

**AGENDA FOR CHANGE
NHS JOB EVALUATION SCHEME**



JOB DESCRIPTION

1. JOB IDENTIFICATION

Job title: Learning Disability Support Worker

Reports to: Learning Disability Team Leader/Resource Manager

Department, Ward or Section: Learning Disability & Autism Services

Operational Unit/Corporate Department: Various

Job Reference: GENHHSCDAYCLDIS05

No of job holders: Varies dependent on base

Date: September 2022

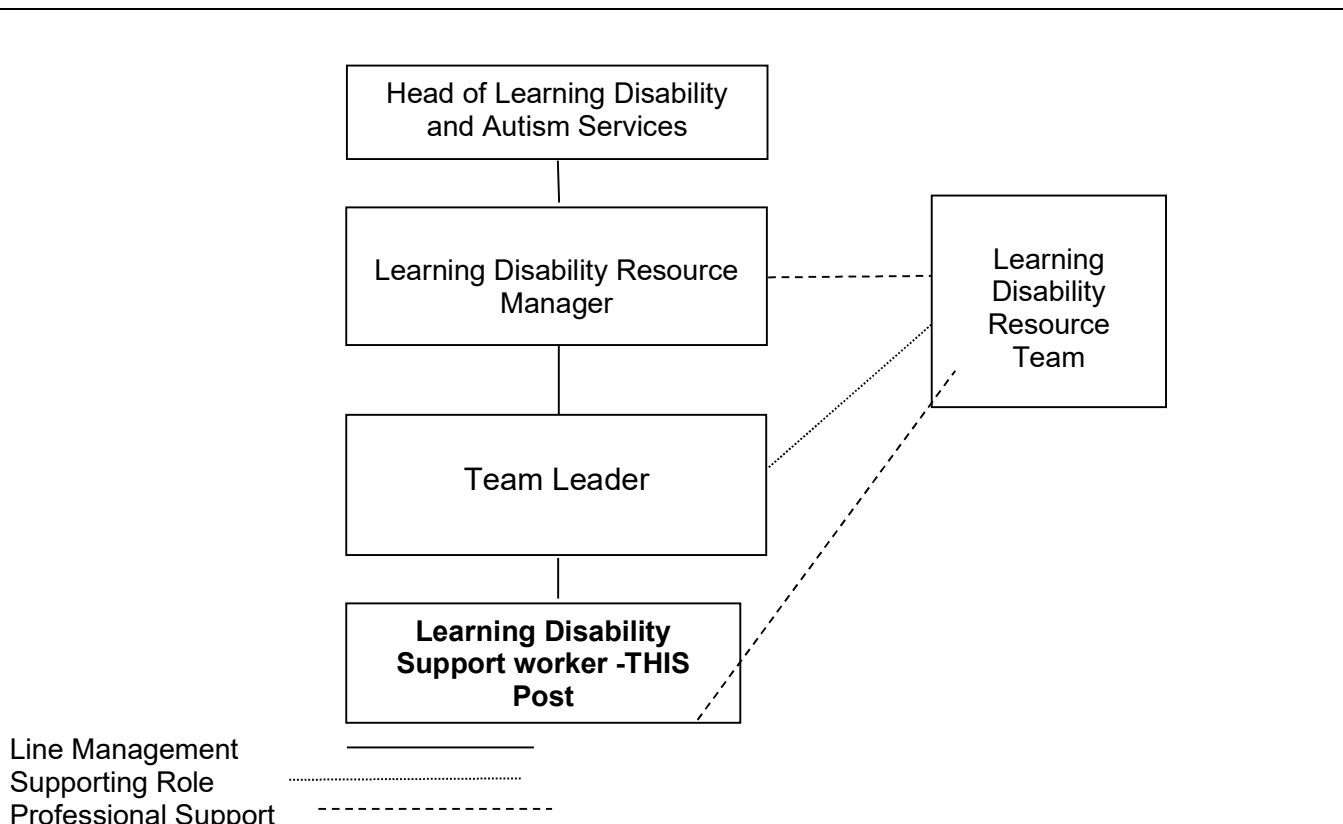
2. JOB PURPOSE

- To provide support to vulnerable individuals, including people with learning disabilities, autism, associated physical disabilities and dementia, communication difficulties, complex needs and at times challenging behaviour.
- To deliver assessed support needs in individual's home setting, community or in a building based environment.
- To work in partnership within a multidisciplinary team in delivering of high standards of holistic care to individuals and their families/significant others.
- The post holder will have the ability to be innovative in sourcing/creating meaningful activities, being community or buildings based, that meet the needs/outcomes of the individuals they are supporting.
- To prepare reports and attend reviews/meetings regarding the support delivered to individuals.
- It is expected that the post holder will be confident lone working under their own initiative with little minimal supervision, whilst also being able to work effectively as part of a greater team.
- The post holder may be asked to at times work in an alternative environment if NHS Service delivery requires it. This would not be at a Banding greater than the employees post.

3. DIMENSIONS

- Post holder will be daily/directly accountable to Learning Disability Team Leader.
- The post holder will be part of a team but will also be expected to work alone, with the need for minimal supervision.
- Although the post holder may deliver their support in the community, The **Montrose centre, Inverlochy Fort William**, will be noted as their work base.
- To contribute to the smooth running of the service taking responsibility for reducing health inequalities, improving quality of life and creating opportunities for community participation for people with learning disabilities, autism and associated needs.
- Services may be delivered to individuals living in their own homes, community resources/activities or in the post holder's buildings base.
- Assessed support may be delivered over a 24 hour period.
- Out of Hours support is provided by Duty Social Work team.
- There are 5 buildings based learning disability and autism services within NHS Highland.

4. ORGANISATIONAL POSITION



5. ROLE OF DEPARTMENT OR SECTION

- The role of the Learning Disability & Autism Service is to provide support/care to individuals with varying assessed needs.
- Support can be delivered in supported people's homes, community resources/activities, or in the service's building base.
- It strives to provide high quality health and social care to adults with learning disabilities their carers/families and to the wider community.
- The service works closely with the wider Integrated Health and Social Care Teams to minimise health inequality of people with learning disabilities and autism.
- The service to be registered with The Care Inspectorate.
- To have a staff team that if required are individually registered with the SSSC and to follow the SSSC's Codes of Practice.

Main functions of the team are to:

- Assess, anticipate, identify promote and maintain the health needs of people with a learning disability in partnership with colleagues, individuals, families and carers.
- Provide a structured Person-Centred Support Plan for assessed needs and outcomes,
- Implement programmes of support/care in a variety of settings (individual home bas, community settings or the service's building base).
- Continually evaluate outcomes of planned programmes of care and support.
- Collaboratively plan with stakeholders and colleagues to continually evaluate and improve service delivery.
- Adopt a public health approach to the health and wellbeing of adults with learning disabilities within a robust governance framework in line with local and national priorities and standards.

6. MAIN TASKS, DUTIES AND RESPONSIBILITIES

To work effectively as a member of the Learning Disability service to carry out agreed programmes of support/care as appropriate to promote optimum achievable levels of independence.

This may include:

- Menu planning, meal preparation and monitoring of nutritional status, dietary intake, assistance with eating/drinking.
- Prompting individuals to self-administer medication.
- Where required, record, order and collect and dispense prescribed medication, in homecare setting.
- Supporting individual with personal care needs as appropriate e.g., bathing, dressing, mouth, hair, nail care and eating (including peg feeding).
- Continence management: toilet duties, bedpans/urinals, changing soiled clothing/bed linen and attending to skin hygiene and health. Supporting individuals that are able to independently use toilet and also those that are unable to do so and require 1-1 support.
- Maintaining social and domestic skills, healthy lifestyle and educational pursuits.
- Re-ablement – promote independence by helping people to gain or regain skills.

- Assisting individuals to gain and maintain employment/volunteering opportunities.
- Accessing leisure activities, e.g., swimming, cycling, horse riding and bowling.
- Developing and maintaining social and family contact.
- Carry out exercise programmes to improve health and minimise deterioration of existing health conditions e.g., diabetes, muscle tone.
- To use utilise appropriate communication skills to engage with individuals, relatives/carers and professionals.
- To act in the role of keyworker for supported persons allocated to them by line manager. This will require formulating Support Plans in partnership with supported persons, families and other professionals, following appropriate training, supervision, as required.
- To contribute to case conferences / reviews and formal assessments, under guidance of the service Team Leader.
- To consider most appropriate communication method when dealing with individuals through liaising with Speech and Language Therapist, Learning Disabilities Nurse e.g. *pictorial, gesture, Makaton etc.*
- Supporting individuals in achieving their identified outcomes and goals.
- To recognise risk in relation to care provision and develop risk assessment skills.
- To maintain day-to-day administrative records and returns as required by the service and provide verbal/written reports on individuals' progress.
- To work with individuals who present a challenge to services through their behaviours, communication or poor comprehension.
- To support individuals with behaviours that are challenging to access community activities.
- To liaise with line management in the planning of group activities, either in building or community based, giving help and support to colleagues. This may include lone working.
- To deliver group or one to one activity, as agreed with line manager, in building or community-based activities. This may include lone working.
- Maintain good relationships with community-based organisations in order to enhance and improve the quality of life of people with learning disabilities and autism.
- To contribute to formal assessments, under guidance of a qualified professional and provide feedback on individuals' levels of ability.
- To support individuals to meet goals and outcomes.

Service/Department

- Undertake delegated tasks to contribute to the safe and smooth running of the service.

- To observe Health & Safety at Work Act at all times and comply with NHSH Health and Safety policies and guidelines.
- To be responsible for materials/equipment in use, notifying senior staff of any defect and taking action to remove defective equipment in use.
- To be familiar and undertake DATIX reporting as appropriate.
- To ensure that areas are well maintained and comply with Health & Safety guidance, ensuring the safe use of equipment and storage of materials.
- To be responsible for maintaining stock and advising on resources to carry out the roles of post.
- To take responsibility for cleaning equipment and following infection control standards and procedures.

Professional

- To adhere to NHS Highland's Policies and Procedures and all relevant Local and National Standards.
- To evidence continuing professional development, undertaking relevant activities to meet training objectives identified through post role supervision.
- To undertake and complete all professional training required for post, including SVQ Health and Social Care Level 3.

To strictly adhere to NHS Highland's policies on Confidentiality and Data Protection.

- To work as part of a greater multidisciplinary team.
- To actively engage with NHS Highland's Personal Development Planning and Review system. The post holder will receive an annual Personal Development Plan and Review along with regular supervision. The post holder is expected to maintain a record of development.
- To work as part of the Learning Disability Service and Integrated team, communicating effectively, and working collaboratively with all relevant colleagues to optimise provision of support and care.
- The post holder may be required to work at other NHS Highland locations.
- The post holder may be required to undertake any other duties appropriate to the level of the post.
- Understand and be able to carry out reflective practice.

7a. EQUIPMENT AND MACHINERY

To include but not limited to:

General office equipment including PC/ laptop Word processing, e-mail, NHS Intranet, internet, printer, telephone, paper shredder, photocopier, fax machine and scanner.

General household appliances such as; washing machine, cooker, microwave, vacuum and iron etc.

Other Equipment

Hoists

Walking aids

Telecare

Transfer aids

Mobility Car/ Pool Car/Own Car

7b. SYSTEMS

- Maintain support records in accordance with set guidelines and NHS Highland's Policies and Standards.
- Practice within the statutes and guidelines of the SSSC, Health and Social Care Standards, NHS Highland and Locally agreed policies and procedures.
- Adhere to all office systems e.g., completion of reports.
- Utilise communication systems e.g., multi-disciplinary team meetings.
- Provide written or verbal reports, as required.

8. ASSIGNMENT AND REVIEW OF WORK

- The post holder is supported and supervised by senior members of the Learning Disability Resource Management team.
- The post holder may work as a lone worker for the duration of their allocated shift.
- Regular formal supervision as well as day-to-day support is the responsibility of the Learning Disability Resource Management team. The post holder generally working under their own supervision and will be expected to ensure good governance standards are maintained.
- Access to wider learning disability team support (i.e., team meetings).
- Peer supervision.
- A senior member of staff will plan, delegate and allocate work to support staff, which may require changes in duties to respond to service delivery needs.
- Professional Out of Hours support available to staff from duty social work teams with Organisational support available from NHSH 's Senior management duty rota.

- Post holder will have personal responsibility for specific duties i.e., hand hygiene, infection control, health and safety etc.),
- Professional development is reviewed via 'Personal Development Planning and Review' process and recorded on the TURAS system.

9. DECISIONS AND JUDGEMENTS

- The role of the Learning Disability Support Worker is to deliver care as directed and in accordance to an individual's support/care needs.
- Has personal authority to use initiative when carrying out duties. Referring to senior staff when required.
- The post holder should be confident in lone working with individuals or in a group setting.
- Recognises own limitations, learning needs and actively seeks out opportunities to develop professional practice.
- Seeks support from line manager / or Integrated team lead as appropriate.
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10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB

- Managing daily the changing demands of individual people and professional colleagues.
- Lone Working with limited on-site support on a daily basis
- Requiring to adapt to changing needs of supported individuals.
- Emotional and physical demands of the workload.
- Coping with anxious, sometimes demanding individuals and their relatives/carers and dealing with relatives/carers' enquiries/concerns.
- Supporting individuals who may at times display verbal and/or physical challenging behaviour.
- Adapting to unforeseen circumstances, using prioritisation and time management skills to use time effectively.
- Working within individuals' own homes where the environment may be unfamiliar/ unsuitable.
- Driving in inclement weather to support individuals in their own homes.
- Delivering well planned individual/group activities on a 1-1, or with colleagues in either the community or service base.

11. COMMUNICATIONS AND RELATIONSHIPS

- Establish and maintain professional relationships with colleagues and members of the immediate team and associated professionals.
- Establish and maintain professional relationships and boundaries with supported people, their families and carers.
- To be sensitive and understanding to the varying and individual needs and choices of individuals
- Observe confidentiality in accordance with NHS Highland policies.
- Relay information given by supported people or their relatives which might be significant, and is within the boundaries of confidentiality.
- Ability to develop a range of communication skills/tools relating to positively communication with people with disabilities e.g., Makaton, non-verbal communication.
- Attend and participate in team meetings, face to face or virtually.
- Assist with the education of individuals on the use of adaptive techniques/equipment as part of their intervention programme.
- Contact may be face-to-face, telephone, written or electronic.
- Contact with community hospital staff, day service staff, care home staff, voluntary agencies and others.

12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB

Physical

- Work within Moving and Handling Guidelines to assist with personal care e.g. bend and kneel work with individuals, using hoist and walking/standing aids.
- Utilise fine motor skills and dexterity in a variety of situations. Dealing with medication, arts and crafts.
- Risk-assess areas of work and take appropriate action to enhance space etc., as necessary.
- Moving and handling of physically disabled individuals/equipment e.g., wheelchairs.
- Propelling wheelchairs.
- Exposure to bodily fluids e.g., faeces, urine.
- Possible exposure to violence and aggression.
- Exposure to hazardous substances e.g., cleaning fluids (infrequently).
- VDU/keyboard use to be used for formulating support /care plans, communicating with families and

other professionals.

- Driving throughout the Locality for home visits, accessing community-based activities, in a remote and rural geographic area, attending occasional meetings at other sites.

Mental

- Concentration, decision making and organisational skills to cope with competing demands/frequent interruptions.
- Recognising peoples' changing care and support needs and modifying interventions and approach to appropriate outcomes.
- Coping with unrealistic expectations of people with learning disabilities and their family/carers and challenges from family dynamics.
- Being able to deliver high quality care in a range of settings.
- Being able to deliver high quality and meaningful activities in a range of setting to individuals/groups.
- Constant awareness of risk, continuously risk assessing.
- Constant awareness of the importance of confidentiality.
- The potential for physical/verbal abuse.
- Lone working, possibly covering a large geographical patch.
- Constant awareness of the importance of confidentiality.
- Constant adaptation of communication skills in order to meet the comprehensive needs of supported people.

Emotional

- Emotional demand to provide care and support over long periods of time where an individual has enduring health problems/disability.
- Emotional demand in relation to family and human dynamics, dealing with people in distress
- Emotional demands of fulfilling supported individuals and their relatives' expectations.
- Emotional demands of dealing with complaints. These are escalated to the Learning Disability Resource Management team.
- Emotional demands relating to lone working in the community e.g., isolation.
- Emotional demands if the post holder resides and works in a rural community.

Environmental

- Risk assess individuals own home environment when undertaking home visits and promote a safe environment whilst being sensitive to the person's home and property.

- Working in home environments which may lack basic standards of hygiene.
- Coping with unpleasant materials and smells, bodily fluids etc.
- Involvement in changes of service and practice.
- Working in environments with constant changes of temperature e.g. home visits, car, office, community settings (daily).

13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB

- To have or be willing to work towards a recognised national programme of competency-based training for Learning Disability Support Workers, SVQ Level 3.
- To complete all other training relevant to NHS Highland and the post.
- To communicate clearly both verbally and in writing.
- Experience in dealing with vulnerable adults, preferably in a professional caring capacity.
- Evidence of ongoing personal development/training in work setting.
- Have an understanding of the needs of vulnerable people and to present consistently in a non-discriminatory manner.
- Ability to lone work or as part of a team.
- Ability to undertake work which can be physically demanding.
- A willingness to engage in new and different activities to suit the needs of people with learning disabilities and autism.
- Ability to support individuals learn new practical skills.
- Ability to plan and deliver group/individual activity sessions to an agreed Support Plan, with agreement from line manager.
- Good organisational/time management skills.
- Understanding of professional conduct.
- Understanding of the need for confidentiality at all times.
- Health and safety risk awareness.
- Good communication skills, written, verbal, I.T.
- The ability to travel effectively to meet the service.
- Evidence of an understanding of Learning Disabilities which would enable the post-holder to assist in the assessment, planning, implementation and evaluation of individualised programmes of support.

- Experience in IT, e.g., Microsoft (Word, Excel), e-mail (Outlook), internet, Teams.
- Ability to undertake a programme of preparation for the role

14. JOB DESCRIPTION AGREEMENT

I agree that the above Job Description is an accurate reflection of my duties and responsibilities at the date of signing.

Job Holder's Signature:

Manager's Signature:

Date:

Date: