

Role: Senior Team Leader

Accountable to: Registered Manager and Deputy Manager

Line management supervision: Deputy Manager

Salary: As per published scale

Hours: To be discussed

Job Purpose

The key purpose of the senior team leader is to maintain and develop key practices within Amberleigh Therapeutic Community. To ensure this you will be required to work within the framework of good practice as set out in the Amberleigh Care employee handbook, Policies and Procedures and the Therapeutic Community Core Competencies.

You will undertake a professional role safeguarding and promoting the rights and well-being of children and young people and providing care and support to enable our children and young people to develop their full potential.

The following criteria (experience, skills and qualification) will be used to short list at the application stage:

Essential:

- Minimum NVQ level 3 in residential Child care or equivalent.
- Minimum of two years' team leader experience or equivalent.
- Full clean driving licence
- Ability to work part of a team and with the present management structure, assisting in the overall effective running of the therapeutic community.
- Ability to work flexibly and autonomously and to demonstrate confidence in role.
- Excellent verbal and written communication skills.
- Experience of staff supervision, showing clear development and support of staff.
- Experience of working in a therapeutic community.
- Experience and knowledge of working with young people who display harmful sexualised behaviour.
- Ability to establish and maintain the trust and confidence of both staff and young people.
- You must be registered with Social Care Wales.

- You must be familiar and comply with organisational policies and procedures, relevant legislation and guidance including Social services and Well-Being (Wales) Act 2014, Equality Act 2010; Human Rights Act 1998, and associated protocols and conventions such as the UN Convention for the Rights of the Child.
- Understanding of Safeguarding and your individual role in safeguarding the welfare of children, young people, and vulnerable adults.

Desirable:

- Therapeutic community training.
- Experience of the communities of communities' peer review and accreditation process
- A record of undertaking CPD opportunities related to your current role.
- Welsh speaking to promote the organisation being able to give the young person an 'active offer' of using the Welsh language. (More than just words: Strategic Framework for Welsh Language Services in health, social services, and social care, Welsh government 2012)

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.
- 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.
- You must treat a person's personal information with discretion, recognising the negative impact on a child or young person sharing information unnecessarily.
- To be constantly vigilant on health and safety matters and to share concerns of same immediately with line management.
- 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
- Any other duties delegated by the Care Manager and senior staff. This is likely to include specific responsibility for delegated tasks.

Key Responsibilities and Duties – Senior Team leader *(the job description is the same as the general criteria with the following specifics for day working)*

- To take part in the out of hours' tier 2 on-call system, providing telephone and occasional physical support to team members.
- To be responsible for co-ordinating shifts as and when may be required.
- To manage, support and supervise staff ensuring their effective development and operation of good working practice
- To be responsible for the day to day management of the team leader group.
- To offer support and mentoring to team leaders. This includes individual supervision.
- To offer the Manager and deputy manager support in relation to ensuring that all regulatory reports are completed on time and to a high standard.
- Supporting the Manager and deputy manager in ensuring compliance with CIW and Communities of Communities standards.
- Building and promoting multi-disciplinary working with both Education and Therapy.
- To be responsible for new staff induction processes and gaining registration with Social Care Wales.
- To complete all relevant training applicable to your role and the support of staff.

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 valency - 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"> Bounded - 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