



Title of Role

Evening CoWorker (Care Team)

Salary

£26,847 gross pa

Working pattern

Monday	2.30pm – 10.30pm
Tuesday	3.00pm – 10.30pm
Wednesday	3.00pm – 10.30pm
Thursday	3.30pm – 10.30pm

This role is term time only 39 weeks per academic year.

Line Management

Supervised by: Head of House

Responsible to: Residence Lead

Key relationships:

- Residential Staff Team
- Health Lead
- Safeguarding Team
- Housekeeping Team
- Maintenance Team

Primary Objectives

- Maintain and improve the quality of care and support for children and young people
- To place the experiences of children and young people in residence at the heart of everyday practice
- To ensure that what matters most to children and young people in residence is embedded in everyday practice
- Maintain the safety and wellbeing of pupils, staff and authorised visitors during evening activities
- Ensure all rooms, facilities and equipment used in the evening are prepared, monitored and left in a safe and appropriate condition.
- Support evening activities, learning routines and residential provision so that they run smoothly and effectively.
- Identify, record and report safeguarding, health and safety, welfare and maintenance concerns promptly and accurately.
- Represent the school positively through professional, helpful and reliable service at all times.



Key Responsibilities

1. Pupil Welfare, Care and Support

- Promote the health, care and welfare of each child and/or young person in line with their individual needs.
- Provide personal, intimate and medical/health care support as required, in accordance with agreed care plans, risk assessments and school procedures.
- Administer medication where trained, authorised and required, following medication policies and record-keeping requirements.
- Support pupils on a one-to-one basis where appropriate, responding to changing needs with sensitivity and consistency.
- Build positive relationships with pupils, promoting emotional security, self-esteem and a positive sense of identity.
- Encourage independence, resilience and independent living skills appropriate to each pupil's age, stage and individual plan.
- Facilitate the voice of the child by listening attentively, recognising concerns and helping pupils to express their views, wishes and needs.
- Promote healthy living habits through daily routines, positive modelling and practical encouragement.

2. Supervision, Activities and Learning Support

- Supervise and lead activities, both on and off site, ensuring they are safe, purposeful and appropriately organised.
- Support the smooth running of evening-based routines, residential activities, meetings and other school or house-based provision.
- Assist pupils with homework and structured study time where required.
- Promote reading for pleasure and confidence in communication, including supporting the use of British Sign Language and English where relevant.
- Work collaboratively with other members of the team to ensure consistent approaches to behaviour, welfare and engagement.
- Support pupils' participation in planned activities that develop confidence, social interaction and personal responsibility.

3. Safeguarding, Security, Safety and Compliance

- Follow safeguarding policy, processes and protocols at all times to ensure all children and young people are safe and well. Reporting all concerns immediately.
- Practice professional curiosity in challenging a pupil's safety and welfare, using open conversations with DSL's to raise concern, practice vigilance and remember the child's voice.
- Support the secure operation of the residence and/or school building during evening hours.
- Assist with locking and unlocking procedures, alarm systems, access control and security checks as required.



- Carry out routine site checks to help ensure rooms, facilities and equipment are safe, ready for use and left in an appropriate condition.
- Comply with school health and safety, fire safety, emergency and evacuation procedures.
- Identify, report and escalate hazards, incidents, accidents, maintenance issues and safeguarding concerns promptly and accurately.
- Maintain confidentiality and professional boundaries in all aspects of the role.

4. Practical, Domestic and Food Hygiene Duties

- Set up rooms and spaces for evening activities, meetings, events etc
- Assist with practical tasks to maintain a clean, orderly and well-managed environment.
- Support the preparation, handling and service of food where required, working within food hygiene standards and relevant training.
- Contribute to the upkeep of shared spaces, ensuring standards of presentation, safety and usability are maintained.
- Attend end of shift handover meetings and liaise closely with school and Post 16 each morning to ensure continuity of support for pupils and colleagues.

5. Communication, Handover and Professional Practice

- Liaise with school staff to ensure the safe and accurate handover of relevant information regarding pupils, welfare needs, incidents and follow-up actions.
- Work in partnership with the Head of House, Residence Lead and other staff to support consistent care and operational practice.
- Attend training, team meetings and briefing sessions as required to maintain competence, awareness and continual development and reflection of practice
- Keep appropriate and accurate records, logs and reports in line with school systems and confidentiality requirements.
- Provide a courteous, professional and approachable frontline service to pupils, staff, visitors, contractors and other users of the school site.
- Support the school's ethos and values through positive, reliable and respectful day-to-day conduct.
- Liaise with parents/carers and other professionals (where appropriate)

6. Other Aspects of the Role

- Care staff must value British Sign Language and English (written and spoken) equally, be committed to good working by Deaf/hearing teams and understand the importance of effective communication within the staff team
- Care staff must be prepared to keep up with policy and practice, and best practice for working in the children's workforce
- Care staff must be able to build positive relationships with children, young people, staff and parents. They must be able to work calmly and positively under pressure for the benefit of the household and behave in a professional manner at all times



Experience	Essential	Desirable
Working with young people in a professional care setting	✓	
Working with young people who display challenging behaviours	✓	
Experience of Deaf people and/or the deaf community	✓	
Understanding and implementation of care plans	✓	
Working in accordance with care standards	✓	
Experience of the Care Standards Inspection Regime		✓

Knowledge	Essential	Desirable
Deaf Awareness	✓	
Food Hygiene		✓
Awareness of First Aid		✓
Knowledge of a range of strategies to effect behaviour changes in children and young people	✓	
Knowledge and experience of following safeguarding processes and procedures in line with Keeping Children Safe in Education	✓	
Equality and Diversity	✓	

Skills	Essential	Desirable
Demonstrates putting policy into practice	✓	
Good computer skills		
To facilitate communication between Deaf and hearing people	✓	
Accurate record keeping	✓	
Good teamwork skills	✓	
Excellent time management	✓	
Reasonable standard of BSL		✓
Ability to maintain self-motivation	✓	

Qualities	Essential	Desirable
Ability to work with flexibility	✓	
Ability to prioritise workload	✓	
Maintain and promote confidentiality	✓	
Good sense of humour	✓	
Empathetic	✓	
Able to work under pressure	✓	
Appropriate assertiveness and ability to negotiate with young people	✓	
Reliable	✓	



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Qualifications	Essential	Desirable
Level 3 in Residential Childcare (or willing to start working towards as soon as possible)	✓	
GCSE English and Maths Grade 4 (C) or above*		✓
Level 3 BSL or willing to work towards as soon as possible upon appointment	✓	
Level 2 Food Hygiene		✓
PROACT-SCIPr-UK®		✓
Fire Safety		✓
First Aid Certificate		✓

All applicants must have the physical and mental capacity to provide continuity of care at a high standard taking into account the school's obligations under the Equality Act 2010.