

Role:	Therapeutic Child Carer and Senior Therapeutic Child Carer
Accountable to:	Registered Manager or designated senior colleague
Salary:	£20,890 starting salary for trainees £22,301 starting salary for qualified (QCF 3) £23,430 starting salary for senior (shift coordination) £27,578 starting salary for team leaders (enhanced Job Description)

Job Purpose

To contribute to the maintenance and provision of a highquality therapeutic community residential service for young people. To work within the framework of good practice as set out in the Amberleigh Care Staff handbook and training materials. The primary role is to provide safety, security and support to young people.

General standards and expectations for all roles

- To be involved in the direct delivery of services to the young people in accordance with the aims of Amberleigh Care.
- To assist the Management team in achieving the aims set out within the policy of the organisation and in accordance with statutory, organisation requirements.
- To assist the Management team in providing the highest possible standards of care guidance, support and protection for the young people and co-operate fully with colleagues in achieving these objectives whilst remembering the needs of the child are paramount.
- To be included on a work rota that provides staff cover at Amberleigh Care on a shift basis. The pattern of these to be determined and planned by the manager to meet the needs of the home
- To carry out any of the practical tasks out lined on individual job lists.
- Record keeping and administration as required to include supporting with auditing and maintenance of children's files, collation of reports and communication with external agencies.
- Familiarising themselves with written fire drill procedures, location and use of fire extinguishers and alarms and other necessary safety precautions and to implement such procedures as and when appropriate.
- To be constantly vigilant on health and safety matters and to share concerns of same immediately with line management.
- Ensuring that Amberleigh Care and environs are kept clean and tidy.

- Attendance at Staff meetings, and any other meeting as required and to ensure the prescribed action is shared appropriately.
- Attending and contributing to a regular supervision session by arrangement with the Registered Manager.
- Taking a full and active part in 12 monthly appraisals as arranged by the Care Manager and your supervisor and to carry out such actions as are specified in this document.
- To attend training as arranged as part of your individual development plan.
- To complete mandatory and regulatory training as required by and provided by the organisation
- Responsibility to understand and promote Amberleigh Care's policies in relation to care and control, child protection, open access to records and equal opportunities.
- Dressing appropriately always when on duty.
- Any other duties delegated by the Care Manager and senior staff. This is likely to include specific responsibility for delegated tasks.
- Offer ideas & organise stimulating activities and new experiences to enable poorly motivated young people to achieve

Key Responsibilities and Duties – Therapeutic Child Carer (days) *(the job description is the same as the general criteria with the following specifics for day working)*

- To hold Link-working case responsibility for at least one young person, including co-work of CCO.
- To take part in the out of hours on-call system, providing telephone and occasional physical support to team members.

Key Responsibilities and Duties – Waking Night Carers *(the job description is the same as the general criteria with the following specific points for night working)*

- Supervision of clients at night. Regularly checking both in house and grounds
- Security of the home at night. All necessary precautions must be taken to affect efficient security and prevent heat/light loss.

Key Responsibilities and Duties - Senior Therapeutic Carers *(the job description is the same as the general criteria and Therapeutic Child Carer (days) along with the following extra points)*

- To be responsible for co-ordinating shifts in the absence of, or when delegated by a Group Leader.
- To co-ordinate shifts, managing and supporting staff ensuring their operation of good working practice.

Key Responsibilities and Duties – Team Leaders *(the job description is the same as the general criteria, Senior and Therapeutic Child Carer (days) along with the following extra points)*

- To manage, support and supervise staff ensuring their effective development and operation of good working practice
- To be responsible for the management of your identified group.
- To be responsible for co-ordinating shifts or delegating this task to a suitably graded individual.
- To supervise the Link-working case responsibility for your Group

Special requirements:

- To work with and maintain a high level of supervision of young people
- To communicate with other departments on a regular basis (Education/Therapy)
- To be aware of and to understand the needs of Looked After Children
- To understand the importance of maintaining a therapeutic and caring ethos.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the Care and the professional development of the staff.

This job description may be reviewed on an annual basis, or earlier if necessary. In addition, it may be amended at any time after consultation with you.

We operate as formal Therapeutic Communities – this is a planned and deliberate use of roles, structures, routines and environments to underpin and contribute to the therapeutic task. To support this, all our job roles and training and designed to follow the practitioner competencies that have been developed externally by The Consortium for Therapeutic Communities and the Royal College of Psychiatrists.

We include a copy of the competencies here for your information.

		COMPETENCY HEADING	DEFINITION - The TC Practitioner tries 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 and 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 diagnoses/labels
	3	Clinical observation	<ul style="list-style-type: none"> Able to accept 'not knowing' and allow time for understanding to emerge Capacity to observe behaviour / mood / interactions and notice the internal and 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 and capacity to regulate boundaries Ability to share authority with all members of the community - 'dispersed authority' Capacity to own and use their own authority Recognises the significance of space and time and how therapeutic structures are established Creative / flexible use of TC structure
Therapeutic practice-Related Competencies	5	Understanding of TC methodologies	<ul style="list-style-type: none"> Shows a willingness to learn and engage with 'methods' Emotionally open within a 'culture of enquiry' Developing knowledge and understanding of psychodynamic ideas Desire to acquire both academic and experiential knowledge in a 'living-learning environment' Desire to be a part of a containing matrix of relationships and use the community to address and solve problems
	6	Communication skills	<ul style="list-style-type: none"> Openness to both conscious and unconscious communication and recognises behaviours and affects are communication Communicates in a clear direct manner and actively listens and engages with others to further their understanding Can adapt the mode of communication appropriate to the audience Avoids telling others what to think but provides/creates opportunities for understanding to grow / develop / emerge
	7	Use of self	<ul style="list-style-type: none"> Sensitivity - attuned and receptive - can takes things in Capacity to use one's interactions with others therapeutically Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client 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 one capacities and deficits in relation to the work Can work by continually being aware of one's responses to others and 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 and recognize personal limits Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action Self-contained - can contain their own anxiety Owens 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 and therapeutic adaptation Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> Can understand and acknowledge issues of authority, power, leadership Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this Aware of own valancy - the tendency to take up a familiar role in a group context
	12	Participant observer	<ul style="list-style-type: none"> Can observe self and 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 and 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