

Job Description

Our vision: To support our local communities by excelling in everything we do together.

Job Title:	Senior Paediatric Practitioner LD & ASC team
Band:	Band 6
Network:	Community Wellbeing Network
Base:	North Barn, Pathfinders Drive (to work in the Lancaster & Morecambe)
AfC Ref:	
Hours of work:	37.5 Hours per week

Our Values

The values represent what we as an organisation, and the individuals who make up that organisation, are about.

It is our aim that everything we do fits in with, and reinforces, these values:

- *We are always learning*
- *We are respectful*
- *We are kind*
- *We are a team*

Reporting Arrangements:

Reports to: Children's Clinical Lead, & to the Operational Lead for North Lancs

Responsible for: Paediatric Complex needs Practitioner/s

Job Summary

The post holder will work as part of a multi-disciplinary team, and provide a senior clinical function in meeting the psychological, emotional and behavioural needs of children and young people with a learning disability. The post holder will also take a senior role in undertaking assessments for the school aged Autism Spectrum Disorder Pathway for Lancaster and Morecambe. They will be responsible for their caseload and supervise that of other practitioners within the service. The Service provides a variety of client based assessments and interventions, training and education, strategic, group and community level work.

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The post is based within Lancashire and in the main, duties will be carried out within the Lancaster and Morecambe team.

Key Relationships

- Service Users i.e. Children, young people and their families / carers
- CAMHS
- Child Health (Paediatric therapies, Specialist Health Visitors, Paediatricians)
- Educational Services
- Children's Integrated Services including Social Care
- Voluntary Sector
- Adult Learning Disability Service

Key Responsibilities

Communication and Relationship Skills

1. Use an empowering, sensitive and person centred approach to individuals with learning disability/complex needs.
2. Utilise good communication skills, this includes overcoming barriers to communication.
3. Promote effective and confidential communication between all involved in a clients' case
4. Utilise approved approaches for Conflict Resolution and respond appropriately to de-escalate physical and verbal aggression.
5. Ensure that complete, accurate and contemporaneous records are maintained in accordance with professional and local guidance.
6. Manage students and other members of the Team allocated to them providing timely supervision and appraisal.
7. Manage staff to ensure the delivery of a high quality service, including appraisal and supervision.
8. Participate in recruitment and selection of staff.
9. To ensure that all staff supervised by the post holder attends appropriate mandatory training and to maintain records accordingly.
10. For the post holder to attend appropriate mandatory training and to maintain records accordingly.

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11. Receive supervision in order to facilitate reflection upon both clinical and caseload practice therefore promoting best practice.
12. Actively promote awareness of health related needs to facilitate health enhancing activities and influence policies that effect the health of the identified population.
13. Build effective relationships with other agencies and disciplines and work in partnership to promote health and wellbeing of individuals, families and communities.

Analytical and Judgement Skills

1. Undertake appropriate assessments in order to inform interventions to meet the health related needs and risk reduction / management of the individual, their 'family' and the environment.
2. To lead on in-depth, holistic assessments and the development of clear and comprehensive formulations for example, through observations and/or data recording.

Planning and Organisational Skills

1. Work with a defined caseload, and will plan, organise and where appropriate supervise other members of the team to ensure delivery of a high quality service, meeting the complex and diverse needs of the identified population.
2. To work within a range of community settings including clients' homes, schools, health centres.
3. Discharge their responsibilities in accordance with the Trust Lone Worker Policy.

Physical Skills

1. Have IT skills (or be willing to undertake IT training), and have adequate numeracy and literacy skills to perform the tasks linked to their post.

Patient and Client Care

1. Manage a defined caseload, and will plan, organise and where appropriate supervise other members of the team to ensure delivery of a high quality nursing service, meeting the complex and diverse needs of the identified population.
2. In the context of the above activity, will lead work with individuals or groups.

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3. Adopt a person and 'family' centred public health approach that will seek to reduce risk and enhance health through delivery of needs led, high quality evidence based care.
4. Select, adapt, facilitate and delegate appropriate assessments in order to inform interventions to meet the health related needs and risk reduction/management of the individual, their 'family' and the environment.
5. Facilitate and delegate appropriate assessments in order to inform assessment of Autism Spectrum Disorder and post diagnostic interventions to meet the needs of the individual, their 'family' and the environment.
6. Analyse the functions of challenging behaviours in complex situations within the individuals varying environments, in order to make recommendations where appropriate to inform future interventions.
7. Co-ordinate on-going monitoring and evaluation of the intervention and feedback to inform and adapt the formulation
8. Communicate the assessment/formulation to families / carers and other professionals involved with the child or young person with the aim of developing a shared understanding of difficulties and joint approaches to achieving identified aims and objectives.
9. Identify the need for and facilitate referrals relevant to meeting the needs of the individual.
10. Undertake acting-up duties as required.
11. Receive, screen and triage referrals and enquiries, gathering appropriate assessment information to determine the persons level of learning disability, eligibility to receive learning disability service support and identify the specific area of need.
12. Employ a flexible and creative use of verbal and non-verbal communication approaches in order to communicate complex information relating to diagnosis, gaining consent, assessment and treatment. These communication skills will predominantly be used with individuals who have varying degrees of learning disability / complex needs and associated conditions; such as, communication difficulties, sensory impairment, challenging behaviour and emotional and psychological problems.
13. Work in partnership with other health care providers, statutory, voluntary organisations and family/carers, to provide a specialist learning disability / complex needs advisory service that promotes good health and wellbeing and prevents ill health of individuals, families and communities.
14. To act as a champion for individuals who have a learning disability/complex needs.
15. Utilise approved moving and handling procedures as appropriate to the client needs in line with Lancashire and South Cumbria NHS Foundation Trust policy.
16. To work within a range of community settings including clients' homes, schools, health centres.
17. Work in partnership with parents, families and communities in meeting locally identified public health needs.

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Responsibility for Policy and Service Development

1. Actively promote awareness of health related needs to facilitate health enhancing activities and influence policies that effect the health of the identified population.
2. Build effective relationships with other agencies and disciplines and work in partnership to promote health and wellbeing of individuals, families and communities.
3. To implement and evaluate changes in policy, practice and service delivery to improve care.
4. Deliver an evidence-based, needs led service, encouraging and supporting the principles of clinical governance.
5. Adhere to legal and ethical frameworks for individuals who have disabilities, this may include Vulnerable Adult, Child Protection and the Mental Health Act.
6. Work to their relevant professional Code of Conduct.
7. Take accountability for decisions they make within the scope of their practice focused on the context of their role.
8. To implement and evaluate changes in policy, practice and service delivery to improve care.
9. To participate in the future planning and evaluation of services.
10. Actively work towards the attainment of national and local health targets set by LSCFT
11. Ensure the safety of trust property and resources, to prevent damage or loss.
12. Advise the Line Manager of any service deficiencies in the workplace which may adversely affect care or service provision.

Research and Development

1. Support research and clinical audit as appropriate, in line with Lancashire and South Cumbria NHS Foundation Trust research governance framework.
2. Contribute to the development of measurable outcomes for clinical interventions and to contribute to Essence of Care/ Clinical benchmarking within the (skill mix) team.
3. Ensure that practice is evidence based by initiating literature searches and critical appraisal as appropriate.
4. Work in collaboration with the Line manager / clinical lead to facilitate changes in the Learning Disability/Complex Needs Service in line with best practice.
5. Provide statistical information and operational feedback as required to contribute to the provision of data for the service's outcome measures.

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Resource Management

1. Ensure the safety of trust property and resources, to prevent damage or loss.
2. Advise the Line Manager of any service deficiencies in the workplace which may adversely affect care or service provision.

Education and Training

1. Attend and contribute to relevant forums and conferences both within and outside the LSCFT to improve service delivery at a local and national level, including leading specific continuing development projects of the team and service.
2. Facilitate an active learning environment for all staff and students, incorporating preceptorship, mentorship and induction programmes.
3. Develop and deliver training and education to other professionals, pre/post registration students and inter-agency personnel.
4. Identify personal professional training needs and participate in Trust and multi-agency training as required.

The range of duties and responsibilities outlined above are indicative only and are intended to give a broad flavour of the range and type of duties that will be allocated. They are subject to modification in the light of changing service demands and the development requirements of the postholder.

Special Conditions:

As a member of staff you have:

- Legal duties and responsibilities under Health & Safety legislation, plus a general duty to work safely and not to put others at risk i.e. colleagues, service users, visitors, as a result of any activity or omission at work.
- A duty to report any practice that you consider compromises standards of risk and health & safety. The Whistle-blowing Policy gives effect to the Public Interest Disclosure Act under which an individual who raises such concerns for unfair treatment is protected.

All Lancashire & South Cumbria NHS Foundation Trust staff employed within all Environments that have contact with service users, their families or systems to support them have a responsibility to safeguard and promote the welfare of children, adults and vulnerable families.



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As a member of staff you must:

- All Lancashire & South Cumbria NHS Foundation Trust staff employed within Clinical Environments have contact with children, vulnerable adults, service users and their families must familiarise themselves and be aware of their responsibilities and adhere to Local Safeguarding Children's Board, Local Safeguarding Adult Board and LSCFT Procedures for Safeguarding and Protecting Children.
- The Trust places great emphasis on the need for the strictest confidentiality in respect of personal data - both that of service users and staff. All information about people will be treated in the strictest confidence at all times. Breaches of confidentiality will be investigated and may lead to Disciplinary action being taken.
- The Trust view its responsibility under the Data Protection Act and the Caldicott Principles as central to all activities that are carried out in its name. Staff are therefore expected to acquaint themselves with the principles of Information Governance, and to complete the mandated training modules that have been agreed."

Promoting Equality and Reducing Inequalities

- To understand and uphold organisational policies and principles on the everyday promotion of equality, diversity and inclusion.
- To create an inclusive working environment which values a variety of ideas, experiences and practice, where differences are respected and celebrated for the benefit of ourselves, the Trust and the communities we serve.

Behaviour

The post holder is expected to ensure their behaviours are consistent with our values at all times, we expect you to:

Support the aims and vision of the Trust

- Act with honesty and integrity at all times
- Be a positive ambassador for the Trust
- Demonstrate high standards of personal conduct
- Value and respect colleagues, other members of staff and patients
- Work with others to develop and improve our services
- Uphold the Trust's commitment to equality and diversity
- Take personal responsibility for their words, deed and actions

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and the quality of the service they deliver

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Person Specification

Our vision: high quality care, in the right place, at the right time, every time.

Description	Essential	Desirable	Assessment
Education/ Qualifications	<p>First Level Nursing or equivalent professional qualification</p> <p>Previous experience as registered nurse or equivalent</p>	<p>Part 5 or 14 of NMC register</p> <p>Preparation of Mentor training/NST 307 / ENB 998</p> <p>Relevant post registration Qualification</p>	App/interview
Knowledge	<p>A means of mobility around the district</p> <p>Ability to support people who have a learning disability/complex needs on an individual and group basis</p> <p>Knowledge of Autism Spectrum Disorder and how to undertake assessment and support children and young people with ASD</p> <p>Knowledge of relevant contemporary health policy</p> <p>IT competence</p> <p>Demonstrates reflective practice.</p> <p>Demonstrates continuing professional development</p>	<p>Presentation Skills</p> <p>Knowledge and skills in the assessment / management of risk.</p>	App/interview
Experience	<p>Experience of working in community setting</p> <p>Experience of working with children and young people who have learning disabilities</p>	Working with individuals who challenge.	App/interview

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	and/or autism		
Skills and Abilities	<p>Communication – Non verbal, verbal and written</p> <p>Multi agency Team working</p> <p>Enthusiasm and motivation</p> <p>Ability to handle difficult situations</p> <p>Organisational skills – ability to manage own time and workload</p> <p>Non-judgemental attitude</p> <p>Willing to have DBS enhanced check</p>		App/interview
Work Related Circumstances	Flexibility - ability to work unsocial hours as dictated by the case load.		App/interview

EFFORT FACTORS

PHYSICAL EFFORT What physical effort is required for the job?	How often?	For how long?	What weight is involved?	Any mechanical aids?
At times there will be requirement to carry IT equipment, i.e.laptop, projector and resources to deliver groups	Occasionally	To and from car and venue		

Is the job holders expected to sit / stand in a restricted position?	How often?	For how long?	What activity is involved?
No			

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MENTAL EFFORT Are there any duties requiring particular concentration? – Please detail.	How often?	For how long?
Writing clinical notes, letters, reports	Daily	2-3 hours
Are there any duties of an unpredictable nature? – Please detail.	How often?	For how long?
No		

EMOTIONAL EFFORT Does the job involve dealing with any distressing or emotional circumstances? – Please detail.	Direct / Indirect exposure	How often?
Cases involved in safeguarding children processes. Can be the professional that is required to raise a safeguarding concern. Supporting service users and families who are in distress. Supporting children and young people who present with challenging behaviours Supporting service users who display self-harm and self-injurious behaviour	Both direct and indirect	Variable

WORKING CONDITIONS Does the job involve exposure to unpleasant working conditions? – Please detail.	How often?
No	

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