



**Role Profile**

**Learning and Change Facilitator**

**Changing Futures**

**Second Step**  
9 Brunswick Square  
Bristol BS2 8PE

February 2024

## 1.0 JOB DESCRIPTION

The job description does not describe a comprehensive list of duties, rather a broader range of accountabilities and performance indicators. The role profile is subject to review and change.

## 1.1 JOB PURPOSE

To support the delivery of Bristol's Changing Futures (CF) system change activity, and drive learning and change across all aspects of Bristol's CF Programme. To support a range of system change projects and pilots, and embed the My Team Around Me approach in other agencies across Bristol.

Working as part of the CF Programme Team, to develop relationships and work in collaboration with CF delivery partners, people with lived experience and wider stakeholders, to contribute to achievement of the CF Programme vision, aims and outcomes.

## 1.2 JOB CONTEXT

Second Step is the lead agency, in a partnership of organisations, chosen by Bristol City Council, to deliver the DLUHC Changing Futures programme in Bristol to support people experiencing multiple disadvantage, including discrimination, homelessness, domestic abuse, mental health issues, drug and alcohol issues, and contact with the criminal justice system.

The programme's aims are:

- To improve the way that local systems and services work for people experiencing multiple disadvantage and who are traditionally not well served by services
- To use the learning from this to influence future government programmes and policy

The focus of the programme is to drive lasting cultural and system change.

Co-production with people with lived experience of multiple disadvantage, partnership working, and embedding trauma-informed approached and equality, diversity and inclusion are central throughout the programme.

Changing Futures already employs a part-time learning and change facilitator, this is an additional role to help us increase capacity and drive the embedding of our learning across Bristol at a crucial time for the programme.

### About Second Step

Second Step is a leading mental health charity that has been putting mental health first for people in Bristol and the South West for over 30 years. Second Step believes that with the right support, everyone can take control of their life and make their future their own.

Second Step's mission is to promote mental health and wellbeing by supporting people and communities to build brighter futures. Working hand-in-hand with the NHS and local authorities, it offers practical help and emotional support tailored to each individual and their recovery.

The people who use Second Step's services are at the heart of our organisation, and our involvement groups help inform and improve the services we deliver.

### 1.3 **ORGANISATION**

**Immediate Supervisor:** Senior Strategy Manager

**Colleagues/Peers:** Learning and Change Facilitator, My Team Around Me Concept Lead, My Team Around Me Delivery Manager, Senior Project Support Officers, Data and Evaluation Officer, IF Manager, Senior Service Coordinator, MTAM stewards in partner agencies

**Direct Reports:** None

### 1.4 **JOB ACCOUNTABILITIES**

- Support the delivery of CF system change activity, to build system leadership and system change skills, capacity and agency, a culture of strong teamwork, learning and reflection across the CF programme office and partnership.
- Support delivery of Bristol's CF Learning Collective, as the central engine to drive change, through a programme of learning. Collate learning from the programme and affiliated partners and disseminate and embed said learning.
- Contribute to learning activities including facilitating learning sets, reflective sessions, delivering group and one to one coaching for CF staff, people with lived experience, and partner agencies.
- Map, record and thematise system blocks and enablers from the My Team Around Me pilot and associated projects, so that these inform programme learning and drive change.
- Contribute to the creation of system change tools and products, support their dissemination and embedding. This will involve distilling complex and abstract information into easy to digest content and delivering training.
- Undertake project work and pilots and contribute to their evaluation.
- Build collaborative relationships with our Lived Experience consultants and Data and Evaluation Officer to share learning and drive outcomes.
- Actively promote trauma-informed approaches and equality, diversity and inclusion, so that this is embedded in the programme of system change activity and learning.

- Assist in identifying learning from case studies, local and national CF evaluations, other research, evaluations and good practice, to inform Bristol's system change activity.
- Contribute to opportunities for influencing change at local and national levels.
- Work in collaboration with support agencies MEAM and Revolving Doors.
- Report against project and programme milestones, deliverables, KPIs, outcomes through Second Step and CF governance.
- Abide by Second Step's operational policies, including the safeguarding policy and procedures.
- Undertake any tasks requested by the Line Manager, 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.

## 1.2 PERFORMANCE MEASURES AND CRITICAL SUCCESS FACTORS

- Delivery of a central Learning Collective through a programme of activity, system change tools, dissemination and embedding across partnership
- Mapping and thematising of system change blocks and enablers, recording and reporting of learning
- Delivery of good quality coaching, training and learning sets which increase system change skills, behaviours, capacity and agency across the partnership
- People with lived experience have a strong voice and contribution as equal partners within the programme
- Demonstrable action to promote Equality, Diversity and Inclusion and trauma-informed approaches
- Management and development of relationships with CF partners and wider stakeholders
- Delivery of projects (timeliness, quality)
- Contribution to the effectiveness of the overall CF team

## 2.0 PEOPLE PROFILE

### 2.1 PERSON SPECIFICATION

	Essential	Desirable
Skills	<ul style="list-style-type: none"> <li>▪ Ability to motivate and inspire individuals and teams to be visionary, bold and creative</li> <li>▪ Ability to communicate, influence and network with colleagues at all levels and external agencies</li> <li>▪ Coaching, facilitation, and training skills</li> <li>▪ Ability to reflect on own learning, and encourage learning in others</li> <li>▪ A completer-finisher</li> <li>▪ Fully competent in all Microsoft applications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training and teaching experience or qualification</li> <li>▪ Train the Trainer qualification</li> <li>▪ Experience of Reflective Practice facilitation</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>▪ A proven knowledge and understanding of at least one of the following sectors: homelessness, domestic abuse, substance misuse, criminal justice system, mental health</li> <li>▪ A proven knowledge of how to work effectively with complexity</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>▪ Proven experience of leading and delivering short term pilots or projects within set timescales.</li> <li>▪ Creation of training materials, tools, products to support learning</li> <li>▪ Proven ability to contribute to cultural and/or system change in an organisation or multi-agency setting</li> <li>▪ Proven experience of involving clients of services in the development of services or new models</li> <li>▪ Proven experience of promoting equality, diversity and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of multiple disadvantage as a service user or carer</li> </ul>
Values	<ul style="list-style-type: none"> <li>▪ Commitment to equality and diversity issues at work</li> <li>▪ Understanding of trauma and how it impacts every aspect of one's life</li> <li>▪ Commitment to developing and applying system behaviours</li> <li>▪ Ability and motivation to work with a Recovery focused approach and a strengths-based approach.</li> </ul>	
▪ Other		▪

## 2.2 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>	<p>Plans own work and meets agreed goals within the time available</p> <p>Can problem solve alone but knows when to involve others. Able to use more than one approach when solving problems.</p> <p>Works hard and stays focussed on priorities, increases effort without guidance</p>	<p>Prioritises key tasks and manages own workload, taking into account the impact of own work priorities on those of others.</p> <p>Able to use a range of approaches to analyse and manage problems and performance issues.</p> <p>Sets appropriate targets for self and others, will “go the extra mile” to deliver work on time and within budget.</p>	<p>Adjusts own work priorities to take other’s priorities into account, and involves other people to achieve goals.</p> <p>Carries out complex analysis of problems, develops innovative approaches to problems and takes calculated risks.</p> <p>Sets appropriate long term objectives that improve the service and the performance of the organisation.</p>
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 Members of the public External agencies Funders Any other interested parties</p>	<p>Understands explicit service user needs, including cultural needs and supports service users to develop skills to meet their needs.</p> <p>Ensures that their service/team does not discriminate against people on the grounds of age, gender, race, ethnicity, faith, sexual orientation or ability.</p> <p>Works hard and invests time getting to know and developing</p>	<p>Understands explicit service user experiences and needs and identifies ways in which the service can respond effectively.</p> <p>Understands and identifies discrimination and social exclusion and acts to reduce it in service delivery.</p> <p>Develops feedback and evaluation systems that improve services.</p>	<p>Understands both explicit and implicit service user needs and identifies ways in which service/organisation can respond effectively.</p> <p>Develops strategies for involving service users in measuring the performance of services.</p> <p>Promotes awareness of the impact of stigma and discrimination and acts to</p>

	<p>good working relationships with service users and other customers.</p> <p>Knows who their key customers are and is able to change own style to suit different customer's needs.</p>	<p>Contributes to a culture which is customer focussed and where the customer comes first, including responding to both internal and external customers.</p>	<p>reduce it, both within the organisation and with external agencies.</p> <p>Identifies and nurtures customer contacts that have a positive impact on work and/or Second Step.</p>
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<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>	<p>Understands the information required by their peers and reports and is skilled and confident at communicating with, and listening to, others.</p> <p>Designs and writes well structured, clear and relevant documents, letters and reports.</p> <p>Communicates with others in a form and manner that takes into account their background, culture and level of understanding.</p>	<p>Plans and manages all communications and ensures they are clear, effective and have maximum impact.</p> <p>Is a sensitive communicator, able to diffuse difficult situations by careful handling of communications.</p> <p>Designs and creates effective presentations and reports and is skilled and confident in presenting to audiences.</p>	<p>Has highly developed presentation abilities and is effective at promoting the key messages and objectives of organisation.</p> <p>Plans communication around the needs/objectives of the audience.</p> <p>Distils key messages or key conclusions from complex situations.</p>



Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<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>	<p>Develops and maintains effective working relationships, understands and contributes to the collective responsibility for achieving results.</p> <p>Helps team decision making by their own contribution and supporting others to contribute.</p> <p>Makes a positive contribution to wider team processes such as problem solving, or implementing change.</p>	<p>Always tries to understand the needs and priorities of colleagues and reports, builds relationships based on co-operation, respect and trust.</p> <p>Facilitates in their team a culture of openness, co-operation, trust and responsibility.</p> <p>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.</p>	<p>Able to work effectively in different cultural situations and with different groups.</p> <p>Able to identify and understand 'politics' and negative behaviour in others and work through and resolve these positively and tactfully.</p> <p>Is seen as a role model for partnership and teamwork.</p> <p>Respected and trusted by everyone they work with</p>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<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, assists us to support individuals in their recovery.</p>	<p>Is aware of their own feelings and is able to manage their emotions when faced with difficult situations.</p> <p>Stays calm in a crisis and supports others to stay calm.</p> <p>Uses supervision effectively and is keen to learn, takes responsibility for their own development by actively taking part in learning opportunities.</p>	<p>Understands the nature and causes of their emotional reactions to particular situations and actively manages own emotions and reactions when necessary.</p> <p>Is sensitive to the needs of others in difficult or pressured situations.</p> <p>Actively participates in supervision, reflects on supervisor's feedback and applies this learning to future work.</p>	<p>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.</p> <p>Recognises others' anxieties and problems, and facilitates them to find ways of dealing constructively with these.</p> <p>Uses reflection on their work in supervision to maintain and improve their work.</p>

			Maintains their own personal and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Service Area Expertise</p> <p>Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.</p>	<p>Understands the specialist and/or professional requirements of the job and applies this in their day to day work.</p> <p>Has an up to date knowledge of the full requirements of the job and is willing and able to learn new skills as necessary.</p> <p>Applies Equal Opportunities principles to practice within own service/team.</p>	<p>Has a comprehensive understanding of the specialist and/or professional requirements of the job and applies this in all areas of their work.</p> <p>Acts as a reference point within own particular service/team.</p> <p>Ensures the service/team respects diversity in all aspects of service delivery.</p>	<p>Invests considerable effort in maintaining specialist and/or professional knowledge, experience and skills.</p> <p>Keep abreast of new thinking in area of expertise.</p> <p>Is recognised as the expert in own particular service /team.</p> <p>Promotes respect for diversity with internal and external customers</p>
Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
Recovery Orientated Practice.	<p>Consistently applies recovery principles and values in direct work with service users.</p> <p>Is able to use a recovery focussed approach with service users with a range of needs.</p> <p>Actively promotes recovery with colleagues and the wider organisation</p>	<p>Is able to apply recovery principles and values in all aspects of work, with groups and individuals throughout the organisation</p> <p>Integrates recovery principles and values into service development.</p>	<p>Maintains up to date comprehensive knowledge of user-led initiatives and applies this to all aspects of organisation and service development.</p>

Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Working with Change</p> <p>Relevance to Recovery: Staff and systems are flexible and respond to customer's changing needs</p>	<p>Is adaptable to new ways of working and is willing to accept new challenges.</p> <p>Contributes ideas for change and improvements in a positive and constructive way.</p> <p>Is flexible when changes are required, even at short notice.</p>	<p>Effectively implements changes in policy and procedure with guidance.</p> <p>Understands that the working environment is one of constant change and is able to explain and promote the benefits of change.</p> <p>Involves others when changes are required so they have a sense of ownership.</p>	<p>Effectively implements new strategies with guidance.</p> <p>Views change as an exciting opportunity and continually strives to identify changes that will improve services.</p> <p>Involves the whole team in any process of change so they have a sense of ownership.</p>

Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
<p>Leadership and Influencing</p>	<p>Points out the pros and cons of a particular action or proposal.</p> <p>Uses one or two well-reasoned arguments, (including using facts and figures where appropriate) to convince others of their proposal.</p> <p>Sets and communicates goals and targets to report team, regularly reviews work tasks and allocates these to team members, including agreeing individual objectives.</p>	<p>Monitors the performance and progress of the team and is aware of the impact on the wider organisation.</p> <p>Delegates work appropriately, taking account of the abilities of team members.</p> <p>Takes initiative when required.</p> <p>Maintains an overview and ensures efforts are co-ordinated and focussed on what makes a difference.</p> <p>Provides a motivational lead to team members, communicating optimism and enthusiasm for the job.</p>	<p>Understands the need to use informal persuasion and provision of information, to influence others over whom they have no authority.</p> <p>Takes the time to build critical mass or support for a position, with the end aim of getting results by working in partnership.</p> <p>Identifies and addresses performance issues and creates a supportive, positive climate.</p> <p>Is a credible leader, obtains required resources for the team and encourages team to take</p>

			<p>the maximum possible personal responsibility.</p> <p>Provides leadership by fully involving the team in setting objectives, priorities and direction.</p>
Competency	Entry Level (1)	Desired Level (2)	Exceptional Level (3)
Releasing Potential	<p>Coaches reports including giving feedback.</p> <p>Agrees and regularly reviews individual's and team's performance against objectives. Regularly gives clear, specific feedback, both positive and negative, to people they manage.</p> <p>Passes on own skills and knowledge to others.</p> <p>Supports and integrates diversity policies and procedures into management practices.</p>	<p>Creates and uses a variety of 'on the job' opportunities to keep people learning.</p> <p>Gives coaching and places emphasis on self-development, showing how this can be done.</p> <p>Deliberately lets others take the lead and the credit by stepping to one side, to grow their capability and confidence.</p> <p>Understands implications of diversity and applies this knowledge to ensuring that his/her team is committed to and involved in the effective management of diversity</p>	<p>Encourages others to take responsibility for their own development and creates a supporting environment where mistakes can be admitted and learned from.</p> <p>Gives team members responsibility and challenging work but supports them when necessary.</p> <p>Provides space for others to be creative, innovative and to take risks so that they can develop their own capabilities and approaches.</p> <p>Management of diversity is communicated effectively, sensitively and implemented effectively.</p>