

**Job Description**

|  |  |
| --- | --- |
| **Directorate:**  | **People** |
| **Service Area & Section:** | Integrated Autism Service |
| **Unit Manager:** | Specialist ASD Practitioner |
| **Post Title:** | Wellbeing Support Worker  |
| **Job Family & Role Profile:** |  |
| **Post No:** |  | **Grade** |  |

|  |
| --- |
| **Summary of Role** |
| **Reporting to:** | Specialist ASD Practitioner |
| **Purpose of the Post:** | 1. The post holder will work as part of the Integrated Autism service which provides diagnostic assessment and support for adults and support for parents/carers of both children, young people and adults. The service will also develop and provide training and advisory support for professionals.
2. The role will contribute to the overall mentoring, skills building and training provided by the team, providing support and interventions both on an individual and group basis as directed by qualified members of staff within the team. This role is open to individuals with a range of professional backgrounds. The role will also have key tasks in relation to the preparation and organisation of supportive activities.
 |
| **The post holder is responsible for the following:** | 1. Engage with individuals and carers to identify needs and offer a broad range of support through face-to-face, telephone and / or online engagement

Support for adults will include providing: * post diagnostic information and support
* social learning programmes focused on improving social interaction
* support to enable individuals with Autism to access further education, training and employment opportunities
* structured and predictable training programmes based on behavioural principles focussed on improving daily living skills
* structured leisure activity programmes to reduce social isolation
* anger/anxiety management interventions, adjusted to the needs of adults with autism.
* anti-victimisation interventions based on teaching decision-making and problem-solving skills
* psychosocial interventions for challenging behaviour based on behavioural principles and informed by a functional analysis of behaviour
* information, advice, training and support to family and carers of autistic adults

Support for adults will include providing: * post-diagnostic information and support
* Contribute to the assessment of functional analysis of behaviour through initial joint working with other team members and/or regular consultation with qualified personnel within the team.
* Develop care plans with those who support the person with ASD that outlines the steps needed to address the factors that may provoke behaviour that challenges.
* support to parents / carers and other professionals to develop and implement Psychosocial interventions which are informed by the functional assessment
* Support and advice in relation to sleep difficulties e.g. developing a sleep hygiene routine
* information, advice, training and support to parents and carers in relation to the development of their child’s coping strategies and skills, with the aim of improving access to community services
* Information and advice in relation to autism, local support and provision
* carer support groups where not already available
1. Work cooperatively with those engaged in existing service planning and development for individuals, carers and their families with autism across Western Bay,
2. Evaluate service impact with service-user and their families using recommended outcomes measurement tool and report to line manager.
3. Signpost individuals, carers and their families to appropriate services located within their community
4. Provide an accessible point of contact and a reliable source of information for individuals, carers and their families with autism across Western Bay
5. Post holders will be expected to explore and report on the feasibility of developing community based support for people with autism living in the community
6. To participate in group peer supervision with the clinical team in relation to clinical work undertaken.
7. To adhere to risk management plans and notify relevant professionals of any issues, escalating concerns as appropriate
8. To contribute to the organisation and support individuals in a broad range of activities or programmes, including work collaboratively with staff from within and outside the service
 |
| **Job Working Circumstances**The post holder will be  | 1. Office based with travel to various locations.
2. Required to operate as required across Bridgend, Swansea and Neath Port Talbot
3. Expected to have considerable PC or mobile electronic device use on a daily basis;
4. Expected to work in a flexible manner across tasks and locations across the Council
5. Post holder will be expected to undertake further training to fulfil their role
 |

****

**Person Specification**

|  |  |
| --- | --- |
| **Directorate:**  | **People** |
| **Service Area & Section:** | Integrated Autism Service |
| **Unit Manager:** | Specialist ASD Practitioner |
| **Post Title:** | Wellbeing Support Worker  |
| **Job Family & Role Profile:** |  |
| **Post No:** |  | **Grade** |  |

|  |  |
| --- | --- |
| **Role Criteria No.1** | **Education, Qualifications & Training** |
| **Essential** | NVQ 3 in Health and Social Care or equivalent qualification  |
| **Desirable** |  |
| **Evidence** | All certificates to be provided at interview for validation. |
| **Role Criteria No.2** | **Skills /Technical / Professional Competence** |
| **Essential** | 1. Excellent interpersonal and communication skills
2. Ability to empathise
3. Ability to work independently and as a team/in partnership
4. Organisational and time management skills
5. Ability to use a computer and associated software
6. Ability to develop effective working relationships with a range of stakeholders
7. Basic administrative skills
8. Literacy and numeracy skills
 |
| **Desirable** |  |
| **Evidence** | Valid certification and/or registration/CPD |
| **Role Criteria No.3** | **Experience** |
| **Essential** | 1. Experience in health, education, social care or 3rd sector
2. Experience of working with/ supporting individuals on the autism spectrum
3. Experience of working with families and carers
4. Knowledge and understanding of issues impacting individuals on the autism spectrum
 |
|  |  |
| **Evidence** | At interview, then in post |
| **Role Criteria No.4** | **Competencies & Abilities** |
| **Essential** | 1. Enthusiastic, self-motivated and able to work autonomously, within remit
2. Ability to cope with stressful situations
3. Ability to work as a team player
4. Good written and verbal communication skills
5. Ability to develop effective working relationships with a range of stakeholders
6. Good organisation skills in order to manage workload
7. Ability to work collaboratively with others
8. Ability to adapt to change, with a flexible approach
 |
| **Desirable** |  |
| **Evidence** | At interview, then in post |
| **Role Criteria No.5** | **Commitment to Equal Opportunities** |
| **Essential** | Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and Swansea Council’s Equal Opportunities Policy and Procedures.All employees and managers mustbe aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation. |
| **Desirable** |  |
| **Evidence** | At interview, then in post |

|  |  |
| --- | --- |
| **Role Criteria No.6** | **Current Driving Licence** |
| **Essential** | Use of own car:Should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost effective method of travelling |
| **Desirable** |  |
| **Evidence** | Evidence the post holder is appropriately insured for business purposes to be provided annually |
| **Role Criteria No. 7** | **Compulsory Requirements for Introducing Change and New Ways of Working** |
| **Essential** | 1. Demonstrate commitment to the Council’s new ways of working, providing a positive and supportive environment that initiates and enables innovative and sustainable working practices that deliver high quality services for our citizens.
2. Embrace change through actively and flexibly participating in and adapting to new ways of working with our citizens, as agreed through formal consultation with Trades Unions and HR Policies and procedures
 |
| **Desirable** |  |
| **Evidence** | At interview, then in post |
| **Role Criteria No. 8** | **Other Requirement**  |
| **Essential** |  |
| **Desirable** |  |
| **Evidence** |  |

|  |  |
| --- | --- |
| **Health Surveillance and Monitoring:** | This post will require the post holder to take part in health surveillance and monitoring procedures. |

|  |  |
| --- | --- |
| **Safeguarding:** | The Authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |

|  |
| --- |
| **Welsh Language** |
| The Authority is committed to delivering an equally high quality service in Welsh and English and will support staff in providing this. |
| **Assessment of Posts** |
| All posts have to be assessed in respect of the Welsh Language requirements. The evidence of which has to be retained and available for (a) audit trail and (b) inclusion in annual report figures. |
| **Requirements for this post**(See attached Welsh Language Skills Assessment) |
| **Understanding** | Level:  | **Speaking** | Level:  |
| **Reading** | Level:  | **Writing** | Level:  |
| **Based on the above, requirement for this post is as follows:** |
| **Essential** |  | **Desirable** |  |
| **To be learned** |  | **Not required** |  |

|  |  |
| --- | --- |
| **Disclosure and Barring Service (DBS):** | **This post requires the postholder to have the level of DBS disclosure as indicated below:** |
| **Standard DBS Disclosure Application** | **Enhanced DBS Disclosure Application** | **No DBS Disclosure Application** |
|  |  |  |

|  |  |
| --- | --- |
| **Review/****Right to vary:** | This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile. |
| **Sign off** |
| **Line Manager:** |  | **Date:** |  |
| **Post Holder:** |  | **Date:** |  |

**Welsh Language Skills Framework**

|  |
| --- |
| **Level 0** |
| No Welsh language requirement identified for the post – but all recruits should be aware of the corporate requirements of the Welsh language standards and completion of the Welsh language awareness course is advised.  |
| **Understanding** | **Speaking** | **Reading** | **Writing** |
| * No Welsh language requirement identified
 | * No Welsh language requirement identified
 | * No Welsh language requirement identified
 | * No Welsh language requirement identified
 |
| **Level 1** |
| Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. Where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail. |
| **Understanding** | **Speaking** | **Reading** | **Writing** |
| * Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see
 | * Can pronounce place names and personal names correctly.
* Can greet individuals face to face or over the telephone
* Can open and close a conversation or open and close a meeting.
 | * Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms
 | * Can open and close an e-mail or letter
* Can write personal names, place names, job titles
* Can write a simple message to a colleague on paper or e-email, e.g. such and such has called.
 |
| **Level 2** |
| Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences. |
| **Understanding** | **Speaking** | **Reading** | **Writing** |
| * Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general
* Can understand when people ask you do something
 | * Can communicate simple information or ask common questions, e.g. to acquire information from an individual
* Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh
* Can hold a short conversation with an individual or exchange relatively straightforward information
* Can contribute to a meeting, but need to revert to English for specialist terms.
 | * Can read short message and certain letters or e-mails, e.g. Those which make a request or ask you to pass on a message
 | * Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting
* Can write a short letter or e-mail to arrange an appointment
 |
| **Level 3** |
| Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event. |
| **Understanding** | **Speaking** | **Reading** | **Writing** |
| * Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar.
* Can understand a discussion at a meeting if the subject is familiar.
* Can understand individuals and colleagues in a familiar situation or in everyday conversation.
 | * Can take part in most conversations with colleagues about work and plans if the vocabulary is not to technical.
* Can hold a conversation with an individual or exchanging relatively straightforward information.
* Can contribute to a meeting but need to revert to English for specialist terms.
* Can adapt the style of language to suit the audience.
 | * Can understand most e-mail messages or letters concerning day to day work.
* Can guess the meaning of a word based on context if the subject is familiar.
* Can read a simple, straightforward article in a newspaper or magazine types of written material.
 | * Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event.
* Can write relatively accurately when drafting a short information leaflet or information Welsh as required.
 |
| **Level 4** |
| Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and an express an opinion, take part in discussion, and talk extensively about general topics, e.g. In meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately. |
| **Understanding** | **Speaking** | **Reading** | **Writing** |
| * Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar.
* Can understand differences in register and dialect.
 | * Can contribute effectively to internal and external meetings in a work context.
* Can converse comfortably with individuals and exchange information as required.
* Can argue for and against a specific case.
* Can chair meetings and answer questions from the chair confidently.
 | * Can read most correspondence and scan long texts to find details.
* Can understand most newspaper articles and reports with the aid of a dictionary.
* Can understand novels and other texts, unless written in a very formal or colloquial form.
 | * Can produce correspondence of all types, short reports, documents and literature with support of an editor or electronic aid.
 |
| **Level 5** |
| Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in details, adapting the language to suit the audience. |
| **Understanding** | **Speaking** | **Reading** | **Writing** |
| * Can follow all conversations and discussions with individuals or colleagues.
* Can understand the ambiguity and nuance of language.
 | * Can express yourself fully in detail, even when discussing complex issues.
* Can adapt the style and register of your language to suit the audience.
 | * Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally.
* Can read long texts to find relevant details and can understand most types of written material.
 | * Can write reports in a clear style appropriate to the reader with the support of electronic language aids.
* Can write formal or informal Welsh as required.
* Can write a range of documents accurately and with confidence.
 |

**Disclosure and Barring Service (DBS)**

**Disclosure Checks**

The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults.

The DBS can issue 5 levels of Disclosure Certificates, depending on the position applied for, namely Standard, Enhanced, Enhanced with ISA check (children), Enhanced with ISA check (adults) and Enhanced with ISA check (children and adults)

Prospective applicants should be aware that before any offer of appointment is confirmed the successful candidate will be required to complete an online application form for the appropriate level of disclosure. Proof of the successful candidate’s identity will also be required in the form of the following: Passport, Driving Licence, Birth Certificate and Utility Bills.

The Authority actively promotes equality of opportunity for all existing employees and prospective applicants. Candidates are selected on the basis of skill, qualifications and experience, and their match against the Person Specification. A criminal record will not necessarily bar applicants from working with the Authority. It will depend on the nature of the position and the circumstances and background of the offence.

The Authority has a written Policy on the Recruitment of Ex-offenders, which complies with the DBS Code of Practice, and undertakes to treat all applicants fairly.

The following information is available from the Employee Services Helpdesk, Room 323, The Guildhall, SWANSEA SA1 4PE; Telephone 01792 636098, email employee.serviceshelpdesk@swansea.gov.uk.

* DBS’s Code of Practice;
* Authority’s Policy on the Security of Confidential Disclosure information;
* Information on the Rehabilitation of Offenders Act 1974

Further information about the Disclosure Scheme is available at [www.homeoffice.gov.uk/agencies-public-bodies/dbs/](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/).

****

**Corporate Plan 2017 - 2022**

Delivering a successful and sustainable Swansea

**Our ambitions and commitments to residents – our well-being objectives**

We have prioritised five well-being objectives. These are: ­

* Safeguarding people from harm
* Improving education and skills
* Transforming our economy and infrastructure
* Tackling poverty
* Transformation and future council development

**Our Values**

Our plans will be built on three clear values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

* **People Focus**

 We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also respect, value and support our employees and demonstrate the highest standards of integrity.

* **Working Together**

 We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.

* **Innovation**

 We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face. We will share learning across the Council, as part of our Innovation Programme.