

JOB DESCRIPTION

Job title	Sessional/Casual Play Worker
Directorate	Bi Borough Children with Disabilities Family Help Service
Service	Family Help
Team	St Quintin Disabled Children Centre, W10 6QB
Grade	Grade D - £18.30 per hour

DBS Check Required	Enhanced with Children's Barred List
Justification for DBS	Regulated Activity with Children
Politically Restricted	No

Responsible to:	Team Leaders
Employees directly supervised (if applicable):	n/a
Organisational structure chart (job titles only, no employee names)	

1. JOB PURPOSE:

The post holder will work at one of the family hub provisions in the Royal Borough of Kensington & Chelsea or out in community settings supporting Disabled Children at that Provision.

Here they will assist in the delivery of a programme of activities for Disabled Children by providing care, recreation and the potential to develop social, physical, intellectual, creative and emotional skills through play.

Candidates will require a commitment of at least 3 days every school holiday, 2 Saturdays per month and additional shifts may be required in afterschool.

2. DESCRIPTION OF DUTIES:

- To contribute to the planning and delivery of a broad programme of play opportunities including sports, games, arts, crafts, activities on site and in the community.
- To assist in providing opportunities for the children that is fun, creative, and helping with the children developmental experiences.
- To act as a key worker to a child/family when necessary (time limited).
- To supervise and deliver activities both on site and off site in the community.
- To be able to work either morning, afternoons or weekends as needed.
- To provide personal care.
- To listen to children, identify their needs and respond appropriately
- To ensure the health and safety of those in their care.
- To monitor and evaluate activities within a quality framework including report writing.
- To assist with transporting a child/young person to and from the centre acting as an escort on the minibus or taxis.

Work with Parents/carers, staff, and other Agencies.

- To collaborate with other professionals (OT, Physiotherapists, SALT, and Social Workers) supporting programs designed to enhance the child or young person's development and wellbeing.
- To liaise with parents about their children and advise them of any significant events or issues arising during the period of care.
- To work as part of a fully professional team.
- To attend any relevant meetings regarding the children.
- To engage in continuous learning and development through courses, conferences, and contribution in team meetings.
- To work on Family Days / Siblings Days and other activities organised by the service as needed.

Health & Safety, and Welfare

- To ensure the provision of a safe and healthy environment ensuring that legislation relating to Health, safety and welfare of the children and staff is always complied with.

- To be aware of safeguarding concerns and procedures and know how to respond appropriately and to whom.
- To ensure off site activities comply with the Boroughs off site activities guidelines.
- To ensure that all risk assessments are read and followed as needed.
- To follow the expectations and plans of all groups and activities that you go on.
- To ensure that all training is attended as directed.
- To attend monthly team meetings.
- To attend monthly supervision.
- To comply with centres procedures regarding sickness and annual leave.

General Duties

All staff are expected to carry out their job in compliance with the Councils Constitution. This means being familiar with the policies and procedures relevant to the job and asking for information and advice if you are unsure of the correct course of action. You will also be expected to carry out any other duties as defined by your Team Leader.

Band /Salary Range

£18.30 p/h – Hours recruiting for at least 3 days per week every school holiday, 2 Saturdays per month and additional shifts may be required in afterschool.

Work Style

Agile and flexible working conditions.

Your manager and Team

Reports to - Bi-Borough Family Help Children with Disabilities Service.

Direct reports: Line Managers – St Quintin Team Leaders.

SELECTION CRITERIA/PERSON SPECIFICATION

Conditions to Note:

The person specification outlines the essential requirements the post holder or applicant must meet to fulfil the role and the duties outlined.

Candidates:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Resilience:

We encourage staff to assist the council during a significant emergency response which will focus on meeting the needs of residents. This may necessitate staff involvement, and in exceptional circumstances, could involve redeployment to support the emergency response.

Informed by our learning from the Grenfell tragedy, senior managers (Head of Service and higher) are expected to play an active coordination and leadership role in the Council's broader emergency response efforts during major or serious incidents. This includes arranging urgent resources from their own services and rallying staff teams to help residents during their time in need.

Values & Behaviours

The Royal Borough of Kensington and Chelsea have identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	Equal Opportunities Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	Qualifications/Training/Certificates Essential: 2 or more GCSEs at grades (A* - D / 9 - 4) or equivalent Desirable: Hold a minimum Level 3 NVQ qualification in play work/Child Development /Childcare/Early Childhood studies or have equivalent experience of working with Child and Young People and those with Learning Disabilities • Experience of working/caring for children and families whose children have disabilities. • Experience of working as part of a team. • Experience of working in a play/ leisure setting an advantage.

C	Skills, knowledge, and experience • Knowledge of issues relating to learning, sensory, and physical disabilities. • Knowledge and understanding of the needs of children/young people from diverse cultures, ethnic and religious backgrounds, and those with disabilities. • Knowledge and understanding of current legislation and care practices. • Awareness and understanding of issues relating to various abuses and child protection. • Knowledge of Health and Safety issues. • A command of written and spoken English which is appropriate for the effective communication performance of the role. • An ability to relate well to children/young people with learning sensory and physical disabilities. • Ability to develop an understanding of a young person's need and how these may be met. • Ability to work in partnership with parents, carers, other professionals and outside agencies, • Ability to organise activities on and off site and encourage active participation of young people. • Ability to set boundaries and involve children/young people appropriately. • Ability to use supervision and training opportunities to learn and develop better practice. • Patience and understanding of the needs of the children/young people to work in partnerships with parents.
---	---

OUR VALUES AND BEHAVIOURS

Our values and behaviours underpin everything we do.

They guide our interactions with residents, businesses, visitors, partners and each other.

They are also a measure of how well we've done.

Our Values & Behaviours	
D	PUTTING COMMUNITIES FIRST • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that: • I have been included. • I can see how my views have been taken into account. • I can see improvements and developments based on my input.
E	RESPECT • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair and involving approach regardless of any way in which an individual is different to us. The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken. • I feel I am being treated fairly.
F	INTEGRITY • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take.

	• I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that: • I am told when something is not possible, and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued
G	WORKING TOGETHER • We work together and in partnership with everyone that has an impact on the lives of our residents. • We want to understand, learn from each other and continually adapt. The following examples are indicators of effective behaviour: • I work with others to provide an effective service for residents, local communities, and other departments within the Council. • I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. • I seek out opportunities to gain experience from my colleagues and build on good practice. Our residents will feel that: • I can get my issue resolved without being passed around departments. • I find it easy to access the services that I need. • The Council is open to new ideas.