

# Support Worker

## Identifying Facts

Current Job Title:	Support Worker
Service Sector:	Children Services
Organisational Relationships:	Team Leader
Line Manages:	
Qualification Requirement:	SVQ3 / HNC or willing to attain these qualifications

## Job Purpose

To assist, motivate and encourage young people to allow them to thrive and reach their full potential.

To provide support to young people in accordance with their requirements and preferences as expressed in their care and support plan.

## Major Tasks

1. Coordinating the provision of care
2. Organising activities
3. Motivating and encouraging
4. Assisting and supporting less experienced care staff
- 5..... A  
Administering medication
- 6..... P  
Physical support
- 7..... F  
Financial support
- 8..... R  
Record Keeping and notifications

## Main Activities

### 1. Coordinating the provision of care

1.1. Liaising with families and other professionals (e.g.: teachers, allied health) in order to coordinate the young person's care and support plan across different systems (health care, education, social services, recreation, etc.). This activity is accomplished by a variety of means which may include:

- Sharing information with families, carers, health professionals in order to deliver better services.
- Providing families/ carers with information, tools, resources, support and guidance to carry out complex tasks.
- Being present at various meetings/ appointments (e.g.: meetings with carers, allied health professionals, teachers, families, etc.).
- Writing reports on issues such as the children's progression, matters affecting their health and wellbeing, evidence on how the individual is

being supported, activities they have been involved in, etc. to be used in case reviews and future care and support plans.

- Creating and implementing risk assessments in order to identify sensible measures to control the risks associated with the young people's care and support.

## **2. Organising activities**

2.1. Organising, planning and delivering activities for young people (e.g.: Life skills, arts and crafts) in order to fulfil their recreational, educational and social needs. This activity may entail:

- Liaising with parents, carers and health professionals in order to develop activity plans suited to the needs and targets of pupils.
- Assist young people to express their opinions and use appropriate communication aids in order to suit their requirements.
- Reading care and support plans in order to identify their support requirements.
- Setting up in writing the objectives/ goals (e.g.: short term vs long term goals) of these activities.
- Sourcing materials to ensure that the activity runs as planned.
- Scheduling the activity in a planner and liaising with other departments if needed (e.g.: admin, transport).
- Arrange transport with external service providers and book venue (where relevant).
- Gathering staff and/or volunteers (where relevant).

2.2. Ensuring that the young people's health and safety needs are met during the activity by:

- Inspecting that they all have the medication they need as specified in their care and support plans.
- Acting in accordance to the care and support plan and codes of practice (e.g.: administering emergency medication, calling for emergency services).
- Conducting dynamic risk assessments (e.g.: individual risks for outdoor activities) by identifying the hazards, evaluating risks and deciding on precautions and recording findings.
- Carrying out risk management plans (e.g.: enquiring where the nearest hospital is from the activity and how long it would take to get there in the event of accident, etc.).

2.3. To actively communicate and interact to young people either through discussion or by using communication aids (symbols, assistive technology) in order to ensure they are enjoying the activity.

2.4. To use SAFE/CALM instructions or follow behavioural programs in order to address challenging behaviours (if required).

### **3. Motivating and encouraging**

- 3.1. Engage young people in meaningful learning experiences through activities like counting games, singing or reading stories.
- 3.2. Motivating young people towards the achievement of their individual targets and help them to overcome obstacles (e.g.: giving a positive acknowledgement response focused on their efforts after completing a task).
- 3.3. Supporting and encouraging young people to communicate during the activity by using aided symbols (e.g.: PODD communication books) and/or assistive technology (e.g.: Mytobii) in order to suit their communication, requirements.
- 3.4. Actively interacting with young people during play and other activities by asking questions, commenting on play activities, encouraging them to express their feelings in order to ensure they enjoy the activity and feel comfortable and satisfied.

### **4. Assisting and supporting less experienced care staff**

- 4.1. To participate in, and generally support, the supervision of care workers as required (e.g.: relief workers, and new staff members).
- 4.2. To participate in work-shadowing in order to facilitate the integration of care/support workers in their working environment.
- 4.3. To organise and distribute tasks among staff (e.g.: allocating work).
- 4.4. To ensure less experience staff have read and understood each individual care and support plan before treating with any of the young people/ young people (e.g.: by discussing procedures).

### **5. Administering Medication**

- 5.1. Read MAR sheets in order to identify which medication is required, how and when it should be administered and under what circumstances (e.g. after eating food) and check that all sheets are up-to-date.
- 5.2. Count or weigh the medication and compare the actual amount with the amount detailed on the medication sheet. If the figures are different notify the team leader.
- 5.3. Administering medication (e.g.: providing a pill to be swallowed and observe as being swallowed, giving emergency medication, administering medication through PEG tube, etc.)
- 5.4. Record that medication has been administered and return all medication to the storage area/ dispose of any equipment used in accordance to MAR sheet. Ensure medication storage area is well suited for its purpose by keeping area tidy, checking room/fridge temperatures, etc.).
- 5.5. Order medication on an ad hoc basis, which entails:

- Sending completed repeat slips to the GP surgery to generate prescriptions and arrange collection.
- Checking prescriptions against the current MAR sheet and contact GP if discrepancies are found.
- Sending forms to Pharmacy for dispensing.
- Upon receipt of medication, check against MAR sheet.

## **6. Physical Support**

6.1. Following the care and support plan in order to provide physical support to young people in their daily lives by helping them:

- Transfer from and to a wheelchair, bed, bath, commode, vehicle seat, wheelchair space in a vehicle, or plinth. This may involve the use of ramps, hoists or similar equipment and be performed by one individual or two.
- During mealtime, which may include cutting or liquidising the food; using a suitable implement (e.g. knife, fork, cutlery, cup, spill proof drinking cup) to bring the food to their mouths.
- With personal and intimate care activities such as washing face, brushing hair, cleaning teeth, toileting (inc. sanitary and incontinence aids), and dressing. The degree of support will range from minor assistance to fully assisting the young person/ customer in all regards.
- Assist young people during therapy provision (e.g.: hydrotherapy, rebound therapy, MOTomed adapted exercise bike, etc.) following the therapist's written/ verbal instructions.
- Attending a variety of places (e.g. health appointments, cinema visit, bowling, shopping) by walking alongside the young person, offering assistance, pushing their wheelchair, etc.

6.2. When providing physical support, explain to the young person what needs to be done, seek agreement, perform the task and ask whether he/she is are comfortable.

## **7. Financial support**

7.1. Follow the procedures regarding handling young people's finances which require counting the cash and recording the amounts.

7.2. Assist young people to purchase items as per individuals support plan (e.g.: by physically handing over cash or cards at counters).

7.3. Retain receipts for items purchased and log these. Compare the start amount for that day with the amount of money spent and the amount of cash remaining and identify any shortfall. Record and report any discrepancies to Line Manager.

## **8. Record keeping and notifications**

- 8.1. Keep an accurate written record of activities, discussions and observations in a narrative written format (e.g.: activities undertaken by young people, information provided by health professionals, etc.) and maintain records (e.g.: care and support plans) up-to-date.
- 8.2. Organising, chairing and compiling meeting minutes (e.g.: support plan reviews) in order to have a written record of all decisions, timetables, ideas and any other relevant information that has been provided during these meeting.
- 8.3. Notify the team leader and other identified individuals (from the care and support plan) of any changes regarding the young people/ young people' health and wellbeing (e.g.: deterioration of the individual's capacities).
- 8.4. Conducting risk assessments (e.g.: individual risks for outdoor activities) by identifying the hazards, evaluating risks and deciding on precautions and recording findings.

## **This role may include**

### **9. Gastrostomy tube feeding management**

- 9.1. Ensuring safe practice in regards PEG tube feeding and administration of medications via PEG by:
  - Following dieticians' guidelines for feeding and fluid administration.
  - Ordering, setting up and monitor weighs and keeping records (MAR chart).
  - Supporting reviews with dieticians.

### **10. Catheter care maintenance procedures**

- 10.1. Optimise the young people/customer's catheter care by:
  - Performing bladder washouts in order to prevent catheter-associated infections.
  - Undertaking surveillance on catheter associated-urinary tract infections.
  - Keeping records and reporting any issues to Medical professionals.

### **11. Bowel management and care**

- 11.1. Assisting young people with bowel management programs or routines in order to minimise the risk of bowel accidents and organise an acceptable time for the bowel to be emptied in a safe manner. This activity may imply:
  - Performing bowel washout, conducting digital rectal stimulation.
  - Inserting prescribed stimulants such as suppositories or micro enemas.
  - Keeping accurate record of bowel actions.

### **12. Transport Duties**

- 12.1. Assisting young people boarding the vehicle in accordance with health and safety procedures.
- 12.2. Positioning and securing wheelchairs by handing device and restrain/clamping systems before the journey begins.

- 12.3. To carry out pre-trip and post trip inspections of the vehicle to ensure it is safe and in operating conditions. To drive carefully and safely at all times.

### **13. Housework**

- 13.1. To undertake any cleaning / house work duties as and when required / needed. This activity may entail doing the laundry, ironing, doing the dishes, changing bed sheets, cleaning bathrooms, etc.
- 13.2. Reading daily cleaning sheets and do any cleaning / domestic activities which need to be performed such as ironing, doing the laundry, changing bed sheets, cleaning bathrooms, etc.
- 13.3. Preparing and/or serving food in accordance with the young people's expressed preferences having checked suitability of food against the dietary guidelines in their care and support plan.

### **Applicable for all roles:**

To undertake any other duties related to the responsibilities of the post and which may be delegated by Capability Scotland management.

### **Agreement**

Job holder: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Management Representative: \_\_\_\_\_

Name (Line Manager): \_\_\_\_\_

Date: \_\_\_\_\_

Trade Union Representative: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_