## Northumberland County Council JOB DESCRIPTION

| Post Title: Residential Shift Coordinator | Director/Service/Sector |                | Office Use                |
|---|-------------------------|----------------|---------------------------|
| Grade: Band 5                             |                         |                | JE ref: 2203<br>HRMS ref: |
| Responsible to: Home Manager              | Date:                   | Manager Lever: | TIKWO TOI.                |

## Job Purpose:

As a residential shift coordinator under the direction/delegation of the Unit Manager, to provide an effective service to young people. To work within the agreed function of the unit and as a member of a team provide care, guidance, control and support to young people resident.

| Resources St | No staff  |  |
|--------------|---|--|
| Finar        | ce To maintain financial records on unit in line with financial regulations |  |
| Physi        | To undertake CALM techniques in line with NCC County policy                 |  |
| Clie         | nts Shared responsibility for young people                                  |  |

- Under the direction of the homes manager coordinate shifts
- To be responsible for the co ordination of the shift activities
- To be familiar with and follow all relevant statutory, policy, Codes of Practice and procedure guideline requirements relevant to the unit.
- Understand and fully so-operate in ensuring that the specified aims and objectives of the unit are achieved.
- To be familiar with and follow all relevant statutory, policy, Codes of Practice and procedure guideline requirements relevant to the unit.
- Under the direction of the team leader, fully co-operate in ensuring that the specified aims and objectives of the unit are achieved.
- Actively participate in agreed management processes either individually or as part of a team (e.g. supervision, appraisal, training).
- Under the direction of the team leader seek to ensure the effective care of each young person including listening to their views, work in partnership with their families and promote open shared decision making.
- Under the direction of the team leader ensure the health and welfare of the young people including dietary requirements, medical treatment, education, employment, leisure and occupational activities as identified in their care plan
- Under the direction of the team leader take appropriate action in receiving/admitting young people to the unit.
- Under the direction of the team leader implement care programmes to meet the identified needs of the young people, including liaison with other staff within the department and other agencies.
- Undertake administrative tasks as necessary for the effective running of the unit e.g. pocket money, petty cash etc.
- Communicate and report appropriately to young people, colleagues and senior staff. Assess and prioritise the needs of young people with relevant senior staff in order to determine care plans that are effective in meeting the needs of the young person
- Report any concerns/issues promptly to ensuring the welfare and safeguarding of young people who are in the home.
- To maintain efficient, reliable liaison and co-operation with other individuals, agencies, community resources.
- To maintain written records required of the Home

## Northumberland County Council PERSON SPECIFICATION

| Post Title:   | Director/Service/Sector:  | Ref: 25 | 573    |
|---|---|---------|--------|
| Essential   | Desirable   |         | Assess |
|   |   |         | by     |
| Knowledge and Qualifications  |   |         |        |
| A good general education demonstrating literacy and numeracy  |   |         |        |
| Willing and able to undertake relevant training up to NVQ Level 2/3 Care  |   |         |        |
| Awards.   |   |         |        |
| Experience  |   |         |        |
| Experience associated with the public care of children and families.  | Evidence of work with children and adolescents in residential field services. | and/or  |        |
| Skills and competencies   | I   |         |        |
| Ability to form appropriate relationships quickly   | Knowledge of the 1989 Children Act. And every child matters a                 |         |        |
| Good verbal communication and organisational skills.  | To understand young people who display challenging behaviou                   | ır.     |        |
| Ability to work and follow individual care plans and risk assessments   |   |         |        |
| Ability to work unsupervised as part of a team  |   |         |        |
| Understand the need to respect privacy, confidentiality choice and rights of  |   |         |        |
| young people  Able to understand and to complete written records, clearly and promptly.   |   |         |        |
| Ability to work within expected levels of confidentiality.  |   |         |        |
| Evidence of commitment to self development and training.  |   |         |        |
| Commitment to the task of helping children and young people to develop in a   |   |         |        |
| flexible caring manner with an ethos of high standards of care  |   |         |        |
|   |   |         |        |
| Physical, mental and emotional demands  |   |         |        |
| Physically able to undertake the demands of the job, including the ability to   |   |         |        |
| undertake full CALM (Control and Aggression, Limitation and Management)   |   |         |        |
| methods and techniques on a daily basis with the young people to verification level following CALM training. Re-verification of training is carried out on an |   |         |        |
| annual basis.   |   |         |        |
| attitudi basis.   |   |         |        |
| Other   |   |         |        |
| Ability to work a rota that benefits the needs of accommodated young people.  | Valid driving licence.  |         |        |
| To be able to undertake sleep-in duties as required.  |   |         |        |
| Able to meet transport requirements.  |   | ļ       |        |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits