



## **Role Profile**

**Mentor Worker for 'The Call-in' project**

**Golden Key**

**Second Step**

**9 Brunswick Square**

**Bristol BS2 8PE**

**November 2018**

## 1. Job description

'The Call-In' Mentor Worker model will be developed and tested during the course of the pilot, as such, the model and this job role is subject to review. This job description does not therefore describe a comprehensive list of duties, but a broader range of accountabilities and performance indicators

### 1.1 Job purpose

To engage and support the client group within the aims and objectives of the 'Call-In' Pilot.

#### Job Context

Second Step is a leading mental health charity in the South West offering housing, support and hope to thousands of people with mental health and other problems. Our goal is to inspire hope and deliver change for everybody and every community we work with.

### 1.2 Organisation

**Immediate Supervisor:** Golden Key Senior Coordinator

**Colleagues/Peers:** Other peer support workers in Golden Key and other agencies working with the client group

**Direct Reports:** None

### 1.3 Job accountabilities

- Build a trusting and collaborative relationship with the young person within the identified delivery model.
- To work under the supervision and guidance of the Golden Key Service Coordinator Team and in collaboration with other partnership agencies to co-produce, implement and support the young person's timetable, support plan and other self-management tools.
- To act as a specialist resource within the pilot, by offering a unique perspective on the experiences of the client group.
- To identify, assess and report risk in order to feedback and plan enhanced risk assessments with supervisor.
- Apply a positive risk management approach to working with clients, finding creative ways to work safely with individuals in line with safe working protocols; ensuring all safeguarding issues are reported efficiently so they can be managed accordingly.
- Abide by Second Step's policies, including safeguarding policy and procedures for adults and young people.
- Work within information sharing protocols and work closely with all agencies to obtain client consent to allow better information sharing.
- Participate actively in supervision and reflective practice; proactively seek advice and support from colleagues and other agencies as relevant.
- Contribute to 'The Call-In' project development and evaluation with guidance from supervisor.
- Support caseload management, documentation and manage time effectively, ensuring up to date and clear record keeping in line with policies as well as making best use of supervision, training and staff development opportunities.
- Work closely with carers, families and children with client consent as appropriate.

- To develop an understanding of multiple complex needs clients (housing, offending, mental health, substance misuse and domestic abuse); adopting a holistic approach to support and relationship based working.
- Undertake any tasks requested by the Golden Key supervisor that are either within the role holder's capability or offer development opportunities, with appropriate support, to the role holder.
- Carry out role adopting and promoting the values and principles of the programme and within the employer's staff code of conduct.

### **Performance measures and critical success factors**

- Delivery of specified work and engagement with clients identified by Avon & Somerset Police.
- Enabling clients to sustain engagement with their timetable and support package as well as to pursue their hopes and ambitions.
- Identification of blocks and barriers faced by clients, and help to achieve solutions to overcome them.
- Positive outcomes for young people are achieved.
- Full implementation of policies and procedures.
- Contribution to the development, effectiveness and evaluation of 'The Call-In' pilot.

## 2. People profile

### 2.1 Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Engagement and communication skills</li> <li>• Ability to work persistently and creatively to engage with clients</li> <li>• Negotiation and client advocacy skills</li> <li>• Solutions focused 'can do' approach</li> <li>• Numeracy and literacy to GCSE level/NVQ 2 or equivalent</li> <li>• IT skills including ability to use Microsoft packages including; Word and Outlook</li> </ul>	<ul style="list-style-type: none"> <li>• Proven experience of working with young people</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• To have proven knowledge of the issues faced by young people involved in youth conflict and street violence in the East Bristol area and support needs through personal and/or work experience</li> <li>• To have knowledge of issues faced by the client group and specifically BAME communities through personal and/or work / voluntary experience</li> <li>• Knowledge of health and safety issues, risk management approaches and safeguarding processes</li> </ul>	

<p><b>Experience</b></p>	<ul style="list-style-type: none"> <li>• Proven lived experience of criminal justice system, or demonstrable first person understanding of the issues faced by the client group and the ability to share your experience and recovery positively.</li> <li>• Proven ability to build relationships; working collaboratively within a team environment.</li> <li>• Proven ability to promote and apply good practice in equality and diversity.</li> <li>• Proven ability to operate risk management and safe working practices in working with vulnerable clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Proven experience of working with young people.</li> <li>• Proven experience of working with clients with multiple complex needs.</li> <li>• Proven experience of working collaboratively with partner agencies.</li> <li>• Proven experience of outreach or floating support work.</li> </ul>
<p><b>Values</b></p>	<ul style="list-style-type: none"> <li>• Commitment to diversity and equal opportunities within the working environment.</li> <li>• Commitment to co-production with young person.</li> <li>• Ability and motivation to work within a person-centred strengths based approach.</li> <li>• Commitment to the aims, partnership and objectives of the project.</li> </ul>	

<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• Applicants must be 12 months into their own recovery and since any relapse - this refers to recurrence of historic substance misuse, poor mental health and offending history/behaviour or associations with those that may still be offending.</li> <li>• Applicants must be living in stable accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• A current, full driving licence and access to appropriate motorised vehicular transport (such as a car, moped or motorbike).</li> </ul>
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### 3. Competencies

Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<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>	<ul style="list-style-type: none"> <li>Plans own work and meets agreed goals within the time available</li> <li>Can problem solve alone but knows when to involve others. Able to use more than one approach when solving problems.</li> <li>Works hard and stays focussed on priorities, increases effort without guidance</li> </ul>	<ul style="list-style-type: none"> <li>Prioritises key tasks and manages own workload, taking into account the impact of own work priorities on those of others.</li> <li>Able to use a range of approaches to analyse and manage problems and performance issues.</li> <li>Sets appropriate targets for self and others, will "go the extra mile" to deliver work on time and within budget.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts own work priorities to take other's priorities into account, and involves other people to achieve goals.</li> <li>Carries out complex analysis of problems, develops innovative approaches to problems and takes calculated risks.</li> <li>Sets appropriate long term objectives that improve the service and the performance of the organisation.</li> </ul>
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Customer Care</p> <p>Relevance to Recovery: Everything we do and how we do it carries the message that recovery is possible for everyone using our services.</p> <p>Customers include: Service users Carers</p>	<ul style="list-style-type: none"> <li>Understands explicit service user needs, including cultural needs and supports service users to develop skills to meet their needs.</li> <li>Is aware of Equal opportunities issues and how discrimination can affect service users and other customers.</li> </ul>	<ul style="list-style-type: none"> <li>Understands explicit service user experiences and needs and identifies ways in which the service can respond effectively.</li> <li>Ensures that their service/team does not discriminate against people on the grounds of age, gender, race, ethnicity, faith,</li> </ul>	<ul style="list-style-type: none"> <li>Understands both explicit and implicit service user needs and identifies ways in which service/organisation can respond effectively.</li> <li>Develops strategies for involving service users in measuring the performance of services.</li> <li>Promotes awareness of the</li> </ul>



<p>Members of the public External agencies Funders Any other interested parties</p>	<ul style="list-style-type: none"> <li>• Works to establish good relationships with service users, visitors and other customers.</li> <li>• Understands Second Step's code of conduct and values and makes sure that their working relationships reflect these.</li> </ul>	<p>sexual orientation or ability.</p> <ul style="list-style-type: none"> <li>• Works hard and invests time getting to know and developing good working relationships with service users and other customers.</li> <li>• Knows who their key customers are and is able to change own style to suit different customer's needs.</li> </ul>	<p>impact of stigma and discrimination and acts to reduce it, both within the organisation and with external agencies.</p> <ul style="list-style-type: none"> <li>• Identifies and nurtures customer contacts that have a positive impact on work and/or Second Step.</li> </ul>
<p><b>Competency</b></p>	<p><b>Entry Level (2)</b></p>	<p><b>Desired Level (3)</b></p>	<p><b>Exceptional Level (4)</b></p>
<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>	<ul style="list-style-type: none"> <li>• Understands the information required by their peers and reports and is skilled and confident at communicating with, and listening to, others.</li> <li>• Designs and writes well structured, clear and relevant documents, letters and reports.</li> <li>• Communicates with others in a form and manner that takes into account their background, culture and level of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and manages all communications and ensures they are clear, effective and have maximum impact.</li> <li>• Is a sensitive communicator, able to diffuse difficult situations by careful handling of communications.</li> <li>• Designs and creates effective presentations and reports and is skilled and confident in presenting to audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Has highly developed presentation abilities and is effective at promoting the key messages and objectives of organisation.</li> <li>• Plans communication around the needs/objectives of the audience.</li> <li>• Distils key messages or key conclusions from complex situations.</li> </ul>

<b>Competency</b>	<b>Entry Level (1)</b>	<b>Desired Level (2)</b>	<b>Exceptional Level (3)</b>
<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>	<ul style="list-style-type: none"> <li>• Is considerate to the needs of others at work and openly shares information with them.</li> <li>• Participates willingly in the team and does their share of work.</li> <li>• Makes an effort to build good working relationships with peers, their team and external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and maintains effective working relationships, understands and contributes to the collective responsibility for achieving results.</li> <li>• Helps team decision making by their own contribution and supporting others to contribute.</li> <li>• Makes a positive contribution to wider team processes such as problem solving, or implementing change.</li> </ul>	<ul style="list-style-type: none"> <li>• Always tries to understand the needs and priorities of colleagues and reports, builds relationships based on co-operation, respect and trust.</li> <li>• Facilitates in their team a culture of openness, co-operation, trust and responsibility.</li> <li>• 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.</li> </ul>
<b>Competency</b>	<b>Entry Level (1)</b>	<b>Desired Level (2)</b>	<b>Exceptional Level (3)</b>
<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,</p>	<ul style="list-style-type: none"> <li>• Is aware of their own feelings and is able to manage their emotions when faced with difficult situations.</li> <li>• Stays calm in a crisis and supports others to stay calm.</li> <li>• Uses supervision effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the nature and causes of their emotional reactions to particular situations and actively manages own emotions and reactions when necessary.</li> <li>• Is sensitive to the needs of</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>assists us to support individuals in their recovery.</p>	<p>and is keen to learn, takes responsibility for their own development by actively taking part in learning opportunities.</p>	<p>others in difficult or pressured situations.</p> <ul style="list-style-type: none"> <li>Actively participates in supervision, reflects on supervisor's feedback and applies this learning to future work.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises others' anxieties and problems, and facilitates them to find ways of dealing constructively with these.</li> <li>Uses reflection on their work in supervision to maintain and improve their work.</li> <li>Maintains their own personal and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.</li> </ul>
<p><b>Competency</b></p>	<p><b>Entry Level (1)</b></p>	<p><b>Desired Level (2)</b></p>	<p><b>Exceptional Level (3)</b></p>
<p>Service Area Expertise</p> <p>Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.</p>	<ul style="list-style-type: none"> <li>Understands routine work related tasks.</li> <li>Follows correct procedures in carrying out tasks.</li> <li>Works within Equal Opportunities Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the specialist and/or professional requirements of the job and applies this in their day to day work.</li> <li>Has an up to date knowledge of the full requirements of the job and is willing and able to learn new skills as necessary.</li> <li>Applies Equal Opportunities principles to practice within</li> </ul>	<ul style="list-style-type: none"> <li>Has a comprehensive understanding of the specialist and/or professional requirements of the job and applies this in all areas of their work.</li> <li>Acts as a reference point within own particular service/team.</li> <li>Ensures the service/team respects diversity in all aspects of service delivery.</li> </ul>

<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
Recovery Orientated Practice	Has an understanding of recovery principles and values including: <ul style="list-style-type: none"> <li>• Listening to peoples stories in a non judgemental way.</li> <li>• The importance of helping people meet their own needs.</li> <li>• The importance of enabling social inclusion</li> <li>• How approaches and services can help or hinder recovery.</li> </ul>	own service/team. <ul style="list-style-type: none"> <li>• Consistently applies recovery principles and values in direct work with service users.</li> <li>• Is able to use a recovery focussed approach with service users with a range of needs.</li> <li>• Actively promotes recovery with colleagues and the wider organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to apply recovery principles and values in all aspects of work, with groups and individuals throughout the organisation</li> <li>• Integrates recovery principles and values into service development.</li> </ul>
Working with Change  Relevance to Recovery: Staff and systems are flexible and respond to customer's changing needs	<ul style="list-style-type: none"> <li>• Is adaptable to new ways of working and is willing to accept new challenges.</li> <li>• Contributes ideas for change and improvements in a positive and constructive way.</li> <li>• Is flexible when changes are required, even at short notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively implements changes in policy and procedure with guidance.</li> <li>• Understands that the working environment is one of constant change and is able to explain and promote the benefits of change.</li> <li>• Involves others when changes are required so they have a sense of ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively implements new strategies with guidance.</li> <li>• Views change as an exciting opportunity and continually strives to identify changes that will improve services.</li> <li>• Involves the whole team in any process of change so they have a sense of ownership.</li> </ul>

<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Organisation and Sector awareness</p> <p>Relevance to Recovery: Having a good knowledge of our services and other resources to increase choice for service users.</p>	<ul style="list-style-type: none"> <li>• Knows and understands Second Step's key values and can demonstrate how they apply them to their day to day work.</li> <li>• Understands structure and aims of all services within Second Step.</li> <li>• Knows who our key partners and competitors are.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and understands Second Step's mission statement, vision and values and applies these to all areas of their work.</li> <li>• Knows how own role and service/team fits into the overall organisation of Second Step and partners.</li> <li>• Keeps up to date with changes in sector and can describe how they impact on our work.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows who the key decision makers are and what their views are on important issues.</li> <li>• Networks and has contacts across Second Step and partners.</li> <li>• Shows sensitivity to the strategic priorities and any resource constraints within Second Step and other agencies.</li> </ul>
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<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 discriminate.</p>	<ul style="list-style-type: none"> <li>• Understands how, and can explain why, policies and procedures are applied for the benefit of service users and staff.</li> <li>• Identifies areas where improvements to policy, procedure or practice can be made.</li> <li>• Identifies when changes to practice impact on policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively pursues improvements to procedures which produce benefits to all.</li> <li>• Challenges policies and procedures which have a negative impact on service delivery</li> <li>• Uses judgement to reach decisions on situations not fully covered by policies or procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to draft new policies as required and incorporate organisational knowledge and best practice into these.</li> <li>• Actively and accurately identifies gaps in policies and remedies these within appropriate timescale.</li> <li>• Ensures any new policies and/or procedures are effectively promoted and implemented throughout service/team and org.</li> </ul>

