



# **Role Profile**

## **Senior Housing Worker**

### **Second Step**

**September 2024**

## **1. 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 assist the Housing Team Manager in ensuring the provision of a high quality, effective and comprehensive housing and property management service to Second Step tenants. To provide housing management advice to support staff. To provide day to day leadership and supervision to more junior staff and promote effective team working and communication.

### **1.2 JOB CONTEXT**

Second Step provides good quality housing and support services to people with mental health and other related support needs.

The aim is to deliver recovery and wellbeing opportunities for people with mental health and other support needs to achieve their hopes and ambitions.

Second Step operates in B&NES, Bristol, North Somerset and South Gloucestershire.

The objective for the organisation is to ensure a robust, well-managed, creative, high profile organisation that is well resourced and values and promotes participation from service users, staff and Board members.

### **1.3 ORGANISATION**

Immediate Supervisor: Team Manager (Housing Management)

Colleagues/Peers: Senior Support Workers

Direct Reports: Housing Workers

## 1.4 JOB ACCOUNTABILITIES

- Support the Team Manager to ensure that Second Step managed properties are maintained and serviced to agreed standards in line with management agreement responsibilities, and that value for money is achieved in the procurement of these services in accordance with Second Step's policies.
- Support the Team Manager to ensure that contractors carrying out work for Second Step are of a good quality and good value for money, and that regular schedules for cleaning and maintenance are set up and adhered to (including regular inspections)
- Ensure a high standard of health and safety in the management of schemes, ensuring compliance with legislation and Second Step procedures (including risk assessments and health and safety/compliance checks).
- Provide high quality housing management advice to the organisation, support staff and tenants in line with legislation and good practice.
- Ensure good communication and liaison between the Housing Team and Support Team members, and meet regularly with relevant Team Managers and Senior Support Workers to ensure effective joint working.
- Lead on ensuring that compliance and repairs targets are met.
- Work with the Team Manager to ensure an effective response to breaches of tenancy and anti-social behaviour issues, and support with progressing notice and possession proceedings in partnership with our RSL partners and, where absolutely necessary, solicitors
- Provide leadership to Housing Workers, leading on recruitment, induction, training, support and appraisal of team members – including ensuring objectives and targets are met and addressing any underperformance.
- Communicate effectively and efficiently with team members, RSLs and other partner agencies, to ensure that a quality housing management service is provided according to the needs of tenants and Second Step.
- Promote and facilitate service user involvement within the organisation and the community in line with Second Step objectives
- Assist the Team Manager to monitor and evaluate the service, and implement changes in line with best practice, in order to maximise service performance, meeting targets and SLA's.

- Contribute to the development and implementation of policies and procedures in accordance with legislation and recognised best practice.
- Participate in on-call and provide flexible cover for other housing team colleagues as required
- Deputise for the Team Manager as required.
- Carry out role adhering to Second Steps policies, procedures and code of conduct, current legislation and with a Recovery orientated approach

## 1.5 PERFORMANCE MEASURES

- Delivery of specified project work/services to time and standard
- Ensuring that the organisation is well informed on all aspects of housing management in line with legislation and good practice.
- Service users maintain tenancies or move on positively
- Policies and procedures are followed by staff team and appropriate actions are taken to address any failings
- Contribution to the monitoring, evaluation and development of the service.
- Collaboration and contribution to the effectiveness of the team

## 2. PEOPLE PROFILE

### 2.1 PERSON SPECIFICATION

	Essential	Desirable
Skills	<ul style="list-style-type: none"> <li>▪ Numeracy and literacy to A Level/NVQ 3 or equivalent</li> <li>▪ IT skills including ability to produce various documents in Word and Excel, and use of email and internet</li> <li>▪ Effective liaison skills through experience of working in a team and with a range of housing and support providers</li> </ul>	<ul style="list-style-type: none"> <li>▪ A recognised qualification in a relevant field (for example BTEC Housing Studies or completion of Institute of Housing professional qualification)</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>▪ Proven knowledge and understanding of housing law in relation to licences and tenancies</li> <li>▪ Proven knowledge and understanding of Health and Safety issues, especially those relevant to mental health and housing</li> <li>▪ Proven knowledge and understanding of equal opportunities issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comprehensive knowledge and understanding of welfare benefits system particularly relating to single homeless people</li> <li>▪ Comprehensive knowledge and understanding of social care sector particularly relating to single homeless people</li> <li>▪ Proven knowledge and understanding of care and support needs of people with mental health needs</li> </ul>
Experience	<ul style="list-style-type: none"> <li>▪ Experience of supervising staff, students or volunteers</li> <li>▪ Two years significant experience of working in housing management</li> <li>▪ Significant experience of working with people in housing need</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proven experience of working within a housing and support agency</li> <li>▪ Proven experience of mental health issues and/or services, either as a user, carer or supporter</li> </ul>
Values	<ul style="list-style-type: none"> <li>▪ Commitment to diversity and equal opportunities at work</li> <li>▪ Ability and motivation to work with a Recovery focused approach</li> </ul>	
Other	<ul style="list-style-type: none"> <li>▪ The ability to travel to several appointments daily is essential.</li> </ul>	

## 2.2 COMPETENCIES

Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p><b>Achieving Results</b></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><b>Customer Care.</b></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</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,</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>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</p>

<p>Members of the public External agencies Funders Any other interested parties</p>	<p>gender, race, ethnicity, faith, sexual orientation or ability.</p> <p>Works hard and invests time getting to know and developing 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>Develops feedback and evaluation systems that improve services.</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>services.</p> <p>Promotes awareness of the impact of stigma and discrimination and acts to 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>
<p>Competency</p>	<p>Entry Level (2)</p>	<p>Desired Level (3)</p>	<p>Exceptional Level (4)</p>
<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>



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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>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>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</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>Actively participates in supervision, reflects on supervisor’s feedback and applies this learning to future work.</p>	<p>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> <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.</p>
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)

<p>Recovery Orientated Practice.</p>	<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>
<p>Competency</p>	<p>Entry Level (3)</p>	<p>Desired Level (4)</p>	<p>Exceptional Level (5)</p>
<p>Working with Change.</p> <p>Relevance to Recovery: Services are supportive and helpful to each individual. Staff and systems are flexible and respond to service user's changing needs.</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>	<p>Is able to implement changes in policy and procedure with guidance.</p> <p>Understands that the working environment is one of constant change.</p> <p>Involves others in change to create a sense of ownership.</p> <p>Promotes the benefits of change.</p>

Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
<p>Organisation and Sector awareness</p> <p>Relevance to Recovery: Having a good knowledge of our services and other resources to increase choice for service users.</p>	<p>Knows and understands Second Step's mission statement, vision and values and applies these to all areas of their work.</p> <p>Knows how own role and service/team fits into the overall organisation of Second Step and partners.</p> <p>Keeps up to date with changes in sector and can describe how they impact on our work.</p>	<p>Knows who the key decision makers are and what their views are on important issues.</p> <p>Networks and has contacts across Second Step and partners.</p> <p>Shows sensitivity to the strategic priorities and any resource constraints within Second Step and other agencies.</p>	<p>Competency at Level 4 maintained for at least 1 year as recorded in annual appraisal</p>
Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
<p>Policy, Procedure and Practice.</p> <p>Relevance to Recovery: Policies and procedures support individual service users in their own recovery journey and inform our best practice. Services are delivered in line with equal opportunities and do not discriminate.</p>	<p>Actively pursues improvements to procedures which produce benefits to all.</p> <p>Challenges policies and procedures which have a negative impact on service delivery</p> <p>Uses judgement to reach decisions on situations not fully covered by policies or procedures</p>	<p>Is able to draft new policies as required and incorporate organisational knowledge and best practice into these.</p> <p>Actively and accurately identifies gaps in policies and remedies these within appropriate timescale.</p> <p>Ensures any new policies and/or procedures are effectively promoted and implemented</p>	<p>Competency at Level 4 maintained for at least 1 year as recorded in annual appraisal</p>

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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. 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 the maximum possible personal responsibility.</p> <p>Provides leadership by fully involving the team in setting objectives, priorities and direction.</p>
<p>Competency</p>	<p>Entry Level (1)</p>	<p>Desired Level (2)</p>	<p>Exceptional Level (3)</p>
<p>Releasing Potential</p>	<p>Coaches reports including giving</p>	<p>Creates and uses a variety of 'on</p>	<p>Encourages others to take</p>

	<p>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>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>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>
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