

JOB DESCRIPTION

Position	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.
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 leadership, and with due regard to legislative and regulative duties and responsibilities:</i></p> <p>Draw on psychodynamic theory and practice to meet children's care needs in full, and in a way that helps them make sense of their past, gain enjoyment in the here and now, and develop the necessary emotional and practical skills and abilities to move forward in their lives. To achieve this, you will;</p> <ul style="list-style-type: none"> – Actively engage in the task of being a member of the team in the home, and a member of the whole community that is The Lioncare Group. – Be a Reflective Practitioner, able and willing to reflect on and self-evaluate your own actions and the impact of the work on you, and share this with others so as to engage all in a process of continuous learning, deeper understanding, and improvement. – Take up the role of Casework Manager or Caseworker for usually two or three children in the home with whom you develop pre-occupation, and have oversight of their essential Case Records, provide regular Casework Sessions, and support their Care-Journey whilst looked after by The Lioncare Group. – Actively assist in accurately and effectively assessing the therapeutic needs of the children in our care and delivering quality professional therapeutic practice through contributing to the Psychodynamic Assessments of Emotional Need and developing associated Relevant Plans for each child. – Work collaboratively with colleagues and the children in 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. – Demonstrate belief in the value of a Group-Living environment as a beneficial tool and a positive experience and actively assist in promoting and supporting and maintaining the group living-and-learning ethos of The Lioncare Group. – Involve yourself fully 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
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	<p>electronic digital devices and within agreed timescales, and ensuring all records are accurate and congruent.</p> <ul style="list-style-type: none"> – Strive to ensure that each child experiences being cared for in a positive, real and meaningful way, and 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. – Take personal responsibility for preparing children emotionally and physically 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. – 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.
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 Safeguarding Children and Child Protection and Risk management 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 a Therapeutic Carer 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 shared responsibility for implementing the clear Therapeutic Community Model of Practice and support 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. Therapeutic Care Practice and Multi-Disciplinary Working:

- 3.1. Be a positive role model for the children in our care both within the home and when supporting them within the local community.
- 3.2. Encourage and be actively involved with the various pursuits followed by the children both within the home and in school, and within the local and wider community.
- 3.3. Take up the role of effective and conscientious advocate for the children as and when necessary and required.
- 3.4. 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.
- 3.5. 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.
- 3.6. Under the direction, instruction and leadership of the Registered manager, accept additional responsibility for managing, planning, monitoring, developing and implementation in regards to a specified area or aspect of the task of the home, for example, the garden or vehicles or food-supplies or provision of play and creative materials etc.
- 3.7. Assist the Registered Manager 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. Promote opportunities for children to participate in communities and to take responsibility as citizens in their own right.
- 3.9. Plan and provide appropriately child-centred physical play and recreational activities adapted to match children's levels of emotional integration and understanding and individual interests and aptitudes.
- 3.10. Use play and creativity in all there 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 reward-systems and reparations and restorative practice and (only where appropriate) 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. Find appropriate ways 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 instruction and leadership of the Registered Manager, take delegated responsibility for 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. 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 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. Use reflective practice and the professional support systems and group forums of the home to continually monitor 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 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. Use the values, knowledge and skills of children's social care profession to inform 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 may know more than you, and this is OK.
- 3.23. Develop strategies and coping mechanisms that enable you to bear the unbearable.
- 3.24. Support children through major transitions and be involved in creating and updating associated 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. Contribute to the professional development of others with whom you work.
- 4.3. Be mindful of and 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.

5. Safeguarding and Risk Management:

- 5.1. Assist in developing a safeguarding culture 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. Support the Registered Manager in 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. 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 duty.
- 5.7. Develop your practise and that of others that balances 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 in devising, supporting, 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 are responsible.
- 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 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.
- 6.2. 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.
- 6.3. 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.
- 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 The Lioncare Group in general are met.
- 6.5. 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.
- 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. Manage your own anxiety at those times when you face situations that may feel intensely stressful, and develop your own strategies for remaining calm.
- 6.9. 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.
- 6.10. Assist the Registered Manager in 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. Managing Self as a Therapeutic Practitioner¹:

- 8.1. Understand the role you have taken up, and the boundaries and limits to this role
- 8.2. Understand the client group with whom you are working
- 8.3. Show capacity to carry out clinical observations and formulate a working hypothesis
- 8.4. Show capacity to acknowledge and use and maintain the boundaries of the Therapeutic Community in which you work
- 8.5. Take steps to develop your understanding of Therapeutic Community methodologies and related theory
- 8.6. Adapt your own communication in a range of situations that match the needs and understanding of those with whom you are communicating
- 8.7. Actively embrace and incorporate in to your practice the concept of Use of Self
- 8.8. Display capacity to work both reflectively and reflexively
- 8.9. Take steps to develop your capacity to contain anxiety
- 8.10. Recognises the importance of the environmental setting and of the external environment
- 8.11. Understand principles of organisational dynamics and how they are enacted in The Lioncare Group and between The Lioncare Group and other organisations
- 8.12. Be a Participant Observer
- 8.13. Recognise what is The Primary Task of the home and of 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 delivering quality care, learning, and nurture to vulnerable children.
- A reasonable standard of education and general knowledge.
- Knowledge of theory and practice in providing quality care and education for looked after 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.
- 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.
- 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.

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

- Ability to guide and support 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

- Honesty
- Openness
- Integrity
- Capacity to be reflective and be a reflective practitioner
- Organised
- Confidence
- Mentally and physically fit for the purposes of the work you are to perform
- 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

- Direct experience of working in a residential therapeutic community for children.
- Understanding of cost awareness and efficiency.
- Relevant qualification at level 3 or above in therapeutic child care 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