

Job Description and Person Specification

Safe Spaces Team Leader

POST:	Safe Spaces Team Leader
LOCATION:	ShIPLEY
GRADE / SALARY:	D2 £25,500 FTE per annum
HOURS:	30 hours per week (3pm – 9pm Mon – Fri) Potential Job share
ACCOUNTABLE TO:	Service Lead Safe Spaces

Purpose of the Job:

You will lead a team of Crisis Support Workers to ensure the effective running of the Safe Spaces children and young people's service. Safe Spaces is a non-clinical, supportive environment designed to help people in crisis stay safe, work through and understand their feelings, and then help them to access the support they need going forward. You will also deliver one-to-one crisis support to young people face to face or over the telephone.

Main Duties:

- Provide day to day supervision and support of Crisis Support Workers to ensure the effective running of the service.
- Lead shifts, including organising rotas/covering absences, lead team meetings and handovers and taking responsibility for health & safety.
- Manage any issues on shift, such as safeguarding and serious incidents, escalating as necessary and following all required procedures.
- Support the Service Lead in a range of duties including the management of safeguarding concerns, interviewing, reporting, client feedback procedures and auditing records.
- Deliver one to one support sessions to young people in mental health crisis a recovery-focused and person-centred way, which builds confidence and helps people to move forward.
- Ensure that client notes and information are recorded in an accurate and timely manner and kept updated.
- Manage referrals and book appointments.
- Make onward referrals and signpost where necessary.
- Offer outreach sessions within the community, such as at care homes, community centres, schools and in client homes.
- Assist in risk assessments with multi-disciplinary staff, highlighting any changes in clients' presentation relevant to their safety plan and feedback accordingly.
- Liaise with professionals and organisations across the district including referrers and partners.

Values and Behaviours:

- Create and maintain a culture of respect always challenging and rooting out discrimination and stigma.
- Demonstrate a consistent belief in people and tenacity in supporting people to improve their future.

- Be passionate about our work and inspire others to feel the same.
- Be committed to doing things well and always look for opportunities for improvement.
- Model excellent partnership and team working.

PERSON SPECIFICATION

Listed below are the knowledge, experience skills and values you'll need to do this job, we will assess these through your application or through tests or interviews after shortlisting.

Knowledge	Method
Qualifications to GCSE Grade 4 or above, or significant equivalent experience	Application
Awareness or knowledge and/or lived experience of the challenges facing people who have difficulties relating to their mental health.	Application Assessment
An understanding of different approaches to respond to crisis and mental health distress	
Knowledge of the potential role of peer support in mental health services	Assessment
Understanding of risk management and safeguarding	Application Assessment
Experience	
Experience of supporting people in a mental health setting	Application Assessment
Experience of working with vulnerable people with multiple risk factors	Application Assessment
Experience in managing challenging situations	Application Assessment
Experience of working in a peer support role or of mentoring others	Application Assessment
Experience of using IT systems to record client notes	Application
Skills	
Non-judgmental and supportive interpersonal skills	Assessment
Ability to gather relevant information to support and assess risks	Assessment
Competent in Word, Excel, Outlook	Application Assessment
Values	
A firm belief that all people matter and deserve respect	Assessment
An evidenced belief that everyone can change	Assessment
A track record of delivering on your commitments	Assessment
A personal commitment to equality, diversity, and inclusion	Assessment