

Job Role Profile

Job Title:	Resilience Practitioner – School Term Time only
Department:	Quarriers Family Support Service, Stranraer
Direct Supervisor:	Care Co-Ordinator
Number of Direct Reports/Matrix Reports:	
Location:	Stranraer and Newton Stewart areas, Wigtownshire

1	<p>Job Purpose:</p> <p>To assist in the provision of individualised person centred support to children with disabilities and/or emotional health or well being issues. To contribute to and follow the child's own school based outcome program, as part of a team, under the guidance and direction of the local management team in the school and Quarriers office.</p>
2	<p>Dimensions: i.e. budget, no of staff, areas of work etc.</p> <ul style="list-style-type: none"> • Delivering support to children identified by the school via one to one basis and also group sessions. • To work to flexible agreed hours in response to the needs of children, young people and families. • To provide support to individuals or groups mainly within school hours, during term time only. • Essential access to a car and to have business insurance to move between schools and occasionally family homes. • Acting as a mentor to new workers, students and volunteers as required.
3	<p>Key Objectives and Accountabilities:</p> <ul style="list-style-type: none"> • Assist in the promotion of physical & emotional wellbeing and general health of children we support, by building on their feelings of security, responsibility and worth. • Contribute to the planning, reporting and reviewing of the individual's person centred, outcome based support plan using SHANARRI indicators. Completing daily recording & summaries as required. • Participate in the development and maintenance of professional and caring relationships between school and children in pursuit of their personal development.

	<ul style="list-style-type: none"> • Support the formation of appropriate relationships out with school to enable the child to sustain and build their own social circle and support network. • Participate in teamwork, developing professional relationships with the staff team and with significant others such as the person's family, school staff, social work and health professionals and Quarriers functional support departments to benefit the overall support provided to the individual. • Take responsibility for own personal and professional development and contributing to the positive work practice of others to ensure the highest quality of service is provided. • Follow Quarriers internal and National Standards and Policies including Codes of Professional Conduct. • Representing the individual and Quarriers at appointments and reviews as required.
4	Key Performance Outcomes and Measures: <ul style="list-style-type: none"> • The child and the school are satisfied with the support received. • Feedback from significant others is positive. • Quarriers organisational and local protocols are followed and recording is complete eg health and safety checks, daily logs etc • Participates fully in supervision sessions, team meetings & learning activities • Attends mandatory training and completes the e-learning programme within the probationary period • Contributes to the maintenance and improvement of service and organisational quality and reputation including Care Inspectorate Grades
5	Knowledge, Skills and Experience necessary for the role: <ul style="list-style-type: none"> • Ability to achieve appropriate registration with SSSC, meeting qualification conditions within appropriate timescales (when required). • Personal or work experience in a supportive role, preferably with children with disabilities (not mandatory) • Strong positive values particularly in relation to equality and diversity. • Good interpersonal skills, interact with people from all walks of life. • Effective communication skills: verbal, non-verbal, written & IT skills • Confident in problem solving and decision making. Ability to consult others appropriately. • Ability to work as part of a team either working alongside others or remotely as appropriate • Accountable and committed to high personal work standards. • Ability to put learning into practice and prepared to take on new challenges.
6	Key Relationships: <ul style="list-style-type: none"> • Individuals supported and their local school staff. • Line Managers: Senior staff and Service Co-ordinator • External organisations education, social work, health, etc • Personnel from support departments including Health and Safety, Human Resources, Learning & Development

