

<b>Job Title:</b>	<b>Young Person's Resilience Worker</b>
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**1. Main purpose of the role**

To engage young people in a range of interventions, utilising a young person centred approach, empowering them to reduce risk, increase resilience and lead a safe, happy and healthy lives.

The post holder will work as an integral part of the multi-disciplinary team at the service named

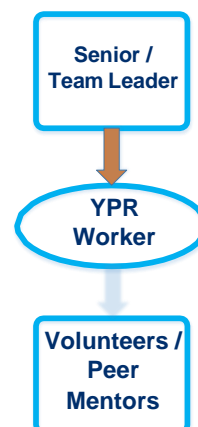
- Supporting service users from point of entry into the service and through their treatment/recovery journey;
- Providing screening, assessment, psychosocial interventions, integrated care planning, post treatment support, including transfer of care;
- Identifying and responding effectively to potential safeguarding issues;
- Reducing drug and alcohol related harm to service users and the wider community;
- Promoting carer, service user and community involvement;
- Providing advocacy for access to partnership services;
- Working with service users to support positive, holistic outcomes in relation to their health and wellbeing, enabling them to lead safe, healthy and purposeful lives: reducing risk and increasing resilience.

**2. Reporting and working relationships**

**Reporting relationships:**

The role will report directly to the Senior / Team Leader.

The role may supervise Volunteers and Peer Mentors.



**Working relationships:**

*This role is vital to the development and continuity of the service, necessitating a flexible attitude to multi-agency working.*


**3 Role-specific responsibilities**

3.1	Engage young people who have substance use issues and provide them with advice, support and structured interventions to support their health and wellbeing needs. This may include facilitating access to and supporting clinical interventions.
3.2	Build therapeutic relationships and deliver a personalised package of care including: <ul style="list-style-type: none"> <li>• Evidence based psycho-social interventions;</li> <li>• 1to1 key working, POD and group work;</li> <li>• Clinical interventions;</li> <li>• Harm minimisation and brief interventions.</li> <li>• Whole family interventions</li> </ul>
3.3	Carry out comprehensive service user assessments and develop individual care plans that clearly identify how achieving each goal will enable progression in addressing substance use and related outcomes.
3.4	Support the development of positive peer support networks where appropriate.
3.5	Work closely with your service's Safeguarding Lead, to ensure all issues and concerns are escalated and dealt with quickly and effectively.
3.6	Further develop CGL's links with local children, young people and family services. This includes adult drug and alcohol services.
3.7	Support and provide advocacy for young people by participating in all relevant multi-agency meetings, including: Child Protection meetings; Complex Case Review panels and Team Around the Child meetings.
3.8	Ensure the timely and accurate collection, recording and reporting of specified data.
3.9	Assess suitability for groups in terms of risk and special needs.
3.10	Adopting a proactive approach to engagement, maximising service accessibility. This includes delivering interventions peripatetically (e.g. home, school, youth/community centres) and communicating via social media methods.
3.11	Carry out risk assessments and risk management plans.

3.12	Deliver training and consultation to other professionals on the issues facing young people around substance misuse.
3.13	Provide information, advice and support to families and carers of young service users.
3.14	To use and assess Gillick Competency (in line with Fraser Guidelines) for young people under the age of 16.
3.15	Triage assessment and onward referral to a range of treatment/community support agencies.
3.16	Work with prescribing clinicians to support substitute prescribing regimes to improve social functioning where required.
3.17	To be creative and innovative so that the post best meets the needs of the service user, promoting access in to treatment, and continued engagement with underrepresented communities.
3.18	Ensure that all aspects of confidentiality are adhered to and that consent to share information is a key element to building trusting therapeutic alliances.
3.19	Help individuals to develop protective factors and build recovery capital.
3.20	Coordinate integrated approaches to support young people achieving holistic outcomes in meeting their care plan. This may include supporting young people into education, employment or training opportunities.
3.21	Work and liaise with other agencies involved with the service user's broader care plan including social, health and criminal justice services, including: GPs; Mental Health Workers; Youth Workers.
3.22	To support the smooth running of the service, by contributing to tasks such as reception, duty cover, and 'on call' duties on an ad hoc basis.
3.23	Provide health education especially in regard to harm minimisation, blood borne viruses and overdose prevention.
3.24	Where appropriate, assist and carry out appropriate screening processes including DBST, urine and saliva tests, after completion of appropriate training or demonstration of relevant experience.
3.25	To carry out key harm reduction strategies such as facilitating supported access to Needle Exchange and distribution of Naloxone, after completion of appropriate training or demonstration of relevant experience.
3.26	Support the delivery of prevention initiatives to young people, including local and national campaigns.

#### **4 CGL's commitment to you**

*CGL works within the following framework and requires all employees to do the same.*

4.1	<p><b>Equal Opportunities</b></p> <p>CGL are committed to creating an inclusive environment, which celebrates difference and allows our staff and service users to flourish. CGL are committed to promoting and ensuring anti discriminatory practices through our organisational values, policies and</p>
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	<p>procedures, which we expect all staff to promote and adhere to. CGL expect all staff to challenge prejudice and discrimination, to support staff with this we offer robust supervision alongside training and development opportunities to continually improve equality, diversity and inclusion practises.</p>
4.2	<p><b>Vision</b></p> <p>CGL enables people to make the positive changes necessary to lead independent and purposeful lives and create safer, healthier communities.</p>
4.3	<p><b>Career Development and Progression</b></p> <p>CGL is committed to providing its staff with opportunities for personal and professional development. We provide an internal training and development programme and aim to keep all our people up to date with new legislation and trends in social care work, with specialist training provided as required. Where appropriate, staff undertake external training courses in line with their development needs.</p>
4.4	<p><b>Safeguarding</b></p> <p>CGL are committed to ensuring the safeguarding and wellbeing of children and adults at risk, and all applicants will be required to demonstrate understanding of and commitment to best safeguarding practice.</p>
<b>5</b>	<b>Your commitment to CGL</b>
5.1	<p><u>CGL Vision and Values</u></p> <p>Promoting and understanding the values and vision if CGL. To understand what it means to you in your respective role, to your team and to service delivery.</p>
5.2	<p><u>Children and adults at risk</u></p> <p>Demonstrating an understanding of and commitment to best safeguarding practice, making awareness of documentation and referral pathways at your service a priority and taking immediate and appropriate action as necessary.</p>
5.3	<p><u>Boundaries and behaviours</u></p> <p>Observing professional integrity in relationships with service users, peers and other relevant professionals.</p>
5.4	<p><u>Health &amp; Safety</u></p> <p>Being responsible for your health and safety and that of colleagues and service users. Employees should co-operate with management and follow established systems of work.</p>
5.5	<p><u>Equality, Diversity and Inclusion</u></p> <p>Being committed to helping to build an organisation that respects and values the diversity of all staff, making our services accessible and inclusive, regardless of an individual's protected characteristic (age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion or belief, sex and sexual orientation) recovery status or offending background.</p>

<b>5.6</b>	<p><u>Confidentiality</u></p> <p>Treating all information acquired through the course of your employment as confidential and complying with all the appropriate policies, systems and procedures.</p>
<b>5.7</b>	<p><u>Information Governance</u></p> <p>Applying information governance processes to ensure all necessary safeguards are in place regarding personal information – and its appropriate use – about our service users, workforce and members of the public.</p>
<b>5.8</b>	<p><u>Continuous Professional and Personal Development</u></p> <p>Working within a learning organisation, seeking learning opportunities either by attending learning and training events either externally or internally to improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives.</p>
<p><i>The above is an outline of the post holder's duties and responsibilities. It is not intended as an exhaustive list and may change from time to time in order to meet the changing needs of CGL. Any change will be made after a proper period of consultation.</i></p>	
<p>This post is subject to a Disclosure and Barring Service check at an enhanced level. (Applies to all roles where regulated activity is undertaken.)</p>	
<p>Staff will need to work flexibly across operational sites as required and to work flexibly within an agreed number of hours to maintain the most appropriate level of service provision. This may involve evening and weekend working.</p>	

## CGL's Competencies:

CGL's Competency Framework articulates underlying characteristics that all staff are required to demonstrate and can be used for identifying strengths, development opportunities and performance management.

There are 5 main skills-based competencies and a set of behavioural competencies that underpin them:

- Protecting People
- Ways of Working
- Team and partnership Working
- Empowering Service Users
- Behaviours and values

The CGL Skills- based competencies reflect the requirements of the National Occupational Standards (NOS) that form the mandatory units of the Level 3 Diploma in Health and Social Care

Newly appointed staff who do not hold the Care Certificate will be expected to complete the CGL Induction Modules, within a specific time frame from their start date. Newly appointed staff who hold the Care Certificate will be expected to complete the CGL 3 Mandatory Induction Modules.

All CGL Induction Modules are available for staff to use to update, refresh and review their competence, and are available from the Learning and Development Team.

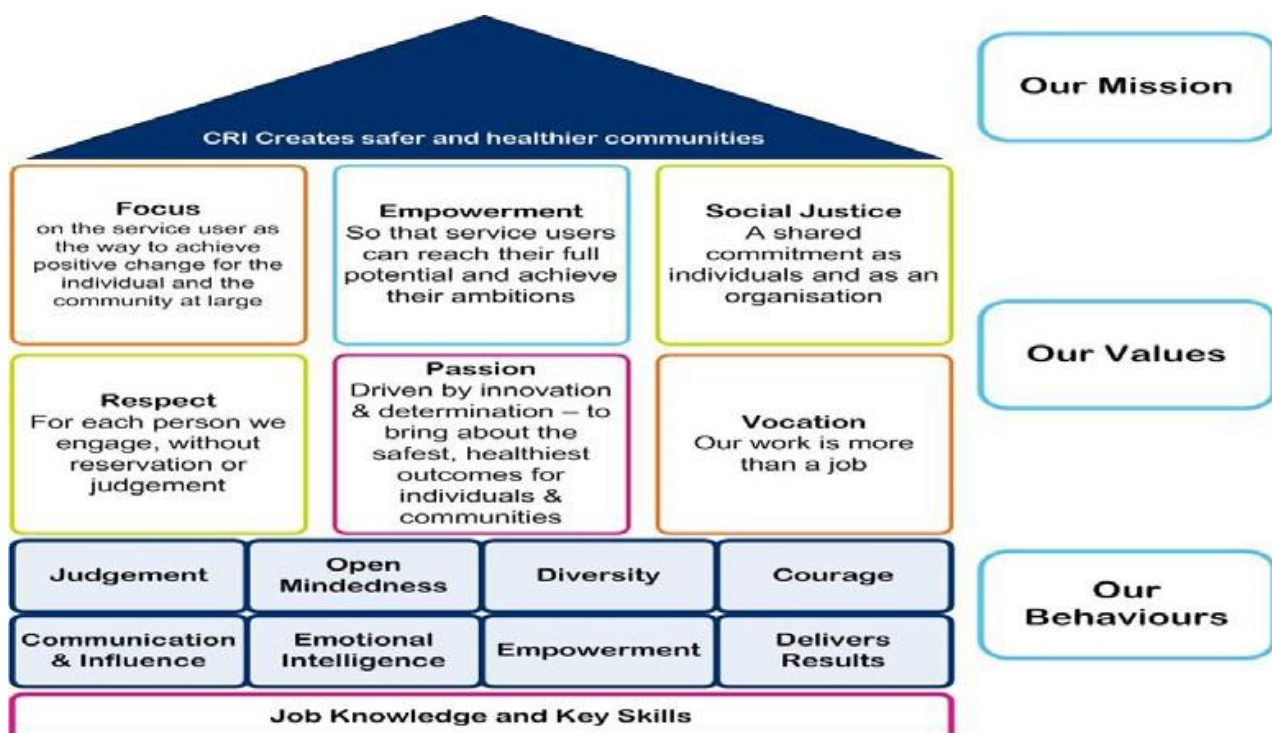
The CGL Induction Modules are referenced to the Care Certificate Standards

The Care Certificate was developed, as part of the Cavendish Review, jointly by Skills for Care, [Health Education England](#) and Skills for Health. It:

- applies across health and social care;
- links to National Occupational Standards and units in qualifications;
- covers what is required to be caring, giving workers a good basis from which they can further develop their knowledge and skills.

[More information on the Care Certificate is available on the Skills for Care Website.](#)

## How Competencies fit into the Organisation



## Person specification

Essential and desirable requirements (E & D) for the role and assessing and testing the necessary level of competence required for this role either via the application form; interview; and/or exercises.

**Please note** - applicants are asked to evidence their ability to meet each aspect of the person specification below, e.g. by highlighting relevant key achievements and duties held within roles.

<b>1</b>	<b>Education, knowledge and experience</b>	
1.1	Experience of working with young people.	E
1.2	Knowledge of issues facing young people today.	E
1.3	Knowledge of safeguarding concerns in relation to children and young people.	E
1.4	Excellent understanding of drug and alcohol issues and experience of working within a related field.	E
1.5	A commitment to multi-agency working and establishing partnerships with other professions to achieve good outcomes for the service user group, e.g. mental health services, criminal justice agencies, community groups, etc.	E
1.6	Accomplished written and verbal communication skills and a high degree of personal IT competency. The ability to accurately update and maintain records in a timely fashion and to work to deadlines for the submission of information, e.g. reports.	E
1.7	Knowledge of working with evidence based practice around young people's substance misuse treatment services and methods, including relevant best practice guidance.	E
1.8	Counseling and group-work experience.	D
1.9	Knowledge of Social Media resources relevant to accessing and supporting young people.	D
1.10	Excellent time management skills, and an ability to work on own initiative, prioritising accordingly.	E
1.11	Excellent team working and interpersonal skills, maintaining a highly cooperative approach to supporting colleagues in delivering service objectives.	E
1.12	Good working knowledge of mental health interventions, services and good practice.	D
1.13	Experience of working in an outcomes-focused environment.	E
1.14	Knowledge and understanding of Fraser Competence framework.	E
1.15	Knowledge of current legislation surrounding young people.	D
<b>2</b>	<b>Abilities and skills</b>	
2.1	Ability to manage change successfully in a way that prioritises the needs of service users.	E



2.2	Ability to manage challenging behaviour in a calm and professional manner	E
2.3	Ability to liaise and work in partnership with a wide range of professionals and agencies.	E
2.4	Ability to communicate complex information to individuals and groups in a way that is easily understood.	E
2.5	Effective interpersonal skills with the ability to engage successfully with internal and external stakeholders at all levels.	E
2.6	The ability to work collaboratively with others (internally and externally).	E
2.7	An ability to travel to different locations throughout the service area.	E
<b>3</b>	<b>Working within CGL's framework of commitments to employees</b>	
3.1	A commitment to engaging with, understanding and promoting CGL's values and vision.	E
3.2	An understanding of and commitment to safeguarding best practice.	E
3.3	An understanding of the importance of professional integrity in relationships with service users, peers and other relevant professionals.	E
3.4	A responsibility for your own health, safety and wellbeing as well as those around you (e.g. colleagues and service users).	E
3.5	An understanding of and commitment to Equality, Diversity and Inclusion best practice with a particular focus on engagement with hard to reach and marginalised service users.	E
3.6	An understanding of and commitment to treating all information acquired through the course of your employment as confidential, both during and after employment ends.	E
3.7	An understanding of information governance processes and a commitment to follow and apply all necessary safeguards.	E
3.8	A commitment to seek learning opportunities to improve and broaden your own professional knowledge and skills and to contribute to and where relevant oversee the learning of others.	E

			<b>Authors</b>		
	<i>Version number</i>	<i>Date</i>	Initials	Initials	Year
	1.1	July	LM	RU	2016