



Job Description

Residential Education Worker

Service:	Oakwood College, Dawlish
Reporting to:	Home Lead / Registered Manager
Period:	52 weeks or Term Time
Hours per week	40 hours per week

Aims of the post:

Phoenix Learning & Care is a diverse organisation offering residential and educational services for Young People. The people we support generally have special educational needs, learning disabilities, particularly autistic spectrum condition and complex behaviour and are within the age range of 16-25 years. The specific purpose of this post is to provide therapeutic education and residential care across our inclusive waking day programme of activities, promoting improved transferable life skills and independence.

Oakwood is a Specialist Post 16 College that offers learning programmes for young people with SEND whose needs cannot be met in a general FE College or sixth form provision. We deliver highly individualised study programmes that focus on developing the knowledge, skills and behaviours that young people need to become more independent and access employment opportunities. Our learners study a curriculum built around the outcomes in their EHCPs and enjoy a personal development journey through a programme that includes personal growth, vocational learning, Duke of Edinburgh and Work Experience.

Objective in schools

- To provide effective learning & therapeutic support under the direction of a specialist teacher & therapists.
- Contribute to the development of the learner support strategies to facilitate individuals or groups of students to fully access and participate in sessions,
- To receive and work within specific training and advice given on supporting people with complex disabilities, communication and behaviours.
- Contribute to the recording of student progress and achievement (RARPA) and identify areas for development and feedback to the Programme Leader.

- Work effectively as part of a multi-disciplinary team to establish and maintain a stimulating learning environment.

Objectives in home

- You will provide high quality, person-centred residential education recognising the potential of each student and to promote through actions, words and encouragement the achievement of that potential through working as part of a team.
- You will meet the individual residential educational needs of students in a way that promotes, dignity, privacy, safety and independence.
- You will respond effectively and sensitively to the broad range and often complex, social, emotional and recreational needs of learners with learning difficulties and or disabilities within educational & residential settings.
- You will help create a dynamic, caring, fun educational environment which supports all the aims described.
- You will offer a high level of personal care to students, that respects their privacy and is appropriate to their culture, age and gender.
- You will ensure the effective use of resources in providing education, care and support.

The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and therefore all staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

Key Responsibilities:

1. General Practice:

- 1.1 To promote the rights of all students to be treated with dignity and respect in every aspect of their lives.
- 1.2 To respect the confidences of students, and of Phoenix Learning and Care, except where to do so would result in harm to a student, damage to the organisation or the commission of a criminal offence.
- 1.3 To establish supportive relationships with students and encourage the development of stable appropriate relationships between students and other staff, students and their families and friends and within the group of residential students.
- 1.4 To promote the emotional health and self-esteem of students and support them through changes in living circumstances and personal relationships.
- 1.5 To support students in making their own choices and decisions to the maximum of their capability and ensure that the needs and wishes of students are fully considered in any decision relating to them.

- 1.6 To ensure the protection of all students from significant harm, by exercising vigilance, observing changes in student's behaviour or appearance, and complying fully with our Child Protection and Vulnerable Adults policy.
- 1.7 To develop a sound understanding of the ethos, values, aims and objectives of the college, including education and residential environments.
- 1.8 To be aware of areas of high risk as identified in risk assessments and provide support in line with individual risk management plans.
- 1.9 To contribute to the monitoring of the physical health and psychological well-being of students who access our services and report any changes.
- 1.10 To support the college in delivering against the regulatory requirements of Ofsted and their Education Framework for a registered FE college
- 1.11 To proactively deliver against the regulatory requirements for CQC and to specifically support the key Lines of Enquiry (KLoE) for a registered care home.

2. Providing Person-Centred Care and Education:

- 2.1 To develop an understanding of the health and wellbeing needs, strengths, challenges and disabilities of the students who access our service.
- 2.2 To encourage student participation, involvement, and personal fulfilment by supporting an individualised waking day curriculum with stimulating and interesting tasks within an agreed program of activities.
- 2.3 To support students entering the college/home for the first time, moving between residential homes, class groups or leaving the service at the end of their placement
- 2.4 To work with students and their families enabling them to prepare for the change, and to become familiar with the new environment, responding to any distress they may experience.
- 2.5 To assist students with self-care skills including eating, drinking, washing, bathing, using the toilet (or managing incontinence), dressing and undressing, mobility and transport, getting up and going to bed, and once trained, administration of medication.
- 2.6 To compile or participate in the assessment, development, implementation and review of student care & education placement support plans and risk assessments.
- 2.7 To act as a 'keyworker', for named students, taking responsibility for the development, implementation, monitoring and review of placement plans, risk assessments and daily/weekly records.
- 2.8 To support our students to maintain an appropriate, clean and hygienic living environment; role modelling skills required.
- 2.9 To work with students to complete daily living skills within the home. This includes but is not limited to, cooking, washing clothes and cleaning/tidying the home environment.
- 2.10 To work in partnership with therapeutic staff to promote the health, welfare, emotional and social development of students.
- 2.11 To work in close partnership with the formal education/curriculum staff to promote the educational attainment of residential students by contributing to the development of the student's Individual Learning Plan and supporting the student in working towards agreed educational/learning targets throughout the student's college life.
- 2.12 To ensure that students access appropriate leisure activities on-site and off-site, including where required supporting students on trips/holidays away from the college/home.
- 2.13 To promote students' participation in, enjoyment and understanding of their religion, culture and first language.

- 2.14 To participate in the assessment, development, implementation and review of programmes aimed at enabling students to manage their own behaviours that challenge, ensuring full compliance with student's individual behaviour support and risk plans.
- 2.15 To help collate, evaluate, and maintain students' progress records to evidence meaningful outcomes within education and care.
- 2.16 To guide students in carrying out the work set by the teacher (this may be as the person in charge of a small group with no teacher present) and to where possible reinforce these skills within the home setting.
- 2.17 To assist with therapy programmes delivered as part of a multidisciplinary approach and to where possible embed these into everyday living tasks that take place within the college/home.
- 2.18 To ensure that there are effective daily notes captured for each allocated student. These may include general observations, communications with families or incident event logs.
- 2.19 To assist students who need additional support to complete tasks either on a 1:1 basis or as part of a small group.
- 2.20 To support whole college events/activities, sports events and outings – showing flexibility to out of hours events.
- 2.21 To provide detailed and regular feedback to teachers on student's achievement, progress, difficulties etc.
- 2.22 To promote good student behaviour, dealing effectively with conflict and incidents in line with established policy and encourage students and where appropriate to take responsibility for their own behaviour.
- 2.23 To provide education and care support in an imaginative, adventurous, and effective manner to make life-long learning fun whilst achieving and maintaining high professional standards of learner education and training.
- 2.24 To understand the importance of promoting independence and diversity in providing education and care support.
- 2.25 To assist, as appropriate to your skills and abilities, with specific aspects of teaching, planning, assessment, and students' learning.
- 2.26 To ensure that all students are working towards their agreed outcomes and placement objectives pertaining to care and education.
- 2.27 To use a variety of creative approaches and activities to develop students' learning through planned intervention and independent learning opportunities both within the college/home environment and more inclusive community contexts.
- 2.28 To meet the students behavioural and emotional needs in helping them to become socially aware, encouraging them to take responsibility for their own behaviour and understand expectations and impact.

3. Communication:

- 3.1 To encourage students to communicate their needs and to engage them in the process of delivery of education and support.
- 3.2 To work with colleagues to promote an inclusive communication approach for all students, acknowledging the needs and best interests of each student.
- 3.3 To provide verbal and/or written evidence of care support and education given over a span of duty and report any changes in needs and physical or emotional well-being.

- 3.4 To take steps to ensure confidentiality of records & information in day-to-day communication & understand when certain information may need to be passed on.
- 3.5 To use appropriate means of communication to promote good relationships with colleagues, student's relatives, the local community and any other parties with whom Phoenix Learning & Care has dealings.
- 3.6 To attend staff meetings as required and follow students' personal plans to increase understanding and awareness of the student's individual needs.
- 3.7 To report all concerns you or others have regarding the ability of the college/home to meet the needs of those accessing the service including potential abuse, comments, or complaints.
- 3.8 To read and understand the appropriate Policies of the organisation raising any issues or knowledge gaps with your manager immediately.
- 3.9 To welcome and be courteous to all visitors to the service ensuring safeguarding procedures are always followed.
- 3.10 To attend employee meetings as directed including Supervisions, Appraisals, and the like.
- 3.11 To work efficiently, planning to prevent wasted journeys and extra expenses.
- 3.12 To work flexibly with regards to the duties performed and the hours worked, to ensure the smooth running of the college/home.

Health & Safety:

- 4.1 To understand your responsibilities under the Health and Safety at Work Act 1974 and act by taking reasonable care of the safety of those who access our services, colleagues, the public and yourself.
- 4.2 To be conversant with the relevant safeguarding policy and procedure and personal responsibility with regards to disclosure procedures.
- 4.3 To be aware of the work-place hazards identified in the General Risk Assessments and COSHH risk assessments and the management controls described.
- 4.4 To be aware of the fire hazards identified in the Fire Risk Assessment, the management controls identified and your role in fire prevention and what to do in the event of a fire.
- 4.5 To apply the principles of safe food handling as they apply to your work.
- 4.6 To understand your role in infection control and in reducing and managing these risks by implementing Phoenix policies and Best Practice guidelines.
- 4.7 To promptly report any accidents, adverse incidents, or observations of injury.
- 4.8 To promptly report any health and safety hazards, maintenance issues or malfunction of any systems, building elements or equipment, including heating, lighting, fire, security or call systems to you Line Manager or Health & Safety representative.
- 4.9 To, where permitted drive the college/home/company vehicles in an appropriate, safe and responsible manner in line with policies and procedures that are in place.

Personal Responsibilities:

- ✓ To maintain own continuing professional and personal development (supported by the organisation where appropriate) to ensure up-to-date knowledge.
- ✓ To be responsible for organising and prioritising own workload in the day-to-day allocation of work.

- ✓ To maintain appropriate confidentiality of information relating to the Company and its employees and maintain compliance with the Data Protection Act and GDPR legislation.
- ✓ To set high expectations for all and act as a role model for the Phoenix Values and Code of Conduct.

Person Specification

APP – Application INT = Interview AST = Assessment

Essential Criteria	Measurement		
	APP	INT	AST
A desire to work with Children or vulnerable young people with learning disabilities or challenging emotional and behavioural difficulties to make a difference to their lives. Must have a positive approach, with a caring and empathetic nature.	✓	✓	
Resilient and able to manage your own behaviour and emotions during challenging situations. Flexible, reliable, patient, compassionate and maintaining a sense of humour.	✓	✓	✓
Experience of working/volunteering within an education or care service would be helpful.	✓	✓	
Good numeracy/literacy skills and ability to support with educational needs. English and Math Level 2 functional skills or willingness to work towards it.	✓	✓	
Positive attitude towards CPD and be able to attend and undertake training as required. Willing to undertake professional qualification -Diploma in Care / Award in Education & Training	✓	✓	✓
Must have the ability to understand and implement company policies, legal expectations, including safeguarding protocols to ensure a safe environment for people we support.	✓	✓	✓
Ability to work under own initiative, ask for feedback and continuously reflect and develop.	✓	✓	✓
Ability to work in a team with understanding of own responsibilities	✓	✓	✓
Ability to foster an inclusive college/home community and contribute to whole service success	✓	✓	✓
A passion and commitment to gain the required skills, knowledge and experience is vital to develop a career within SEN/ALN	✓	✓	✓
Ability to prioritise work in an environment which has conflicting pressures and demands	✓	✓	✓
Fit to undertake physical intervention in times of extreme crisis. (This is rare and full training is provided)	✓	✓	✓

Desirable Criteria	Measurement		
	APP	INT	AST
Specific training in behaviour management, first aid and/or health and safety	✓		

Desirable Criteria	Measurement		
	APP	INT	AST
Experience in working with client group and understand the values that underpin the delivery of person-centred care and education. Consistently reflect these values in the individualised support offered to people who access services	✓	✓	✓
Ability to resist/report action or inaction that breaches practice, policy or law	✓	✓	✓
Qualifications relating to working within education, health or social care	✓	✓	✓
Full driving license and willingness to drive a company vehicle	✓		

Organisation Values		Measurement		
		APP	INT	AST
Honesty	Mutual honesty is the cornerstone of any relationship we build with the people we work with.	✓	✓	✓
Empathy	We work to understand and empathise with all the individuals we care for – it is important we show empathy and not sympathy.	✓	✓	✓
Aspiration	We work to assist all individuals aspire to achieve their goals and outcomes.	✓	✓	✓
Respect	We treat others in the same way we wish to be treated and to build shared respect.	✓	✓	✓
Teamwork	We strive to provide consistency in our approach through effective teamwork and to bring the best out of each other.	✓	✓	✓

The approach required at Oakwood Court College:

- Unflinchingly high aspirations for all young people that study at Oakwood, and high expectations of behaviour for them within their own context.
- Unflinchingly high expectations of behaviour and professional conduct of colleagues and self
- The humility to recognise where things may not be working, and the progress of learners are at risk, and to speak up and seek support to improve.
- A continuous commitment to seeking to understand each young person and their needs, including those that make them diverse, complex and sometimes challenging.
- The drive to overcome challenges and setbacks using clear and tangible steps and making positive personal changes to approaches.
- Being a “present” and active listener and contributor in conversations about learning.
- Leading formal and informal conversations about best practice with colleagues.
- Being alive and open to new ideas and ways of working.
- Demonstrate enthusiasm and engagement in trying something new, sharing ideas and collaborating.