



## **Role Profile**

# **Senior Support Worker (Supported Housing Bristol)**

## **Second Step**

**9 Brunswick Square**

**Bristol BS2 8PE**

**March 2024**

## 1. JOB DESCRIPTION

The job description does not describe a comprehensive list of duties, rather a broader range of accountabilities and performance indicators. The role profile is subject to review and change.

### 1.1 JOB PURPOSE

To assist the Supported Housing Team Manager to ensure the provision of Client led, trauma informed, high quality, effective and comprehensive support to clients. To provide day to day leadership and support to your direct reports and promote effective team working and communication within supported housing and across housing and other teams as needed. Help guide the team to achieve contract and quality compliance and embed second step values.

Lead and enable staff, service users and other professionals to navigate and coordinate the delivery of services (both social and clinical interventions), connecting to community resources, building resilience and improving wellbeing. Work within a recovery and psychologically, adversity and trauma informed approach, taking a holistic view to support people's recovery to live fulfilling lives. Ensure support is tailored to individual's cultural, social and move/housing on needs.

### 1.2 JOB CONTEXT

Based in Bristol, the Senior Support Worker will report to the Team Manager and, together with another Senior Support Worker and other team members, ensure the service is welcoming and safe. The post holder will work as part of the local management team for the service; ensuring safety oversight, embedding service development and improvements and promoting a multi-disciplinary and co-productive approach to maximise outcomes for service users.

Through effective collaboration with service users, their carers (including friends and relatives) and other supporters (including statutory, voluntary and private sector organisations and individuals), the postholder will lead staff to maximise opportunity and outcomes for service users.

The postholder will enable support staff to manage their caseloads effectively and deliver quality planned and responsive support, including: assess needs, co-produce safety and support plans & reviews, enable engagement, promote service user involvement, manage incidents, carry out quality checks and observations and ensure client records (in particular the HSR and InForm) are accurate and kept up to date.

Second Step's values underpin everything we do: Believing in hope and courage; Succeeding together; Building trust; Celebrating diversity and; Learning and growing.

### 1.3 ORGANISATION

**Immediate Supervisor:** Supported Housing Team Manager

**Colleagues/Peers:** Senior Support Workers

**Direct Reports:** Support Workers & Support Assistants

## 1.4 JOB ACCOUNTABILITIES

- Support the Team Manager and Support Workers to ensure that the service runs effectively on a day-to-day basis, meeting targets as agreed and cultivating a culture of hope and courage.
- Carry out role adhering to Second Steps policies, procedures, values, code of conduct and with a psychological, adversity and trauma informed, and recovery orientated, approach. Ensure that this approach is extended to staff as well as clients.
- Assist the Team Manager with coordination of referrals/nominations and assessments.
- Ensure delivery of efficient and comprehensive support services to clients, in a client led, safe and supportive manner; ensuring effective transition and support handover planning and working with the housing team and commissioners to submit void exemptions where needed.
- Where required, in agreement with the Team Manager, to provide effective day to day support to an agreed, small case load of clients.
- Work effectively with the Mixed Pathway Contract Co-ordinator and the Male Pathway Contract Co-ordinator, addressing and resolving issues related to nominations, move in and move on arrangements, through direct informal communication and via attendance at weekly meetings.
- Promote the development of support work through maintaining specialisms, sharing good practice and expertise.
- Liaise with other agencies and parties, including attendance at Operational Manager Group (OMG) meetings, and other meetings as required, ensuring continuity of approach and fulfilment of targets and quality delivery.

- Promote and facilitate service user involvement in line with Second Step objectives and work with the Team Manager to develop Service User Involvement plans.
- Provide leadership and carry out management activities (such as resourcing, day to day advice, regular scheduled 1-1 supervisions, debriefs, case reviews and ad-hoc support) to support staff to enable them to provide an effective service, develop their skills/knowledge and ensure the overall service meets its objectives.
- Assist the Team Manager to monitor and evaluate the service, provide accurate reporting for Senior Managers and commissioners, and implement changes in line with best practice, to maximise service performance, meeting targets and SLA's.
- Work closely with the Housing Team Manager and Housing Team to ensure they are supported in completing H&S and tenancy work and are aware of any current or emerging issues within the properties they manage, including property and room standards, move on plans, tenancy/behaviour concerns, voids, void works, move in/new nominations and reporting repairs/maintenance.
- Contribute to the development and implementation of policies and procedures.
- Review, approve, update and appropriately close incident reports raised by your direct reports. Review and approve safety and inclusion plans and outcome star support plans, raised by your direct reports.
- Participate in the recruitment, induction, training, support and appraisal of staff including temporary and relief staff as necessary.
- Participate in on-call and provide flexible cover as required including some evening and weekend working, and deputise for the Team Manager as required.

## 1.5 PERFORMANCE MEASURES

- Delivery of specified project work/services to time and standard.
- Ensure your direct reports are working with clients to complete Safety and Inclusion and Support plans that are up to date, realistic, client centred and outcome focused.
- Positive outcomes for service users are achieved, including maintaining their tenancies, or securing appropriate move-on accommodation and engaging with appropriate external support services to address their needs.
- Policies and procedures are followed by staff team and appropriate actions are taken to address any concerns.
- Contribute to the monitoring, evaluation and development of the service and effectiveness of the team.

## 2. PEOPLE PROFILE

### 2.1 PERSON SPECIFICATION

|           | Essential   | Desirable  |
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| Skills    | <ul style="list-style-type: none"> <li>▪ Numeracy and literacy to A Level/NVQ 3 or equivalent</li> <li>▪ IT skills including ability to produce various documents in Word and Excel, and use of email and internet.</li> <li>▪ Experience of using and monitoring case management systems effectively</li> <li>▪ Effective liaison skills through experience of working in a team and with a range of housing and support providers.</li> </ul> | <ul style="list-style-type: none"> <li>▪ A recognised qualification in a relevant field (for example DipSW, RMN, CPN)</li> </ul>   |
| Knowledge | <ul style="list-style-type: none"> <li>▪ Proven knowledge and understanding of care and support needs of people with mental health needs.</li> <li>▪ Proven knowledge and understanding of equal opportunities issues.</li> <li>▪ Comprehensive knowledge and understanding of welfare benefits system particularly relating to single homeless people.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Comprehensive knowledge and understanding of social care sector particularly relating to single homeless people.</li> <li>▪ Proven knowledge and understanding of Health and Safety issues, especially those relevant to mental health and housing</li> </ul> |

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| Experience | <ul style="list-style-type: none"> <li>▪ Experience of supervising staff, students or volunteers.</li> <li>▪ Two years significant experience of working with people with mental health and other needs (such as substance misuse, repeated homelessness) including needs assessments and the support planning process.</li> <li>▪ Significant experience of working with people in housing need.</li> <li>▪ Experience of providing practical and emotional support to enable the client to take up the responsibilities of their own tenancy and settle and reintegrate into the community.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Proven experience of working within a housing and support agency.</li> <li>▪ Proven experience of mental health issues and/or services, either as a user, carer or supporter.</li> </ul> |
| Values     | <ul style="list-style-type: none"> <li>▪ Commitment to diversity and equal opportunities at work.</li> <li>▪ Ability and motivation to work with a recovery focused approach.</li> <li>▪ Commitment to a psychological, adversity and trauma informed approach.</li> </ul>   |   |
| Other      | <ul style="list-style-type: none"> <li>▪ Ability to travel around Bristol in a timely fashion</li> </ul>   | <ul style="list-style-type: none"> <li>▪ A current, full driving licence and access to appropriate motorised vehicular transport (such as a car, moped or motorbike).</li> </ul>  |



## 2.2 COMPETENCIES

| Competency  | Entry Level (2)   | Desired Level (3)   | Exceptional Level (4)  |
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| <p>Achieving Results</p> <p>Relevance to Recovery:<br/>Services reduce barriers, support service users to find their own solutions and to achieve positive outcomes</p> | <p>Plans own work and meets agreed goals within the time available</p> <p>Can problem solve alone but knows when to involve others. Able to use more than one approach when solving problems.</p> <p>Works hard and stays focussed on priorities, increases effort without guidance</p> | <p>Prioritises key tasks and manages own workload, taking into account the impact of own work priorities on those of others.</p> <p>Able to use a range of approaches to analyse and manage problems and performance issues.</p> <p>Sets appropriate targets for self and others, will "go the extra mile" to deliver work on time and within budget.</p> | <p>Adjusts own work priorities to take other's priorities into account, and involves other people to achieve goals.</p> <p>Carries out complex analysis of problems, develops innovative approaches to problems and takes calculated risks.</p> <p>Sets appropriate long term objectives that improve the service and the performance of the organisation.</p> |
| Competency  | Entry Level (2)   | Desired Level (3)   | Exceptional Level (4)  |
| <p>Customer Care.</p> <p>Relevance to Recovery:<br/>Everything we do and how we do it carries the message that</p>  | <p>Understands explicit service user needs, including cultural needs and supports service</p>   | <p>Understands explicit service user experiences and needs and identifies ways in which</p>   | <p>Understands both explicit and implicit service user needs and identifies ways in</p>  |

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| <p>recovery is possible for everyone using our services.</p> <p>Customers include:<br/>                 Service users<br/>                 Carers<br/>                 Members of the public<br/>                 External agencies<br/>                 Funders<br/>                 Any other interested parties</p> | <p>users to develop skills to meet their needs.</p> <p>Ensures that their service/team does not discriminate against people on the grounds of age, gender, race, ethnicity, faith, sexual orientation or ability.</p> <p>Works hard and invests time getting to know and developing good working relationships with service users and other customers.</p> <p>Knows who their key customers are and is able to change own style to suit different customer's needs.</p> | <p>the service can respond effectively.</p> <p>Understands and identifies discrimination and social exclusion and acts to reduce it in service delivery.</p> <p>Develops feedback and evaluation systems that improve services.</p> <p>Contributes to a culture which is customer focussed and where the customer comes first, including responding to both internal and external customers.</p> | <p>which service/organisation can respond effectively.</p> <p>Develops strategies for involving service users in measuring the performance of services.</p> <p>Promotes awareness of the impact of stigma and discrimination and acts to reduce it, both within the organisation and with external agencies.</p> <p>Identifies and nurtures customer contacts that have a positive impact on work and/or Second Step.</p> |
| <p><b>Competency</b></p>   | <p><b>Entry Level (2)</b></p>   | <p><b>Desired Level (3)</b></p>  | <p><b>Exceptional Level (4)</b></p>   |
| <p>Effective Communication.<br/><br/>                 Relevance to Recovery:</p>   | <p>Understands the information required by their peers and</p>  | <p>Plans and manages all communications and ensures</p>  | <p>Has highly developed presentation abilities and is</p>   |

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| <p>How we talk to people, our non verbal communication, how we record our work, all give a positive message of hope and recovery.</p> | <p>reports and is skilled and confident at communicating with, and listening to, others.</p> <p>Designs and writes well structured, clear and relevant documents, letters and reports.</p> <p>Communicates with others in a form and manner that takes into account their background, culture and level of understanding.</p> | <p>they are clear, effective and have maximum impact.</p> <p>Is a sensitive communicator, able to diffuse difficult situations by careful handling of communications.</p> <p>Designs and creates effective presentations and reports and is skilled and confident in presenting to audiences.</p> | <p>effective at promoting the key messages and objectives of organisation.</p> <p>Plans communication around the needs/objectives of the audience.</p> <p>Distils key messages or key conclusions from complex situations.</p> |
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| Competency   | Entry Level (2)   | Desired Level (3)  | Exceptional Level (4)  |
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| <p>Partnership and Teamwork.</p> <p>Relevance to Recovery:<br/>All team work and partnerships should centre on the support requested by an individual and work collaboratively to achieve this. Every service user should have full knowledge of who is involved in their support.</p> | <p>Develops and maintains effective working relationships, understands and contributes to the collective responsibility for achieving results.</p> <p>Helps team decision making by their own contribution and supporting others to contribute.</p> <p>Makes a positive contribution to wider team processes such as problem solving, or implementing change.</p> | <p>Always tries to understand the needs and priorities of colleagues and reports, builds relationships based on co-operation, respect and trust.</p> <p>Facilitates in their team a culture of openness, co-operation, trust and responsibility.</p> <p>Shares power within the organisation and across networks and develops constructive relationships with SMT and other stakeholders, to enable their true involvement in decision making.</p> | <p>Able to work effectively in different cultural situations and with different groups.</p> <p>Able to identify and understand 'politics' and negative behaviour in others and work through and resolve these positively and tactfully.</p> <p>Is seen as a role model for partnership and teamwork.</p> <p>Respected and trusted by everyone they work with</p> |
| Competency   | Entry Level (1)   | Desired Level (2)  | Exceptional Level (3)  |
| <p>Personal and Professional Development.</p> <p>Relevance to Recovery:<br/>Being open to learning about</p>   | <p>Is aware of their own feelings and is able to manage their emotions when faced with difficult situations.</p>  | <p>Understands the nature and causes of their emotional reactions to particular situations and actively manages own</p>  | <p>Knows their strengths, and limitations, and understands how they impact on others in a range of situations, including</p>   |

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| <p>ourselves and from others, being committed to continual learning and development, assists us to support individuals in their recovery.</p>           | <p>Stays calm in a crisis and supports others to stay calm.</p> <p>Uses supervision effectively and is keen to learn, takes responsibility for their own development by actively taking part in learning opportunities.</p> | <p>emotions and reactions when necessary.</p> <p>Is sensitive to the needs of others in difficult or pressured situations.</p> <p>Actively participates in supervision, reflects on supervisor’s feedback and applies this learning to future work.</p> | <p>when providing leadership that makes a difference to their team.</p> <p>Recognises others’ anxieties and problems, and facilitates them to find ways of dealing constructively with these.</p> <p>Uses reflection on their work in supervision to maintain and improve their work.</p> <p>Maintains their own personal and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor’s suggestions.</p> |
| <p><b>Competency</b></p>  | <p><b>Entry Level (2)</b></p>   | <p><b>Desired Level (3)</b></p>   | <p><b>Exceptional Level (4)</b></p>   |
| <p>Service Area Expertise</p> <p>Relevance to Recovery:<br/>Services support individuals to find ways of understanding and meeting their own needs.</p> | <p>Understands the specialist and/or professional requirements of the job and applies this in their day to day work.</p> <p>Has an up to date knowledge of</p>  | <p>Has a comprehensive understanding of the specialist and/or professional requirements of the job and applies this in all areas of their work.</p>   | <p>Invests considerable effort in maintaining specialist and/or professional knowledge, experience and skills.</p> <p>Keep abreast of new thinking in area of expertise.</p>  |

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|   | <p>the full requirements of the job and is willing and able to learn new skills as necessary.</p> <p>Applies Equal Opportunities principles to practice within own service/team.</p>  | <p>Acts as a reference point within own particular service/team.</p> <p>Ensures the service/team respects diversity in all aspects of service delivery.</p>   | <p>Is recognised as the expert in own particular service /team.</p> <p>Promotes respect for diversity with internal and external customers</p>       |
| <b>Competency</b>   | <b>Entry Level (3)</b>  | <b>Desired Level (4)</b>  | <b>Exceptional Level (5)</b>   |
| Recovery Orientated Practice.   | <p>Consistently applies recovery principles and values in direct work with service users.</p> <p>Is able to use a recovery focussed approach with service users with a range of needs.</p> <p>Actively promotes recovery with colleagues and the wider organisation</p> | <p>Is able to apply recovery principles and values in all aspects of work, with groups and individuals throughout the organisation</p> <p>Integrates recovery principles and values into service development.</p> | <p>Maintains up to date comprehensive knowledge of user-led initiatives and applies this to all aspects of organisation and service development.</p> |
| <b>Competency</b>   | <b>Entry Level (3)</b>  | <b>Desired Level (4)</b>  | <b>Exceptional Level (5)</b>   |
| <p>Working with Change.</p> <p>Relevance to Recovery: Services are supportive and helpful to each individual. Staff</p> | <p>Effectively implements changes in policy and procedure with guidance.</p>  | <p>Effectively implements new strategies with guidance.</p> <p>Views change as an exciting</p>  | <p>Is able to implement changes in policy and procedure with guidance.</p> <p>Understands that the working</p>                                       |

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| <p>and systems are flexible and respond to service user's changing needs.</p> | <p>Understands that the working environment is one of constant change and is able to explain and promote the benefits of change.</p> <p>Involves others when changes are required so they have a sense of ownership.</p> | <p>opportunity and continually strives to identify changes that will improve services.</p> <p>Involves the whole team in any process of change so they have a sense of ownership.</p> | <p>environment is one of constant change.</p> <p>Involves others in change to create a sense of ownership.</p> <p>Promotes the benefits of change.</p> |
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| Competency  | Entry Level (3)   | Desired Level (4)   | Exceptional Level (5)   |
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| <p>Organisation and Sector awareness</p> <p>Relevance to Recovery:<br/>Having a good knowledge of our services and other resources to increase choice for service users.</p>  | <p>Knows and understands Second Step’s mission statement, vision and values and applies these to all areas of their work.</p> <p>Knows how own role and service/team fits into the overall organisation of Second Step and partners.</p> <p>Keeps up to date with changes in sector and can describe how they impact on our work.</p> | <p>Knows who the key decision makers are and what their views are on important issues.</p> <p>Networks and has contacts across Second Step and partners.</p> <p>Shows sensitivity to the strategic priorities and any resource constraints within Second Step and other agencies.</p> | <p>Competency at Level 4 maintained for at least 1 year as recorded in annual appraisal</p> |
| Competency  | Entry Level (3)   | Desired Level (4)   | Exceptional Level (5)   |
| <p>Policy, Procedure and Practice.</p> <p>Relevance to Recovery:<br/>Policies and procedures support individual service users in their own recovery journey and inform our best practice. Services are delivered in line with equal</p> | <p>Actively pursues improvements to procedures which produce benefits to all.</p> <p>Challenges policies and procedures which have a negative impact on service delivery</p>  | <p>Is able to draft new policies as required and incorporate organisational knowledge and best practice into these.</p> <p>Actively and accurately identifies gaps in policies and remedies these within appropriate</p>  | <p>Competency at Level 4 maintained for at least 1 year as recorded in annual appraisal</p> |



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| <p>opportunities and do not discriminate.</p> | <p>Uses judgement to reach decisions on situations not fully covered by policies or procedures</p> | <p>timescale.<br/><br/>Ensures any new policies and/or procedures are effectively promoted and implemented throughout service/team and organisation.</p> |  |
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| Competency                        | Entry Level (1)  | Desired Level (2)   | Exceptional Level (3)   |
|-----------------------------------|--|---|---|
| <p>Leadership and Influencing</p> | <p>Points out the pros and cons of a particular action or proposal.</p> <p>Uses one or two well-reasoned arguments, (including using facts and figures where appropriate) to convince others of their proposal.</p> <p>Sets and communicates goals and targets to report team, regularly reviews work tasks and allocates these to team members, including agreeing individual objectives.</p> | <p>Monitors the performance and progress of the team and is aware of the impact on the wider organisation.</p> <p>Delegates work appropriately, taking account of the abilities of team members.</p> <p>Takes initiative when required. Maintains an overview and ensures efforts are co-ordinated and focussed on what makes a difference.</p> <p>Provides a motivational lead to team members, communicating optimism and enthusiasm for the job.</p> | <p>Understands the need to use informal persuasion and provision of information, to influence others over whom they have no authority.</p> <p>Takes the time to build critical mass or support for a position, with the end aim of getting results by working in partnership.</p> <p>Identifies and addresses performance issues and creates a supportive, positive climate.</p> <p>Is a credible leader, obtains required resources for the team and encourages team to take the maximum possible personal responsibility.</p> <p>Provides leadership by fully involving the team in setting</p> |

| Competency                 | Entry Level (1)   | Desired Level (2)  | Exceptional Level (3)   |
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| <p>Releasing Potential</p> | <p>Coaches reports including giving feedback.</p> <p>Agrees and regularly reviews individual's and team's performance against objectives. Regularly gives clear, specific feedback, both positive and negative, to people they manage.</p> <p>Passes on own skills and knowledge to others.</p> <p>Supports and integrates diversity policies and procedures into management practices.</p> | <p>Creates and uses a variety of 'on the job' opportunities to keep people learning.</p> <p>Gives coaching and places emphasis on self-development, showing how this can be done.</p> <p>Deliberately lets others take the lead and the credit by stepping to one side, to grow their capability and confidence.</p> <p>Understands implications of diversity and applies this knowledge to ensuring that his/her team is committed to and involved in the effective management of diversity</p> | <p>objectives, priorities and direction.</p> <p>Encourages others to take responsibility for their own development and creates a supporting environment where mistakes can be admitted and learned from.</p> <p>Gives team members responsibility and challenging work but supports them when necessary.</p> <p>Provides space for others to be creative, innovative and to take risks so that they can develop their own capabilities and approaches.</p> <p>Management of diversity is communicated effectively, sensitively and implemented effectively.</p> |

