



Role Profile

Support Assistant (Accommodation Based)

Second Step

9 Brunswick Square

Bristol BS2 8PE

October 2018

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 support workers and other staff with the provision of a high quality support service to service users within the aims and objectives of the designated Second Step service

1.2 JOB CONTEXT

Second Step provides good quality housing and support services to people with mental health and other related support needs.

The aim is to deliver recovery and wellbeing opportunities for people with mental health and other support needs to achieve their hopes and ambitions.

Second Step operates in B&NES, Bristol, North Somerset and South Gloucestershire.

The objective for the organisation is to ensure a robust, well-managed, creative, high profile organisation that is well resourced and values and promotes participation from service users, staff and Board members.

1.3 ORGANISATION

Immediate Supervisor: Senior Support Worker

Colleagues/Peers: Support Assistants/Support Workers

Direct Reports: None

Job Accountabilities

- Carry out role adhering to Second Steps policies, procedures, values, code of conduct and with a Recovery orientated approach.
- Assist the service team in providing an effective, efficient and sensitive service to service users.
- Work within Second Step's support planning system to empower and assist service users to identify and meet their support needs, including undertaking agreed actions, in a safe and supportive environment.
- Contribute to the production and implementation of support plans as directed, including the updating of file notes.
- Maintain regular contact with service users and provide practical support and assistance as appropriate.
- Liaise with other members of the project team and relevant agencies to ensure service users receive the necessary services and support.
- Carry out duties in a safe manner, being aware of risk and adhering to the health and safety policies of the organisation.
- Provide support with the administration and organisation of activities for service users.
- Produce and distribute information for service users as requested by Senior Worker.

- Be familiar with the organisations service user participation policy and promote involvement of service users within the organisation and the community.
- Manage daily tasks and time effectively, making best use of supervision, training and staff development.
- Provide flexible cover as required including some evening and weekend working and covering for other colleagues when necessary

1.4 PERFORMANCE MEASURES

- Ensure support plans are followed and file notes updated regularly.
- Positive outcomes for service users are achieved, including maintaining their tenancies, or securing appropriate move-on accommodation.
- Arrange and administer Service User events and activities to a good standard.
- Distribute information for service users in a timely manner.
- Full implementation of policies and procedures
- Contribute to the development of the service
- Collaboration and contribution to the effectiveness of the team

1.5 PERSON SPECIFICATION

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ <i>Numeracy and literacy to GCSE level/NVQ 2 or equivalent</i> ▪ <i>Basic IT Skills including producing various documents on Word and using email and internet</i> 	
Knowledge	<ul style="list-style-type: none"> ▪ <i>Knowledge of the care and support needs of people with mental health needs</i> ▪ <i>Knowledge of health and safety issues</i> 	<ul style="list-style-type: none"> ▪ <i>Knowledge of the welfare benefits system, particularly relating to single homeless people</i>
Experience	<ul style="list-style-type: none"> ▪ <i>Experience of working with vulnerable people either in a paid or voluntary capacity</i> 	<ul style="list-style-type: none"> ▪ <i>Experience and understanding of working with people with multiple needs such as homelessness, mental health, alcohol, drug dependency</i> ▪ <i>Proven experience of mental health issues and/or services, either as a user, carer or supporter</i>

Values	<ul style="list-style-type: none">▪ <i>Commitment to diversity and equal opportunities at work</i>▪ <i>Ability and motivation to work with a Recovery focused approach</i>	
Other		<ul style="list-style-type: none">▪ <i>A current, full driving licence and access to appropriate motorised vehicular transport (such as a car, moped or motorbike).</i>

1.6 COMPETENCIES

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Achieving Results</p> <p>Relevance to Recovery: Services reduce barriers, support service users to find their own solutions and to achieve positive outcomes.</p>	<p>Works to agreed goals and completes work within agreed timescales.</p> <p>Identifies when there is a problem and gets input from others to find solutions.</p> <p>Works hard but does not always stay focussed on priorities, increases effort with guidance.</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>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Customer Care.</p> <p>Relevance to Recovery: Everything we do and how</p>	<p>Understands explicit service user needs and supports service users to</p>	<p>Understands explicit service user needs, including cultural needs</p>	<p>Understands explicit service user experiences and needs and identifies</p>

<p>we do it carries the message that recovery is possible for everyone using our services.</p> <p>Customers include: Service users Carers Members of the public External agencies Funders Any other interested parties</p>	<p>develop skills to meet their needs.</p> <p>Is aware of Equal opportunities issues and how discrimination can affect service users and other customers.</p> <p>Works to establish good relationships with service users, visitors and other customers.</p> <p>Understands Second Step's code of conduct and values and makes sure that their working relationships reflect these.</p>	<p>and supports service 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>ways in which 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>
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Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Effective Communication.</p> <p>Relevance to Recovery: 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>Communicates important messages clearly to others.</p> <p>All written work as required by the post is clear and legible.</p> <p>Uses non discriminatory language in both speaking and writing.</p>	<p>Understands the information required by their peers and 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>Plans and manages all communications and ensures 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>

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Partnership and Teamwork.</p> <p>Relevance to Recovery: 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>Is considerate to the needs of others at work and openly shares information with them.</p> <p>Participates willingly in the team and does their share of work.</p> <p>Makes an effort to build good working relationships with peers, their team and external agencies.</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>

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Personal and Professional Development.</p> <p>Relevance to Recovery: Being open to learning about ourselves and from others, being committed to continual learning and development, assists us to support individuals in their recovery.</p>	<p>Is aware of their own feelings and is able to manage their emotions when faced with difficult situations.</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>Understands the nature and causes of their emotional reactions to particular situations and actively manages own 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>Knows their strengths, and limitations, and understands how they impact on others in a range of situations, including 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</p>

			personal and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Service Area Expertise</p> <p>Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.</p>	<p>Understands routine work related tasks.</p> <p>Follows correct procedures in carrying out tasks.</p> <p>Works within Equal Opportunities Policy.</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 the full requirements of the job and is willing and able to learn new skills as necessary.</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>Acts as a reference point within own particular service/team.</p>

		Applies Equal Opportunities principles to practice within own service/team.	Ensures the service/team respects diversity in all aspects of service delivery.
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
Recovery Orientated Practice.	Shows an active interest in and a commitment to learning about recovery principles and values	<p>Has an understanding of recovery principles and values including:</p> <ul style="list-style-type: none"> ▪ Listening to peoples stories in a non judgemental way. ▪ The importance of helping people meet their own needs. ▪ The importance of enabling social inclusion ▪ How approaches and services can help or hinder recovery. 	<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>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)

<p>Working with Change.</p> <p>Relevance to Recovery: Services are supportive and helpful to each individual. Staff and systems are flexible and respond to service user's changing needs.</p>	<p>Is able to adapt to new environments and work in different environments</p> <p>Prepared to contribute ideas when asked.</p> <p>Willing to try out new ways of working</p>	<p>Is adaptable to new ways of working and is willing to accept new challenges.</p> <p>Contributes ideas for change and improvements in a positive and constructive way.</p> <p>Is flexible when changes are required, even at short notice.</p>	<p>Effectively implements changes in policy and procedure with guidance.</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>Competency</p>	<p>Entry Level (1)</p>	<p>Desired Level (2)</p>	<p>Exceptional Level (3)</p>
<p>Organisation and Sector awareness</p> <p>Relevance to Recovery: Having a good knowledge</p>	<p>Knows and understands what the overall aims of their service/team are.</p> <p>Demonstrates basic</p>	<p>Knows and understands Second Step's key values and can demonstrate how they apply them to their day to day work.</p>	<p>Knows and understands Second Step's mission statement, vision and values and applies these to all areas of their work.</p>

<p>of our services and other resources to increase choice for service users.</p>	<p>knowledge of services offered by Second Step.</p> <p>Asks for guidance on how to develop and maintain knowledge of other services and the sector.</p>	<p>Understands structure and aims of all services within Second Step.</p> <p>Knows who our key partners and competitors are.</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>Competency</p>	<p>Entry Level (1)</p>	<p>Desired Level (2)</p>	<p>Exceptional Level (3)</p>
<p>Policy, Procedure and Practice.</p> <p>Relevance to Recovery: Policies and procedures support individual service users in their own recovery journey and inform our best practice. Services are delivered in line with equal opportunities and do not</p>	<p>Always follows the organisation's policies and procedures.</p> <p>Knows where to find out about policies and/or procedures and asks for guidance if they are not clear.</p>	<p>Understands how, and can explain why, policies and procedures are applied for the benefit of service users and staff.</p> <p>Identifies areas where improvements to policy, procedure or practice can be made.</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>Uses judgement to</p>

discriminate.		Identifies when changes to practice impact on policies and procedures.	reach decisions on situations not fully covered by policies or procedures
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