

JOB DESCRIPTION

Job Title: Development Worker

Accountable to: Service Manager

Accountable for: Students

Working hours: 37.5 hours per week with occasional evening and weekend working occasionally required

Salary: £23,000-£25,000

Job Summary: PIP is a small charity that supports adults with learning disabilities to achieve their potential, and to lead lives that are as independent as possible.

The post of Development Worker includes the flexible delivery of a programme of learning and development opportunities for adults with learning disabilities, alongside key worker support to specific individuals.

DUTIES AND RESPONSIBILITIES

1. Designing, developing and delivering group and 1:1 sessions and activities for students in PiP's four key pathways of:

- Independent Living Skills
 - Creative and Performing Arts
 - Health, Wellbeing and Happiness
 - Employment and Vocational Training
- Supporting service-users to take part in social and leisure activities during holiday periods (occasional out of hours, evening and weekend working will be required)
 - Working closely with students to develop their circles of support and enabling them to engage with their local communities
 - Being responsible for delivering session outcomes, ensuring MyGoals, our internal monitoring and progression tool, is kept up to date.

2. Providing key work support to a number of 'key students', including:

- Planning and facilitating person centred service user reviews
- Working in conjunction with students' support networks including families, carers, social workers and health practitioners
- Facilitating regular 1:1 support sessions with key students
- Working creatively with key students to help them identify life goals, develop action plans to achieve them, and to overcome any barriers they may be facing
- Creating MyGoals objectives with key students for in-session assessment
- Analysing MyGoals data with the Learning and Development Manager
- Working with the wider PiP team on engaging key students engagement in sessions and progression towards their goals

3. Reflecting on progress with students and families using MyGoals data

- Coordinating service-users' personal support packages, individual action plans, risk assessments and positive-behaviour support plans, ensuring that a person-centred ethos is adhered to at all times
- General point of contact for all communication regarding that person

4. Taking a key role within the PIP team to ensure that PIP maintains a high quality, responsive service and provides a safe and supportive environment for students and staff, including:

- Supporting corporate and community volunteers to participate in PiP sessions and engage with students.
- Actively participating and supporting fundraising events and activities
- Promoting PIP and representing the organisation within various contexts
- Working with the conjunction with PIP's Service Manager) the referral, risk assessment and induction of service-users
- Establishing, developing and maintaining strong positive working relationships with families, case managers and other stakeholders in support of student needs
- Maintaining exemplary communication with staff, students and other partners, providing reports and information on the service when required
- Undertaking financial and operational administration as necessary in support of PIP, ensuring the continued development of the organisation
- Working flexibly, including working occasional early mornings, evenings and weekends in the delivery of an exceptional service
- Driving forward best practice by working within (and contributing to) the framework of PIP's policies and procedures to ensure a high quality of service; including but not exclusive to safeguarding the health and safety of students, maintaining confidentiality of information and ensuring excellent equal opportunities practice in all aspects of the role

PERSON SPECIFICATION

1. Essential experience and knowledge

- A. Experience working with people with learning disabilities, or a similar vulnerable client group
- B. Experience working 1:1 with vulnerable students and advocating for and with them
- C. Experience supporting students in a variety of settings, both internal and external; for example in the classroom, at home, in the community, remotely/online and on public transport
- D. Strong understanding of and commitment to a person-centred approach to working with people with learning disabilities
- E. Understanding of the risk assessment process, and development of strategies to tackle identified risks
- F. Knowledge of Safeguarding of Vulnerable Adults (SOVA) processes

2. Essential skills and abilities

- A. The ability to communicate effectively, both verbally and in writing, including the ability to maintain accurate records and produce reports
- B. Team working; sharing ideas, providing and receiving support; maintaining positive relationships; able to communicate positively and effectively with all team members
- C. Able to facilitate high quality learning sessions for adults with learning disabilities
- D. Able to work independently and manage a large and varied workload
- E. Willing and able to actively participate in a variety of PIP events and activities (including some evening and weekend events)
- F. Able to establish, develop and maintain constructive and professional relationships, both internal and external, with a wide variety of professionals and carers
- G. Ability to manage and complete projects, including delegation of tasks and monitoring and evaluating of general progress
- H. Ability to take a flexible approach to work, including flexible and out of hours working and accommodation of service developments

3. Desirable:

- A. Experience of supporting effective and meaningful communication with students with complex communication needs
- B. Experience of travel training service-users, including processing of referrals, completing ongoing assessments, training, shadowing, and transitions to independent travel
- C. NVQ/ QCF Level 3 in Health and Social Care
- D. Experience of teaching and relevant associated qualifications, for example PTTLS or Level 3 AET
- E. Intermediate to fluent in second language other than English, particularly Arabic
- F. Knowledge of national and local legislation and policy affecting people with learning disabilities including personal budgets