**Staying Well Worthing Worker – Job Description, Person Specification & Competencies**

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| Name of Employee |  |
| Date of Issue |  |
| Department/Location | Staying Well Worthing |
| Reporting Line | Staying Well Service Manager  |
| Grade | Grade 3 |
| DBS – Level Required | Enhanced |

**Job Description** -A summary of the role and key tasks needed to perform the role.

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| **Job Summary** |
| West Sussex Mind (WSX Mind) works within Pathfinder West Sussex, which is an alliance of organisations working together to enable people with mental health support needs and their carers to improve their mental health and wellbeing. As part of this WSX Mind has been commissioned to deliver a Pathfinder Staying Well Worthing service.  Staying Well provides a safe and supportive out-of-hours service specifically aimed at individuals who are struggling to cope because of their mental health. The service can offer individuals both remote and face-to-face supportive interventions around their emotional and mental health, geared to helping individuals feel cared for and more in control. This includes:     * A warm and friendly environment including access to light refreshments.
* Someone to talk to who has time to listen. This will include structured support to develop and implement aspects of a crisis support plan (including support to contact family and friends, liaise with GP, MH services etc.).
* Advice and information about local support which can be accessed during working hours – to help people in terms of their mental health, housing, debt, caring, family need – will also be available.
* Peer support from individuals/volunteers with lived experience who will be available to talk and listen and offer empathy and hope.
* Onward referral to other relevant services where this is required.

 The role of the Staying Well Worker is:* To lead the day to day operational delivery of the Staying Well Service, undertaking a pattern of regular rota’d shifts.
* To provide direct advice and support to help people accessing the service to effectively self-manage their mental health and stay well.
* To take a leading role in developing, co-ordinating and modelling good practice in the delivery of the Staying Well service, supporting people with complex mental health problems stay well and manage their own mental health needs and recovery.
* To contribute to the delivery of administrative processes to ensure the smooth running of the Staying Well service.
* To support and supervise Staying Well Peer Support Workers as required.
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| **Scope & Accountabilities**  |
| This role may have direct line-management responsibilities for Staying Well Peer Support Workers under the guidance and supervision of the Staying Well Service Manager. |
| **Key Tasks**  |
| 1. To take referrals for people seeking to access the Staying Well Service, working in line with policies and procedures to assess suitability for the service offer.
2. To liaise with other professional involved in the local crisis support pathway to appropriately share information, promote the service and ensure a seamless offer to people requiring out of mental health support.
3. To offer direct advice and support to people accessing the service to enable them to stay well and effectively manage their mental health.
4. Using appropriate theories and methods to promote individual service users’ ability to better manage their problems and difficulties, applying a range of assessment and recovery tools.
5. To support service users to develop crisis prevention plans to enable them to take control of and improve their mental health when they are experiencing an emotional or mental health crisis.
6. To take responsibility for leading or co-ordinating aspects of service provision including the development of activities, interventions, and other practice within the service.
7. To model good practice in working with service users.
8. To liaise with service users, carers, family, and relevant professionals, ensuring they have full information about the services purpose, activities, and outcomes.
9. To take on responsibilities for ensuring that WSX Mind’s policies around safeguarding adults and protecting children are effectively delivered within the service.
10. Under the guidance of the Manager, to contribute to developing and overseeing the operation of administrative processes which support

 the delivery and smooth running of the service including staff rotas, facilities issues, the collection and monitoring of activity and performance  information.1. To represent the service at local meetings with external partners and stakeholders, as well as within WSX Mind during organisational meetings.
2. Alongside the Manager to lead effective communication with the staff team and be responsible for facilitating effective team working.
3. To contribute to business plan development for the service.
4. To undertake any other tasks and duties as required in order to meet the requirements of the service.
5. Adhere to all policies and procedures of WSX Mind.
6. To be aware of and follow all Health & Safety regulations, particularly related to work surroundings.
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**Person Specification** - The specific skills, knowledge and abilities required of an individual to be able to effectively perform the role.

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| **Essential Qualifications** |
| * Strong evidence of previous training or learning (formal or informal) which relates to supporting adults who have mental health needs is essential for this role along with good literacy, IT, and verbal communication skills.
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| **Preferred Qualifications**  |
| * Any formal qualifications or training in relation to mental health, counselling, communication is desirable for the role.
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| **Essential Professional & Technical Knowledge, Skills and Abilities** |
| 1. Significant knowledge regarding working with people with mental health needs.2. Broad knowledge, proven skills and/or training in working with service users on a one to one basis using appropriate theories, methods, and skills in order to promote individual service users’ ability to better manage their problems and difficulties.3. Able to use significant knowledge alongside proven skills and abilities, to model good practice and lead staff and volunteers.4. Able to work with service users to construct good assessments of needs for services/personal development.5. A good knowledge and understanding of working in groups and group dynamics.6. Knowledge of and a commitment to user led services and able to facilitate a recovery focus model.7. Good personal resilience and ability to work calmly to problem solve and manage a range of complex issues and situations  |

**Competencies – Supervisory Level 3: Core, Skilled & Supervisory** - All staff are required to meet the competencies and indicators in the WSX Mind Competency Framework at the appropriate level for their role. Below are the competencies and indicators relevant for this role:

 **1. Demonstrating Personal Qualities**

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|  | **Core** | **Skilled** | **Supervisory** |
| **1.1 Developing self-awareness** | Recognises and articulates their own values and principles, understanding how these may differ from those of other individuals and groupsIs open to and responds positively to constructive feedback from colleagues and managers  | Identifies their own strengths and limitations, the impact of their behaviour on others, and the effect of stress on their own behaviour and identifies effective ways to manage this | Identifies their own emotions and prejudices and understand how these can affect their judgment and behaviour. Uses effective methods to achieve emotional intelligence (defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically)Challenges perceptions and inbuilt prejudices of others positively |
| **1.2 Managing yourself** | Undertakes their workload and activities to a high standard, fulfilling work requirements and commitments, without constant supervision Able to communicate in good time any concerns regarding their work/workload with their manager/team, to achieve effective time management and minimise stress in order to maintain good physical and mental healthAble to model what they are promoting, including good physical and mental health, straightforward communication, demonstrating hope and belief in new opportunities and positive outcomes | Uses creativity, initiative, and good judgement throughout their work Upholds personal and professional ethics, in-line with the values and culture of WSX Mind | Acts decisively, confidently, positively and confronts and resolves issues in a timely mannerActively involved in promoting high levels of service and expected behaviour across WSX Mind by being a positive role model  |
| **1.3 Continuing personal development** | Positively changes their behaviour in the light of feedback and reflectionCompletes training and learning opportunities where appropriate and available | Acknowledges mistakes and treats them as learning opportunitiesParticipates in various continuing professional development activities (e.g. meetings, training, reading relevant literature) | Actively seeks opportunities and challenges for personal and professional learning and development |
| **1.4 Acting with integrity** | Values, respects, and promotes equality and diversity in work in-line with WSX Mind’s Equalities PolicyIs able to vary work methods and approachesto meet diverse needs of service users Values differences in other people | Where appropriate, challenges other people’s views if they are not in-line with appropriate conduct or WSX Mind’s Equalities PolicyCommunicates effectively with individuals, appreciating their social, cultural, religious, and ethnic backgrounds and their age, gender, and abilities  | Upholds personal and professional ethics and values, considering the values of WSX Mind and respecting the culture, beliefs, and abilities of individuals |

**2. Partnerships and Working with Others**

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|  | **Core** | **Skilled** | **Supervisory** |
| **2.1 Creating Partnerships with Service Users** | Proactively works with service users in order to provide the best service they, and WSX Mind, can deliverActively involves and values service users as part of the team Able to maintain solid professional boundaries with service users Able to promote and work diligently to support service users’ autonomy | Develops effective partnerships with service users which support person centred practice and self -efficacy  | Identifies and leads opportunities for service user involvement and ways to learn from their experience and feedback |
| **2.2 Developing Networks** | Has and seeks positive links with colleagues, service users and people working in partner agencies  | Promotes the sharing of information and resources with team members and managers/supervisorsPro-actively develops links and networks with external partner agencies which can support their work | Identifies and discusses potential opportunities where working in collaboration with others, internally and externally, enhances their workCreates opportunities to bring individuals and groups together to achieve goals, including service users |
| **2.3 Building and maintaining relationships** | Gains and maintains the trust, support and respect of colleagues and service users by using sound interpersonal skills Able to demonstrate patience and actively listens and empathises with others recognising different perspectives and points of viewManages positions of power appropriately | Communicates effectively with individuals and groups, and acts as a positive role model Able to use excellent written and verbal communication skills in order to present a positive image of “self” and the service, when communicating with service users and other agencies and uses tact and diplomacy | Ensures contacts are spread throughout the organisation which represent WSM as a whole Gains and maintains the trust and support of external networks |
| **2.4 Encouraging contribution** | Respects, values, and acknowledges the roles, contributions, and expertise of others Confident in suggesting their own ideas Actively considers other people’s suggestions | Actively contributes to creating a respectful working environment which values contributions from all  | Encourages people to engage in decision-making and to constructively challenge Looks for ways to constructively solve problems & disagreements |
| **2.5 Working within teams** | Recognises the common purpose of the team and respects team decisions, contributions, and compromisesActively participates in the team in order to generate ideas and to adopt a team approach Has a clear sense of their role, responsibilities and purpose within the team | Aligns team and individual objectives, to enable the team to be efficient, effective, and creative | Willing to lead the team in an engaging, encompassing and creative mannerExpresses ideas lucidly and presents arguments and messages to team members both verbally and in writing in a logical and clear manner  |

**3. Managing Work**

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|  | **Core** | **Skilled** | **Supervisory** |
| **3.1 Planning** | Uses appropriate tools (i.e. to do lists, calendars) to plan workload and prioritise effectivelyUses communication effectively to assist planning between managers, team members and service users  | Considers how their own expertise can contribute to planning for themselves, the team, and the organisation as a whole Supports and promotes plans for services that are part of the strategy for CWSX Mind | Appraises options in terms of benefits and risksPresents proposals which are logical, practical, and persuasiveMonitors and controls implementation of plans to ensure that their objectives are achieved to specification, in time and within budget |
| **3.2 Managing Resources****(staff, funding, buildings, materials etc.)**  | Ensures services are delivered as efficiently as possible, within available resources and avoiding unnecessary waste | Takes appropriate action when resources are not being used efficiently and effectivelySuggests how resources can be used more effectively and creatively, working collaboratively with service users | Makes sensible contributions for budget setting in relation to constraints of resources Reviews the performance/roles of resources to ensure that planned service outcomes are metMotivates and makes staff feel valued |
| **3.3 Work Contribution** | Ensures set job tasks are met, surpassing minimum requirementsAssists colleagues where possibleCommunicates effectively with managers and colleagues if there are issues with their work and/or deadlinesUses sound communication skills (written and verbal) to maximise work contribution Demonstrates proficient organisational skills and the ability to undertake administrative tasks efficiently and to a reasonable standardHas good IT skills and uses email and the internet appropriately in order to enhance their workIs flexible and adaptable  | Whenever possible, uses initiative with their work and is creative in order to generate new ideas and solutions to problems | Makes a significant contribution to the work outputReaches clear conclusions based on understanding of underlying issuesMakes contingency plans Has excellent verbal and written communication skills  Can deliver administrative tasks efficiently and to a high standard.  |
| **3.4 Managing Performance & Critically Evaluating** | Takes responsibility/accountability for work performance and takes the opportunity to learn from past experiencesTakes action to improve performanceAcknowledges and is proud of oneself and colleagues when good work and outcomes are achieved for service users | Analyses information from a range of sources, both positive and negative, about their own performance (i.e. self-reflection, colleagues, managers and service users) and acts upon and makes positive changes to their work performance | Assists and supports team members to respond positively to constructive criticism and to develop their roles and responsibilities Encourages team members to take joint responsibility for their achievements and to be proud of theseTakes responsibility for tackling difficult issues with staff members and their performance |

**4. Continually and Creatively Improving**

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|  | **Core** | **Skilled** | **Supervisory** |
| **4.1 Encouraging improvement, creativity, and innovation** | Thrives to be creative in their work and generate new ideas in order to assist the best outcomes for service usersObtains and acts on service user feedback and experiences to develop new and existing services | Is confident to make their own suggestions and ideas for improvement and innovation to managers and colleaguesLikewise, must be open to other suggestions even if they conflict with their own ideas | Uses evidence from a range of sources, both positive and negative, to identify options and solutionsAppraises options, plans, and takes action to implement and evaluate improvements |
| **4.2 Facilitating transformation** | Understands the need for change and continually improvingActs positively and confidently to propose and make changes  | Questions the status quo in order to facilitate the organisation to continually grow and developConsiders change as an opportunity and understands the importance of change Is open, supportive, and flexible in their work as well as when presented with change | Acts as a positive role model for innovation, creativity, and changeArticulates the need for innovation, creativity and change and its impact on people and servicesMotivates and focuses a team to accomplish innovation, creativity, and change |
| **4.3 Making Decisions** | Acts in a manner consistent with the values and priorities of WSX MindContributes their unique perspective to team, department, system, and organisational decisionsWhere appropriate, be decisive after considering service users views and feelings | Uses information to challenge existing practices and processes | Carries out analysis against an evidence-based criterion set to make effective decisions |

I have read and understood the Job Description, Person Specification and Competencies/Indicators required for my role and agree to fulfil the requirements of this role.

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| Signed:Staff member |  | Date: |  |
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| Signed:Line Manager |  | Date: |  |