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***“Our vision is to provide safe, high quality seamless service delivered with courtesy and respect. To achieve our vision we expect all our staff to uphold our Trust Values”***

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| **JOB DETAILS** | |
| **Job Title** | **Pastoral Support Worker and Learning Facilitator- Healthcare Support Workers** |
| **Reports to** | Band 6 Vocational Education Tutor |
| **Band** | Band 5 – 37.5 hours/per week 1.0 WTE |
| **Department/Directorate** | Professional Development |

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| **JOB PURPOSE** | | |
| The Post Holder will:  Develop, implement and support the delivery of accredited and non-accredited vocational education for HCSW within the Royal Devon University Hospital NHS Healthcare Trust (RDU) and the wider community thus supporting the ‘Talent for Care’ initiative whilst providing pastoral support to HCSW and supporting clinical colleagues supporting HCSW in their clinical areas.  This post will be based within People Development (PD), in the Research, Innovation, Learning, and Development Building (RILD), RDU Wonford and will work across all east RDU sites and the wider community. There will be a requirement for remote teaching and working as needed. There will also be an equivalent statement re working for north)  Role model the Trusts values and behaviours, demonstrating a person centred approach to service delivery and development | | |
| **KEY WORKING RELATIONSHIPS** | |  |
| **Directorate** People Development  **Clinical Area** Vocational Education Team  **Multi-disciplinary Team** *Professional Development*  **Trust wide** Clinical colleagues in areas where HCSW are employed | | |
| **ORGANISATIONAL CHART** | | |
| The post holder will be a member of the Vocational Education team in PD. This role reports to a B6 within Vocational Education. Working across the RDU sites and community hospitals they will assist and/or supervise vocational assessors and candidates undertaking the L2 units L3 Diplomas in health qualifications as well as the Vocational Assessors awards and primarily the Care Certificate. There may also be delivery expected on the L3 Diplomas. | | |
| **KEY RESULT AREAS/PRINCIPAL DUTIES AND RESPONSIBILITIES** | | |
| **COMMUNICATION/RELATIONSHIP SKILLS** | | |
| * To take collective responsibility, manage and deliver a range of effective training and assessment provision in response to the needs of the RDU, National Occupational Standards (NOS), Apprenticeship Standards and, primarily, the Care Certificate * Support the delivery of the in-house essential skills course undertaken by all HCSW new to care * Support the successful completion of level 2 units as required * Work with service areas to ensure the successful completion of the Apprenticeships at Level 3 to include the Care Certificate and provide peripatetic support where work-based assessment is limited. In addition, carry a caseload of candidates to support and assist work-based assessors. * Provide pastoral support and advice to HCSW and escalate issues of concern to line manager. * Uphold the Awarding Organisation (AO) centre requirements, maintaining centre documents and data. Providing up to date and accurate information to the AO and the External Quality Assurer as/if required. * Action (with support) development and changes with regard to both AO and the Apprenticeship standards. * Liaise with partner organisations, ensuring all data and records are provided as required and requirements met. * Take collective responsibility to provide advice and guidance, ensure targets are met and liaise with external providers as required. * Actively participate in standardisation activities. * Participate in the planning and delivery of the Essential Skills course and the Care Certificate and at times, Level 3 programme of induction and study days. * Assist with the development of training materials for the Essential Skills Course, Care Certificate and the L3 programmes to an agreed standard. * Maintain competence via awareness of current clinical, education and research issues as well as undertake the required qualifications for quality assurance if needed. * Develop and maintain effective relationships with managers and all staff both in the acute and community setting. * Assist in the provision of activities in a way that maximises appropriate uptake of provision. * Attend various internal and external meetings as required as part of the Vocational Education (VE) Team * Maintain all training and assessment records and produce written and oral summaries of progress as required to meet Ofsted and ESFA audit. * Organise own work pattern to respond to the needs of users of the service. * Be responsible for the management of candidates electronic portfolios and electronic Care Certificate workbooks within their area. * To participate in performance review and agreed personal development activities. * To support careers events, work experience and recruitment of apprentices as well as supporting non-registered career pathways. | | |
| **ANALYTICAL/JUDGEMENTAL SKILLS** | | |
| * Identify own personal development needs to work within this role, and take appropriate action to ensure these needs are met to maintain any qualifications to ensure currency and credibility. * Assist in the development of an effective system for quality assurance * Engage in evaluation activities as required by the AO * Assist in audit activities as required for the trust, Ofsted, ESFA and AO. | | |
| **PLANNING/ORGANISATIONAL SKILLS** | | |
| * Deliver teaching as part of the apprenticeship strategy in collaboration with the lead tutor to ensure practice development and, ultimately, improved care for patients. * Maintain an active learning environment in line with Ofsted requirements. * Attend relevant clinical / professional meetings, seminars and conferences * Provide feedback to the organisation on any clinical and professional issues which have an impact on standards of practice within their sphere of responsibility. * Plans and organises own workload within their remit which will require adjustment as required in response to learner and workplace need. * Responds rapidly to changing priorities based on service need to meet learner requirements. * Attend relevant clinical / professional meetings, seminars and conferences | | |
| **PHYSICAL SKILLS** | | |
| * Ability to set up teaching rooms including moving tables and chairs * Ability to work within clinical environments alongside learners to support learner assessment. * VDU user * Ability to move and handle resources required for external events | | |
| **PATIENT/CLIENT CARE** | | |
| * Support learners to ensure the highest possible care standards within the learner’s sphere of competence and ensure own high standards whilst assessing. | | |
| **POLICY/SERVICE DEVELOPMENT** | | |
| * Contributes to the management of the service by providing periodical reports as per team requirements. * Participates in operational and strategic planning for the development and delivery of the service to promote good practice. * Develops their leadership skills in order to ultimately be able to lead on specific practice and service developments. * Conducts quality improvement to ensure delivery of a safe high-quality service according to national guidance and best practice Trust policies, protocols and service strategy * Acts as a resource for health care professionals working within the Trust and primary care, providing advice and support concerning the assessment and management of learners. * Contributes to the management of the specialist service by providing periodical reports as per divisional requirements. * Participates in operational and strategic planning for the development and delivery of the service, including the development of programmes of study which meet Ofsted requirements. * Demonstrates compliance with professional policies and procedures at all times, working to local and national evidence-based guidelines for assessment, quality assurance and learning. | | |
| **FINANCIAL/PHYSICAL RESOURCES** | | |
| * Maximises the efficient use of resources which promotes sustainability * Dexterity and accuracy required in relation to clinical practice including: learner records and safe storage of same within Data Protection/GDPR rules and Trust policy. | | |
| **HUMAN RESOURCES** | | |
| * Assesses clinical practice of learners as appropriate with identified members of the clinical team to ensure learners have equal access to timely assessment. * Acts as a mentor as appropriate. This includes being a key colleague for trainee assessors. * Develops their leadership skills in order to ultimately be able to lead on specific service developments within a service strategy to which they also actively contribute. * Deliver formal and informal teaching initiatives as part of the education strategy in collaboration with the lead tutor to ensure practice development. | | |
| **INFORMATION RESOURCES** | | |
| * Ensure effective and supportive relationships within the VE team. * Maintain a smooth and effective approach to vocational education * Ensure effective use of communication processes with all People Development staff, specifically Line Manager, VE team and Administration team * Develop and maintain effective relationships with contacts internal and external to the organisation * Collaborate with the Lead Tutor and wider team for Ofsted inspections and Education and Skills Funding Agency audits. | | |
| **RESEARCH AND DEVELOPMENT** | | |
| * Seeks out new knowledge by reading, enquiring and participating in continuing education and attend relevant clinical / professional meetings, seminars and conferences. * Reviews and disseminate new information to relevant staff. | | |
| **FREEDOM TO ACT** | | |
| * Utilises robust assessment techniques in the context of the learner’s workplace * Assists in the maintenance of high-quality assessment and quality assurance standards. * Works within the code of conduct for NMC/ HCPC and professional guidelines where the individual is a registrant. * Recognise and act on potential gaps in own and/or learner knowledge. * Is able to seek out advice and support from colleagues when required. | | |
| **OTHER RESPONSIBILITIES** | | |
| * To take part in regular performance appraisal. * To undertake any training required in order to maintain competency including mandatory training, e.g. Manual Handling * To contribute to and work within a safe working environment * The post holder is expected to comply with Trust Infection Control Policies and conduct him/herself at all times in such a manner as to minimise the risk of healthcare associated infection * As an employee of the Trust, it is a contractual duty that you abide by any relevant code of professional conduct and/or practice applicable to you. A breach of this requirement may result in action being taken against you (in accordance with the Trust’s disciplinary policy) up to and including dismissal. * Ensure an overview of any safeguarding issues; recording and reporting of same. * The post has been identified as involving access to vulnerable adults and/or children and in line with Trust policy, successful applicants will be required to undertake a Disclosure & Barring Service check | | |
| **APPLICABLE TO MANAGERS ONLY** | | |
| * Evidence that supporting employee health and wellbeing is included in any documents outlining the skills and knowledge that line managers need. * Proportion of line managers whose job descriptions include supporting employee health and wellbeing. * This post has been identified as involving access to vulnerable adults and/or children and in line with Trust policy successful applicants will be required to undertake a Disclosure & Barring Service Disclosure Check. | | |
| **THE TRUST- VISION AND VALUES** | | |
| Our vision is to provide safe, high quality seamless services delivered with courtesy and respect. To achieve our vision we expect all our staff to uphold our Trust values. Our Trust values are:  Honesty, Openness & Integrity  Fairness,  Inclusion & Collaboration  Respect & Dignity  We recruit competent staff that we support in maintaining and extending their skills in accordance with the needs of the people we serve. We will pay staff fairly and recognise the whole staff’s commitment to meeting the needs of our patients.  We are committed to equal opportunity for all and encourage flexible working arrangements including job sharing.  We are committed to recruiting and supporting a diverse workforce and welcome applications from all sections of the community, regardless of age, disability, gender, race, religion, sexual orientation, maternity/pregnancy, marriage/civil partnership or transgender status. We expect all staff to behave in a way which recognises and respects this diversity, in line with the appropriate standards. | | |
| **GENERAL** | | |
| This is a description of the job as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. This procedure is conducted by the Manager in consultation with the jobholder. You will, therefore, be expected to participate fully in such discussions. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.  The RDU is a totally smoke-free Trust. Smoking is not permitted anywhere on Trust property, including all buildings, grounds and car parks. For help to quit call: 01392 207462. | | |
| **POST** | **Pastoral Support and Learning Facilitator - Health Care Support Worker** | |
| **BAND** | 5 | |

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| **Requirements** | **Essential** | **Desirable** |
| **QUALIFICATION/ SPECIAL TRAINING**  **Current health practitioner (Level 5 health qualification or above)**  **D32/33 or (completed) TAQA Assessors Award (A1) or Mentorship qualification or completion of the Practice Assessor/Supervisor or Practice Educator training (for AHP)**  **Recent experience in delivering education and training sessions to groups**  **V1 Internal Verifier Award, D34 or TAQA Internal Quality Assurance Award or willing to work towards**  **Teaching Qualification (eg Cert Ed/PGCE, CIPD Diploma, PTLLS, CTLLS, City & Guilds 7307, 7300 or equivalent)** | **x**  **x** | **x**  **x**  **x** |
| **KNOWLEDGE/SKILLS**  **Robust knowledge of apprenticeships rules and requirements**  **Knowledge of the Awarding Organisation requirements for Centres**  **Knowledge of the development of the unregistered workforce**  **Proven organisational and planning skills**  **IT skills**  **Up to date knowledge of current development within vocational qualifications**  **Knowledge of NHS policies and procedures**  **Knowledge of educational developments for non-registered staff eg. Care Certificate**  **Excellent written/verbal communications skills** | **x**  **x**  **x**  **x**  **x** | **x**  **x**  **x** |
| **EXPERIENCE**  **Experience of assessing Apprenticeship/Diploma candidates in the workplace**  **Minimum 1 year experience as an Internal Quality Assurer of Diplomas and Apprenticeships**  **Experience of current clinical working in a healthcare environment**  **Experience in classroom delivery (and remote teaching delivery in particular) would be very beneficial**  **Experience of liaising with outside agencies**  **Up to date experience of clinical/technical practice and competencies** | **x**  **x**  **x** | **x**  **x**  **x** |
| **PERSONAL REQUIREMENTS:**  **Ability to be self-motivated**  **Experience as wellbeing champion or advocate for speaking up**  **Ability to work on own initiative and take responsibility for decisions**  **Ability and willingness to assess learners in ward areas as well as own specialty area**  **Ability to work under pressure and to deadlines**  **Ability to take a lead on projects and team activities**  **To have an innovative and flexible approach**  **Confidence in talking to groups and classroom delivery**  **Good attention to detail and highly organised**  **Able and willing to work as part of a team** | **x**  **x**  **x**  **x**  **x**  **x**  **x**  **x**  **x** | **x** |
| **OTHER REQUIREMENTS**  **A calm and positive outlook when under pressure**  **Excellent problem solving ability** | **x**  **x** |  |
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|  | | **FREQUENCY**  **(Rare/ Occasional/ Moderate/ Frequent)** | | | |
| **WORKING CONDITIONS/HAZARDS** | | **R** | **O** | **M** | **F** |
|  | | | | | |
| **Hazards/ Risks requiring Immunisation Screening** | |  |  |  |  |
| Laboratory specimens | N |  |  |  |  |
| Contact with patients | Y |  |  | x |  |
| Exposure Prone Procedures | N |  |  |  |  |
| Blood/body fluids | Y | x |  |  |  |
| Laboratory specimens | N |  |  |  |  |
|  | | | | | |
| **Hazard/Risks requiring Respiratory Health Surveillance** |  |  |  |  |  |
|  | | | | | |
| Solvents (e.g. toluene, xylene, white spirit, acetone, formaldehyde and ethyl acetate) | N |  |  |  |  |
| Respiratory sensitisers (e.g isocyanates) | N |  |  |  |  |
| Chlorine based cleaning solutions  (e.g. Chlorclean, Actichlor, Tristel) | Y | xx | x |  |  |
| Animals | Y | x |  |  |  |
| Cytotoxic drugs | N |  |  |  |  |
|  | |  |  |  |  |
| **Risks requiring Other Health Surveillance** | |  |  |  |  |
| Radiation (>6mSv) | N |  |  |  |  |
| Laser (Class 3R, 3B, 4) | N |  |  |  |  |
| Dusty environment (>4mg/m3) | N |  |  |  |  |
| Noise (over 80dBA) | N |  |  |  |  |
| Hand held vibration tools (=>2.5 m/s2) | N |  |  |  |  |
|  | | | | | |
| **Other General Hazards/ Risks** | |  |  |  |  |
| VDU use ( > 1 hour daily) | Y |  |  |  | x |
| Heavy manual handling (>10kg) | Y |  | x |  |  |
| Driving | Y |  |  | x |  |
| Food handling | N |  |  |  |  |
| Night working | N |  |  |  |  |
| Electrical work | N |  |  |  |  |
| Physical Effort | Y |  | x |  |  |
| Mental Effort | Y |  |  | x |  |
| Emotional Effort | Y |  |  |  | x |
| Working in isolation | Y |  | x |  |  |
| Challenging behaviour | N | x |  |  |  |

**COMPETENCY REQUIREMENTS**

To be completed for all new positions

Please tick which of these essential learning s is applicable to this role

(**NB** those that are mandatory for all staff with no variation on frequency are pre-populated with a tick)

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| Safeguarding Children | Group 1 | | 🞏 | Blood Transfusion | BDS18 collection | | 🞏 | Consent Training | x |
|  | Group 2 | | x |  | BDS 19 & 20  Preparing & Administering | | 🞏 | VTE Training | 🞏 |
|  | Group 3 | | 🞏 |  | BDS 17 Receipting | | 🞏 | Record management and the nhs code of practice | 🞏 |
|  | Group 4 | | 🞏 |  | Obtaining a blood sample for transfusion | | 🞏 | The importance of good clinical record keeping | x |
|  |
|  | Group 5 | | 🞏 |  | Annual Update | | 🞏 | Antimicrobial Prudent Prescribing | 🞏 |
|  | Group 6 | | 🞏 |  |  | |  | Control & Restraint Annual |  |
| Not mapped this one |  | | 🞏 | Safeguarding Adults Awareness | Clinical Staff | | x | Mental Capacity/DOL’s | x |
|  | Group 8 | | 🞏 | Non Clinical Staff | | 🞏 |  |  |
| Manual Handling – Two Year | | | 🗹 | Falls, slips, trips & falls | Patients | | 🞏 |  |  |
| Equality & Diversity – One-Off requirement | | | 🗹 |  | Staff/Others | | X |  |  |
| Fire | | Annual | x | Investigations of incidents, complaints and claims | | | 🞏 |  |  |
|  | | Two Yearly | 🞏 | Conflict Resolution – 3 yearly | | | x |  |  |
| Infection Control/Hand Hygiene | | Annual requirement | x | Waterlow | | | 🞏 |  |  |
|  | | One-Off requirement | 🞏 | PUCLAS | | | 🞏 |  |  |
| Information Governance | | | 🗹 | Clinical Waste Management | | Application principles for clinical staff | x |  |
| Harassment & Bullying (Self Declaration – One off requirement) | | | 🗹 | Application principles for housekeeping | 🞏 |  |  |
|  | | |  | Application principles for portering and waste | 🞏 |  |  |

**APPENDIX 22**

**STRUCTURE CHANGE JUSTIFICATION FORM FOR NEW JOBS**

|  |  |
| --- | --- |
| Division/Directorate & Specialty: |  |
| Line Manager's Name: |  |
| Approved structure: |  |
| Revision to structure being proposed: |  |

**Please include current and proposed structure charts for this change, including management structure and supporting staff structure below.**

|  |  |  |
| --- | --- | --- |
| How does this revised structure compare or contrast with other structures that have been implemented across the Trust, give rationale for any changes: | | |
|  | | |
| Explain why this structure change is required, and how this has come about: | | |
|  | | |
| Have any other options been considered? If so what? | | |
|  | | |
| Describe impact if this decision is not supported: | | |
|  | | |
| Any other information to support this application: | | |
|  | | |
| Manager’s Signature: | Print Name: | Date: |
|  |  |  |
| Divisional Director Signature: | Print Name: | Date: |
|  |  |  |
| Chief Operating Officer Signature: | Print Name: | Date: |
|  |  |  |

**APPENDIX 22**

**STRUCTURE CHANGE JUSTIFICATION FORM FOR RE-BANDING**

|  |  |
| --- | --- |
| Division/Directorate & Specialty: |  |
| Line Manager's Name: |  |
| Approved structure: |  |
| Revision to structure being proposed: |  |

**Please include current and proposed structure charts for this change, including management structure and supporting staff structure below.**

|  |  |  |
| --- | --- | --- |
| How does this re-banding compare or contrast with other structures that have been implemented across the Trust, give rationale for any changes: | | |
|  | | |
| Explain the service needs for the re-banding | | |
|  | | |
| Explain why this re-banding is required | | |
|  | | |
| Explain how this re-banding will improve the structure and add value: | | |
|  | | |
| Have any other options been considered? If so what? | | |
|  | | |
| Describe impact if this job is not re-banded: | | |
|  | | |
| Any other information to support this application: | | |
|  | | |
| Manager’s Signature: | Print Name: | Date: |
|  |  |  |
| Divisional Director Signature: | Print Name: | Date: |
|  |  |  |
| Chief Operating Officer Signature: | Print Name: | Date: |
|  |  |  |