 3.10. From time-to-time and as instructed take up the temporary role of Adult-in-School for children attending The Lioncare School.

### **4. Managing the Team:**

- 4.1. Implement and adhere to agreed systems, procedures and practice that effectively support the retention of new workers at the home.
- 4.2. Be actively involved in the continuing professional development of workers through supervision and performance reviews and ensure these are conducted regularly, reliably, consistently and effectively by you.
- 4.3. Ensure team members and colleagues and employees are aware of their contractual obligations and abide by these, including providing the administrator with all relevant documentation pertaining to personnel issues.
- 4.4. Ensure all team members can describe the Therapeutic Community model of practice followed in the home, and that they understand and accept the expectations of membership of this Therapeutic Community.
- 4.5. Fully support the Registered Manager in providing the team at the home with clear and appropriate leadership, management, boundaries, support, and discipline.
- 4.6. At all times act as a positive role model and mentor for colleagues at all levels offering guidance, support, direction, and advice in relation to their working practice.
- 4.7. Support team members to work with individuals to assess their preferences and care or support needs, ensure assessment information is available to those who have a right to see it, and manage the revision of assessments in

the light of changing preferences and needs.

- 4.8. Effectively allocate and delegate responsibilities and duties to others in the team (including managing 'upwards') appropriate to the competencies expected from the grade of their post.
- 4.9. Undertake "on-call" duties in line with the agreed management support structures in place, including providing where necessary direct cover, support, and intervention to ensure the safe and effective operation of all aspects of the home and The Lioncare Group at all times.
- 4.10. Help manage a diverse workforce that meets the needs and preferences of individuals at the home.
- 4.11. Under instruction and direction and guidance of the Registered Manager, and in accordance with company guidelines and procedures, assist in monitoring the appropriate conduct and performance of colleagues, acknowledging good performance, supporting areas of difficulty, and implementing disciplinary procedures where necessary and authorised to do so in line with role and responsibilities.
- 4.12. Help with implementing and managing the outcomes of disciplinary processes.
- 4.13. Contribute to disciplinary proceedings of others not directly working at the home, where authorised and directed to do so.

## **5. Safeguarding and Risk Management:**

- 5.1. Assist in developing a safeguarding culture whereby community members living and working in the home share responsibility for the emotional and physical safety of each other.
- 5.2. Assist in managing and co-ordinating responses to day-to-day changes and emergencies.
- 5.3. Accept and act positively to changes in tasks in response to day-to-day changes and emergencies.
- 5.4. Develop your practise and that of others that promotes 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. Maintain your own and others understanding of harm, abuse and safeguarding.
- 5.7. Develop your practise and that of others that balances positive outcomes for individuals with risk and safety.
- 5.8. Work in partnership with others to manage risk to personal safety.
- 5.9. Assist in devising, supporting, monitoring, updating and implementing Safeguarding Risk Profiles, Positive Behaviour Support Plans, and other positive Risk Management plans and procedures related to behaviour, activities and daily life of the home and the children living there.
- 5.10. Contribute evidence, observations, and information that promotes the formulation of effective Positive Risk Management Plans.

## **6. Managing Practice:**

- 6.1. Assist the Registered Manager in developing a culture within the home that is open and facilitates participation and where all behaviour and emotional expression is open to discussion.
- 6.2. Help manage the home in a way that ensures adults and children together review, set and maintain the rules and boundaries of the Therapeutic Community.
- 6.3. Carry out effective staff supervision and performance reviews and practice-based support that contributes to achieving positive outcomes for children.
- 6.4. Assist the Registered Manager in developing practice that supports the development of safe relationships that promote safeguarding and the protection of children.
- 6.5. Assist the Registered Manager in developing practice that promotes individuals rights, inclusion and well-being.
- 6.6. Assist the Registered Manager in developing practice that supports individuals to keep themselves and others safe.
- 6.7. Assist the Registered Manager in developing practice that promotes individuals' social, emotional, mental, cultural, spiritual and intellectual well-being.
- 6.8. Assist in monitoring, managing, and promoting provision for play, creativity, and activities at the home, including organisation of celebrations and festivities.

- 6.9. Assist the Registered Manager in developing practice that supports the achievement of positive outcomes for children's health.
- 6.10. Implement and critically evaluate systems, procedures and practice in the home that support individuals to deal effectively with transitions and significant life events.
- 6.11. Support effective group living within the home.
- 6.12. Assist the Registered Manager in planning, implementing and evaluating a structured daily timetable of both living activities and group activities, which reflect the needs of all those working and living at the home functioning as a Therapeutic Community.
- 6.13. Implement services, policies, systems, procedures and practice that support the development of positive behaviour.
- 6.14. Encourage involvement of individuals in assessments, plans and reviews.
- 6.15. Assist the Registered Manager in developing and implementing systems, procedures and practice for the management of compliments, concerns and complaints.
- 6.16. Assist the Registered Manager to embed a Therapeutic Community culture within the home that promotes the benefits of all members being active in the personal development of each other.

**7. Managing Finance:**

- 7.1. Assist the Registered Manager in managing and operating budgets and / or similar arrangement within the agreed guidelines set by the Chief Executive Officer.
- 7.2. Assist the Registered Manager in ensuring the home is run efficiently and economically within financial allocations and actively seek initiatives to reduce unnecessary wastage.
- 7.3. Assist the Registered Manager in ensuring costs are kept to a minimum without compromising the quality of the care, education, and learning experience offered to the children or the conditions of employment of colleagues.
- 7.4. Take up delegated responsibility for agreed aspects of:
  - 7.4.1. the petty cash systems operating in the home.
  - 7.4.2. monitoring and maintaining the appropriate ordering of supplies within the home.
  - 7.4.3. effectively managing the financial system in operation at the home.
  - 7.4.4. informing all colleagues of procedural guidelines for carrying out the above.
  - 7.4.5. monitoring expenditure and including overtime payments and alerting the Registered Manager and/or Executive Team of concerns.
  - 7.4.6. monitoring, managing, and developing effective systems for the purchasing and provision of appropriate food and nutrition for the children living in the home.

**8. Managing Resources; the Buildings and Surrounding Areas (the facilitating environment) and Health and Safety:**

- 8.1. Assist the Registered Manager in ensuring that the physical standard of the facilitating environment of the home is maintained at all times to a high standard.
- 8.2. Assist the Registered Manager in 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.
- 8.3. 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.
- 8.4. 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 services offered by the home and of The Lioncare Group in general are met.
- 8.5. Monitor and feedback to the Registered Manager the effectiveness of facilitating environment in supporting the therapeutic community approach of the home including any barriers identified.
- 8.1. Provide honest and accurate feedback for the annual Location Assessment Review of the home.
- 8.2. Take responsibility for your own wellbeing and be open and honest about your feelings in the work place.

- 8.3. Manage your own anxiety at those times when you face situations that may feel intensely stressful, and develop your own strategies for remaining calm.
- 8.1. Take 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.
- 8.1. Assist the Registered Manager in developing and improving Health and Safety practices in the home.
- 8.2. Comply with all health, safety and security policy, procedures and requirements; ensure otherwise do the same.
- 8.3. Work collaboratively and in partnership with others to develop health, safety and security policies, procedures and practices.

## 9. Managing Self as a Therapeutic Practitioner<sup>1</sup>:

- 9.1. Understand the role you have taken up, and the boundaries and limits to this role
- 9.2. Understand the client group with whom you are working
- 9.3. Show capacity to carry out clinical observations and formulate a working hypothesis
- 9.4. Show capacity to know, use, and maintain the boundaries of the Therapeutic Community in which you work
- 9.5. Take steps to develop your understanding of Therapeutic Community methodologies and related theory
- 9.6. Adapt your own communication in a range of situations that match the needs and understanding of those with whom you are communicating
- 9.7. Actively embrace and incorporate in to your practice the concept of Use of Self
- 9.8. Display capacity to work both reflectively and reflexively
- 9.9. Take steps to develop your capacity to contain anxiety
- 9.10. Recognises the importance of the environmental setting and of the external environment
- 9.11. Understand principles of organisational dynamics and how they are enacted in The Lioncare Group and between The Lioncare Group and other organisations
- 9.12. Be a Participant Observer
- 9.13. Recognise what is The Primary Task of the homr and The Lioncare Group and 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

- Experience of working in a Residential Children's Home.
- Knowledge of an SEMH school or similar learning environment.
- Understanding the real difficulties faced and felt every-day by the children in our care.
- Experience of encouraging children to develop their full potential.
- Experience of supporting colleagues to develop their full potential.
- Experience of delivering quality care, learning, education, and nurture to vulnerable children.
- A good standard of education and general knowledge.
- Knowledge of theory and practice in providing quality care and education for children.
- Knowledge of strategies that promote purposeful experiential learning and real progress for children with emotional and behavioural difficulties, and experience of implementing them.
- Good written and oral communication skills, and able to record accurately, objectively, and with clarity.
- ICT skills including Word, Excel, Email/Internet, and able to operate basic ICT appliances including telephone system,

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

fax machines, scanners, and photocopiers

- Understanding the importance of confidentiality, privacy, and discretion.
- Experience 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 requirements of OFSTED for children's residential care settings.

#### Skills and Abilities

- Ability to meet the needs of children with social, emotional, and behavioural difficulties, trauma, and complex needs.
- Ability to work as part of a team.
- Ability to guide others in the development of the therapeutic task.
- 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 effectively prioritise self and workload within agreed timescales.
- Good organisational skills.
- Able to work under pressure.
- Ability to assess the need of individual children, to create plans for meeting these needs, and to maintain appropriate records of progress and achievement, and to guide others in doing the same.
- Ability to relate to and communicate with difficult to reach children, and colleagues experiencing difficulties in the work-place.
- Ability to relate to and communicate effectively with colleagues and other professionals and encourage their collaborative participation in the work of The Lioncare Group.

#### Personal Qualities

- Able to lead and manage others
- Honesty
- Openness
- Integrity
- Capacity to be reflective and be a reflective practitioner
- Organised
- Confidence
- A stable, balanced, and rounded personality
- 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**

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