**HŌHEPA HAWKES BAY**

**JOB DESCRIPTION**

POSITION TITLE: **Residential Support Worker:**

**Children & Young Persons’ Service**

NATURE OF POSITION: Full Time / Part Time / Casual

LOCATION: Poraiti Residential Community

REPORTING TO: House Manager

FUNCTIONAL RELATIONSHIP TO: Other House Managers, Day Service Manager and support staff; Residential Manager; School Principal, Teachers, Teacher Aides; Therapists; Adult Services staff (Residential and Day Activities); members of Property Services, Admin and Leadership teams

RESPONSIBLE FOR: Care, support, enablement and education of children and youth in a residential setting

**SCOPE OF RESPONSIBILITIES:**

Hōhepa Homes are residential homes for children and adults in needs of special soul care, working with the impulse of Anthroposophical Curative Education & Social Therapy, which is based on the work of Rudolf Steiner. Support workers are required to accept and respect this basis, and to apply appropriate practices in their work sphere.

The role of the Support Worker is to create a warm home-like environment in the house, in which children and young adults in need of special care can feel secure, nurtured, supported and cared for, physically, emotionally and spiritually.

Support Workers live and work together with the young people in their care, in a situation that is more a way of life than a 'job' in the usual sense. It is expected that the Support Worker will participate in or assist with other Hōhepa community activities, especially festivals, and other community activities where possible.

**KEY TASKS & RESPONSIBILITIES:**

1 Supporting young people to develop their independence and capacity to participate in their personal care, the Hōhepa community and the community beyond Hōhepa.

a) Supporting and valuing capacity to make choices.

b) Promoting the welfare and interests of all people we support, particularly in the home you work in.

c) Being informed about therapy plans and programmes, and supporting the therapy work for young people.

2 Assist with the development and implementation of IDP’s (Individual Development Plans) and implementation plans for each person you support.

3 Participate in the general running and activities of the House/Home, including carrying out normal housekeeping duties and chores.

4 Be involved in the greater community life of Hōhepa.

a) Supporting the principles and practices of Hōhepa.

b) Participating in festivals and events as part of community life.

5 Maintain own personal development and training.

**The Residential Support Worker’s duties are, but not exclusively as outlined below:**

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| **1. Supporting Children/Young People** |

a. Work with people you support in accordance with the principles of inclusive social development, based on the work of Dr Rudolf Steiner (Social Therapy/Curative Education). This includes attention to personal and hygiene habits, clothing, and home life skills, as well as the promotion of healthy social skills and the development of each individual. **You will work in a manner that reflects the principles of Best Practice and Duty of Care**.

‘Best Practice’ is described as a superior method or innovative practice that contributes to the improved performance of an organisation.

‘Duty of Care’ is defined as a legal obligation requiring you to adhere to a standard of reasonable care while performing your duties as a Residential Support Worker.

b. Support reviews of the health of people you support, meeting (when appropriate) with Hōhepa Medical staff member/nurse, and ensuring that the young people receive medication or medical care as prescribed. Records of sickness, accidents or incidents are to be maintained using books provided for this purpose.

c. Assist with caring for people you support who are sick or injured, as required.

d. Support the spiritual life of people you support by providing times for devotion and reverence, grace at meals, morning and evening song, prayers at bedtime.

e. Support young people in meal preparation. Assist in the preparation of meals that provide a balanced diet in accordance with the principles of nutrition and nutritional guidelines provided. It is required that you actively encourage participation in meal preparation and choice of meals for all people you support.

f. Support people to carry a share of household tasks, ensuring these are carried out adequately; the tasks include cleaning, laundry, preparation of breakfast and teas, daily bread-baking, making yogurt, biscuits etc. You will also be required to do household tasks where the people you support are not able to be part of the process.

g. Support young people to be involved in the community beyond Hōhepa by participating in outings, escort duties and shopping trips as required.

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| **2. Contributing to individual plans for Development of people you support** |

a. Key Worker role: This means being designated to specifically monitor the needs and care of one young person and ensuring the Individual Development Plan (IDP) goals are kept in focus, as well as providing monthly progress reports etc.

b. Keep all information pertaining to Hōhepa and/or people we support, that is or may be of a confidential nature, **strictly confidential as per the Privacy Act and any amendments**. You are to adhere to the Policies and Procedures of Hōhepa Hawke’s Bay.

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| **3. Assisting with House Operation** |

a. Assist with the maintenance of the overall appearance and upkeep of the House, furnishings and appliances, so that it can function effectively and can look as beautiful as possible, in keeping with therapeutic principles.

b. Assist with gardening to ensure that gardens and lawns are kept tidy, enhance the house, and provide suitable recreation space for people we support.

c. Work within the agreed rosters and timetables, to assist with the smooth running of the House/Home.

d. Attend regular house meetings, to answer questions, discuss and solve problems, and ensure the efficient and harmonious running of the House.

e. Work as a part of a team, particularly assisting new team members to build understanding of Hōhepa.

f. Consistently comply with Health and Safety procedures; be proactive in identifying and effectively dealing with hazards.

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| **4. Being a member of the Hōhepa Community** |

a. Attend meetings essential for effective communication within the community, especially the House Meetings, Clinics and House/School Information Meetings as required.

b. Attend and encourage other Support Workers to take advantage of study, presentations and artistic activities offered from time to time. These offer refreshment as well as an insight into some of the important features of inclusive social development and anthroposophy, on which the work of Hōhepa is based.

c. Participate in Hōhepa festivals, and enhance festival celebrations by participating in appropriate seasonal and festive decorations in the House.

d. Enhance the cultural life of the House where possible: through music, singing, games, drama, artistic and crafts activities, visits to local library, to concerts, and recreational weekend outings.

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| **5. Personal Development** |

a. Participate in ongoing agreed training for Support Workers.

b. Participate in and contribute to your own performance appraisal and training and development needs process.

**KEY RESPONSIBLITY AREAS**

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| **K**ey **P**erformance **A**reas: **K**ey **P**erformance **I**ndicators: | |
| Supports children and young people: | Maintains a positive and respectful ‘can do’ attitude.  Is accredited with all compulsory training including First Aid, Autism and Team-Teach.  Is informed and proactive in connection with the health and wellbeing of people we support.  Is a good steward of people we support and their belongings.  Provides relevant care and support as outlined in the Job Description. |
| Planning: | Demonstrates an understanding of the development and support needs and interests of people you support.  Contributes in an informed way at all required planning meetings and reviews of Individual Development Plans (IDP).  Co-achieves objectives set in IDPs and other plans.  Provides clear and meaningful progress reports on time. |
| House Operations: | Effectively carries out duties set out in the job description.  Has an effective working relationship with all parties. Effectively supports colleagues and provides cover as required.  Shows initiative by identifying and completing tasks without instruction.  Provides reports on time and to an agreed quality |
| Hōhepa Community Membership: | Demonstrates support for and embraces the principles of inclusive social development as practiced at Hōhepa.  Participates in special events and learning opportunities provided to increase understanding of the special character of Hōhepa. |
| Personal Development Goals: | Takes opportunities for training and development available.  Demonstrates transfer of learning back into the workplace.  Demonstrates commitment to own development.  Learns about meaningful self-reflection. |
| Personal Effectiveness: | Effective communication and consultation to all parties.  Demonstrates initiative.  Seeks opportunities for continuous improvement.  Demonstrates responsibility at all times.  Is compliance-oriented.  Maintains confidentiality and trust in all matters pertaining to this position. |
| ***GENERAL***  **K**ey **P**erformance **A**reas: **K**ey **P**erformance **I**ndicators: | |
| Policies & Procedures: | Constantly complies and can demonstrate best practice. |
| Health & Safety: | Consistently complies with procedures and is proactive in identifying and effectively dealing with hazards. |

**Pay bands and expectations**

All Support Workers at Hōhepa are paid in accordance with pay bands (implemented as part of the Pay Equity settlement in 2017). Movement through the bands is based on holding a relevant qualification.

Following consultation with staff, we have defined the expectations that Hōhepa has of people working in support roles, at each of the four pay bands.

**Expectations of support staff**

**Pre Work**

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| **Definition**  Minimum knowledge, skills and attributes for recruitment into a direct support role at Hōhepa.  Criteria may be further defined for recruitment into specific positions, including but not limited to: working with children, people with high and complex needs or specialised needs related to aging or medical conditions. These will be clearly documented and communicated as part of the recruitment process. This could include seeking employees at a specific employment level as outlined in this document.  Before an offer of employment is made at least two satisfactory references must be obtained – one must be the person’s current or most recent employer. |

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| **Knowledge** | **Skills** | **Attributes** |
| No prior sector experience necessary  Treaty of Waitangi and how these principles apply in practice | Full, clean driver licence  Acceptable police or MOJ check  Literate and numerate (English)  Fluent in written and oral English  Computer literate – able to use email, internet applications and word processing | Able to follow plans or instructions  Willing to learn and develop self in the role  Team player  Integrity and ethical standards  Openness to and interest in Anthroposophy and Hōhepa’s Special Character  Physically fit and healthy – able to meet the physical demands of the role  Communicates effectively – verbal, written and listening skills  Life skills and aptitude for work |

**Expectations of support staff**

**Level 0 – Learning**

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| **Definition**  An employee who is new to supporting people with a disability or who is new to Hōhepa with prior experience and does not hold recognised qualifications. They will be supported to complete a defined Induction and Orientation. They will be mentored by a peer, overseen by their manager.  Employee will be rostered to known situations and non-complex support. They may be approved to work alone, at the discretion of their manager.  Note that, at all levels a person with a disability may choose this person to fulfil the role of their primary support worker.  It is anticipated that an employee will spend at least 3-6 months or 480 (awake) hours in the workplace at this level. |

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| **Knowledge** | **Skills** | **Attributes** |
| Completes Induction and Orientation:   * Policy and procedure * Health and safety * Code of rights * UN Convention on Rights of People with a Disability * Abuse and Neglect * Restraint minimisation * Legislation, standards and guidelines relevant for work * Privacy and confidentiality * Infection control * Reporting – daily notes, incident reports, timesheets etc * Introduction to special character   Working towards New Zealand Certificate in Health and Wellbeing Level 2  First Aid Certificate  Engaged in Hōhepa Workforce Development activities | Driver competency  Medication competency (general)  Demonstrate ability to follow support plans  Cooking – nutritious whole foods  Cleaning  Laundry  Support people with individual spending – able to reconcile receipts  Uphold the rights of people being supported  Learning skills of curative education and social therapy | Working within boundaries and scope of the role  Develops respectful relationships with people being supported  Demonstrates a flexible and creative approach to supporting people with a disability  Recognises that diverse forms of communication are needed and is willing to adapt their communication as needed  Works with family/whānau in a way that ensures they feel heard, informed and supported while respecting the right to privacy of the person being supported  Is aware of family/whānau perspectives on the support being provided  Recognises the networks that the person being supported has, enables these to be maintained  Learning reflective practice |

**Expectations of support staff**

**Level 2 – Developing**

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| **Definition**  An employee who is able to work confidently and autonomously in known, familiar and predictable situations. They may require supervision and support in more complex workplace situations.  It is anticipated that an employee will spend at least 18 months in the workplace at this level. |

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| **Knowledge** | **Skills** | **Attributes** |
| Achieved New Zealand Certificate in Health and Wellbeing Level 2  Working towards New Zealand Certificate in Health and Wellbeing Level 3 (Support Work)  Engaged in Hōhepa Workforce Development activities  Developing understanding of Hōhepa Special Character and Anthroposophy | Medication competency (specialised)  Recognises and reports risks  Understands Hōhepa systems and knows how to gain support  Communicates effectively and appropriately – people we support, their families and colleagues  Reports and records information | Putting learning into practice  Demonstrating ability to generalise knowledge and skills  Able to come up with ideas to solve problems – communicates this information appropriately  Contributing team member  Recognises that people we support live within a wider network of structures including family/whānau, friends, clubs, services and wider community |

**Expectations of support staff**

**Level 3 – Proficient**

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| **Definition**  This is the minimum level Hōhepa would like all direct support staff to be operating at. Employees at this level can work independently and are proficient in all areas of the role. They require limited supervision and are well trusted by the organisation to complete the role to agreed standards.  An employee at this level can select and apply a range of solutions to known problems. They can demonstrate the ability to adapt their own behaviour to work well with others, including people with a disability that they are supporting. They may be given responsibility to act as a peer mentor or buddy to others in the role.  This employee can identify when they need support and knows where to access this. They know and work within their professional boundaries. An employee may choose to remain at this level and not pursue Level 4/Advanced. |

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| **Knowledge** | **Skills** | **Attributes** |
| Achieved New Zealand Certificate in Health and Wellbeing Level 3 (Support Work); may hold Level 2; may be working towards Level 4  Engaged in Hōhepa Workforce Development activities  Demonstrates knowledge of the social, cultural, psychological, spiritual and physical context of people with a disability – aware of different models to explain this  Works with an understanding of Anthroposophy in practice | Able to provide support in unfamiliar and unpredictable situations  Is able to recognise and respond to changes  Contributes to continuous improvement  Able to manage household budget for service  Applies in depth knowledge and understanding of:   * Community participation * Opportunities that support full social inclusion and being full citizens * Different types of disabilities and conditions and how these impact on the physical, social and cognitive abilities of the person * Positive behaviour support   Enables the person being supported to identify their community, or communities of interest, and to develop and maintain connections with them | Able to reflect on own performance and seek support to develop  Demonstrates trustworthy relationships and upholds the dignity of people with a disability  Actively seeks to enhance opportunities that support full inclusion and participation of the person with a disability  Actively supports and engages with Special Character, including curative education and social therapy in practice.  Understands and demonstrates culturally safe practice  Works knowledgably and flexibly with people with a disability who may have multiple disabilities or diagnoses  Demonstrates understanding of age appropriate, developmentally appropriate, life-stage appropriate and culturally appropriate ways of supporting people with disabilities  Demonstrates respect for access to processes for Māori and supports the establishment of relationships  Actively demonstrates understanding of the social model of disability |

**Expectations of support staff**

**Level 4 – Advanced**

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| **Definition**  An employee at this level has broad theoretical and operational knowledge. They can be relied on to step into complex and challenging situations. They are committed to their role and the people Hōhepa supports. They are prepared to work where they are needed, when they are needed, to help facilitate great outcomes for individuals and the organisation.  They will carry additional responsibilities that may include, but are not limited to:   |  |  |  | | --- | --- | --- | | * Supervision/leadership of others * Develop goals and plans for individuals, in consultation with relevant others * Roster support | * Able to coach and mentor others * Assessor and/or workplace verifier * On call cover/support * Audit preparation | * Represent manager at outcomes assessments or specialist appointments * Facilitate team meetings * Fulfil the role of their manager as required i.e. when on leave |   An employee at this level can manage themselves. They may take on responsibility for others. |

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| **Knowledge** | **Skills** | **Attributes** |
| Achieved New Zealand Certificate Health and Wellbeing Level 4  Engaged in Hōhepa Workforce Development activities  Understands Hōhepa quality management system  Uses human rights in day to day approaches  Has knowledge of other organisations, including disabled persons organisations (DPOs) and connects with these as relevant to the role  Has insight into Anthroposophy and demonstrates knowledge of curative education and social therapy | Can respond appropriately to a range of situations, including crises  Able to develop strategies to address barriers to achieve people’s aspirations  Can develop and review plans in consultation with the person being supported, their family and support team  Interpersonal skills, can be relied on to represent Hōhepa in difficult situations  Administrative and organisational skills  Puts knowledge of social, cultural, psychological, spiritual and physical context of the person being supported into practice every day  Recognises, supports and ensures participation of person’s family/whānau | Demonstrates initiative; loyalty to Hōhepa; commitment to quality, continuous improvement  Challenges stigma and discrimination and promotes social inclusion and the dignity and value of people we support as part of everyday practice  Models and facilitates:   * Community participation * Meaning of citizenship and the importance of actively enhancing opportunities that support full citizenship * Processes that facilitate the participation and joint development of comprehensive and holistic plans * Development of strategies for positive behaviour support * Development of a range of evidence informed supports and interventions |

**General Conditions of Employment**

Any offer of employment will be subject to a satisfactory Police Clearance and CYRAS check (Child Youth & Families database). Hōhepa takes up a police vetting report and CYRAS check on all employees at the start of employment and then every two years. If you are charged with or convicted of an offence after being employed by Hōhepa it is important that you declare this promptly; this includes a warning letter from the police. If an undeclared conviction shows up on a future police report, this could be regarded as a breach of trust and may lead to disciplinary action including potential dismissal.

You confirm that you have the right to work in New Zealand, and agree to provide documentary proof (eg through a birth certificate or passport).

**Smoking, Drugs and Alcohol:**

Hōhepa is a fully non-smoking environment, including buildings, grounds and vehicles. If you accept employment with us you guarantee that you **will not smoke** (even during break times) during work hours.

This is a **safety-sensitive role**. You must agree to attend work **free of any adverse effects of alcohol or drugs** (including illegal drugs and similar substances); the way this is assessed is that a drug test would be negative. You must consent to pre-employment testing, then random testing if you are employed.

**Days/hours of work:**

Full time work is 40 hours per week during the Monday – Sunday working week. At least one weekend day will be required; weekdays normally include split shifts (eg 7 – 9.30 am, then 3 – 8 pm) except during school term breaks. Part time working patterns can be mutually agreed.

Rest Breaks: Two 10-minute paid rest breaks each shift, plus a paid meal break as you are unable to leave the premises during the shift.

**Review of job description:**

As with all Hōhepa job descriptions, the contents of this JD will be kept under review and will be subject to change, in the light of experience. Any substantial changes will be discussed with you before being implemented; however you are required to work flexibly and accept that any JD is an indicator only – you agree to any reasonable duties that are asked of you.