

Real Opportunities Staff Roles

In order to deliver a comprehensive model of support to young people and their family/carers, a team of staff were placed in each Local Authority that adopted the Real Opportunities model, each one specialising in a different area of the 5 pathways.

The following information relates to each staff role and explains their area of responsibility.

Youth Inclusion

The role of the Youth Inclusion Worker includes:

- Use of appropriate tools to produce a 'Map' of the social/leisure activities available within the local community of the young person
- Work with the young person in a person centred way to identify activities they wish to participate in
- Support of the young person in attending a chosen activity for a negotiated period of time (according to need)
- Work towards the full inclusion of that young person at the chosen activity
- Identification of measures that will need to be taken to enable the young person to attend independently
- Assistance to the young person and their family/carers to put measures into place
- Gradual withdrawal of support so that the young person is able to attend without the support
- Work with youth/leisure service providers to raise awareness/promote the inclusion of the beneficiary group
- Work with the young person, their family/carers and others in a way that will better prepare the young person for an independent adult life

Duke of Edinburgh Award

The role of the Duke of Edinburgh Worker includes:

- Work with the young person and their family/carers to identify existing skills and abilities of the young person
- Work with the young person, their family/carers and others to raise the expectations, skills and abilities of that young person to better prepare them for adult life
- Use of a person centred approach to work with the young person to identify activities suitable for achieving sections of the Award
- Wherever possible organising for the young person to participate in the activities in their local community within integrated settings
- Ensuring that appropriate support is put into place based on individual need to promote success in achieving the Award
- Facilitating activities such as Expeditions and providing support as appropriate
- Work with other service providers to raise awareness/promote the inclusion of young people with severe and complex needs group

Transition Key Worker

The role of the Transition Key Worker includes:

- Establishing good, supportive, open relationships with young people, their families and professionals from other agencies
- Pro-active regular contact with the young person, their family, other agencies involved with the family to prepare for transition
- Work across agencies, including agencies such as housing, leisure, benefits
- Facilitating yearly transition and review meetings
- Developing person centred transition plans/updating them as necessary
- Acting as an advocate or enabling the young person, family to access advocacy support as required
- Working together with professionals from other agencies and other team members to ensure individual tailoring of services based on assessment of the needs of the young person and their family
- Providing information, guidance and sign posting to other services
- Supporting families to visit other services that they may wish to access in the future
- May also include Welfare Benefits Advice

Psychology Support

The Psychology Support Worker role includes:

- Work with individual young people and family members to address identified barriers to inclusion, such as developing and facilitating appropriate psychology based intervention strategies
- Planning and facilitation of group work sessions with groups of young people and groups of parents/carers
- Working together with professionals from other agencies and other team members to ensure that individual and group needs are best met as appropriate
- Preparation of exit strategies and making referrals to specialist agencies where necessary
- Work with other agencies to deliver training, raise awareness of issues and overcome barriers facing young people with severe and complex needs

Areas of work include:

Behaviour Management; Social Skills; Relationships; Communication Skills; Sexual Health; Keeping Safe; Addressing Specific Issues e.g.. Confidence, Anger, Bullying, Bereavement, Anxiety.

Family Liaison

The Family Liaison Worker role includes:

- Identification of and addressing barriers to the inclusion/independence of the young person
- Working closely with parents/carers and the wider family to address concerns and provide support as required
- Liaising with other agencies/professionals on behalf of the family
- Planning and delivery of parenting skills programmes to individual families and/or groups of families/carers
- Identification of existing appropriate parent/family support groups and supporting families to access them
- Setting up and facilitation of new support groups as necessary
- Providing families with information and guidance, signposting to other services
- Support with Welfare Benefits

This Worker may also be responsible for PCP and may be the hub Team Leader

Independent Living Skills

The role of the worker includes:

- Taking a person centred approach, working with the young person and their family/carers to identify existing skills and areas that need further development
- Developing strategies to address the further development of identified skills and address gaps in existing skills
- Supporting the young person in working towards achieving the identified goal(s) while working towards a gradual withdrawal of support
- Working with the young person and family/carers to address any concerns/barriers to independent living
- Facilitation of accredited courses to groups of young people
- Liaising with other agencies/professionals and other team members as appropriate in working towards the independence and inclusion of the young person

Areas of work includes:

Personal Care Such as Hygiene and Dressing; Domestic Skills Such As Housework and Cookery; Shopping and Use Of Money; Travel Training, Support To Access Driving Lessons

Peer Mentor Support

The role includes:

- Recruitment and selection of volunteer mentors
- Facilitation of accredited training to the volunteers
- Development/delivery of additional training as required
- Matching mentors to mentees
- Supervision and support of the volunteer mentors
- Development of support/networking groups
- Work with others: schools, colleges, training providers, employers, youth provision, community groups; to set up peer mentor support for individuals and to set up peer mentor support programmes in that setting
- Joint work with colleagues to provide peer mentor support for the Duke of Edinburgh Award, Youth Inclusion, Independent Living Skills, Work Preparation activities
- Work with parents/carers to develop a parent mentoring scheme

Some Hubs combine this role with that of Youth Inclusion Worker.

The Central Team Peer Mentor Development Co-ordinator supports all 9 hubs to implement peer support programmes

Person Centred Planning

- Work with the young person, family/carers, professionals involved to identify:
 - the individual's communication needs, appropriate methods/tools for communication, what they wish to convey through the chosen tools
- Development of a communication dictionary, personal portfolio, personal passport as appropriate to enable the young person to give chosen information about themselves to others
- Provision of methods/tools to promote and enable the independence and inclusion of the young person
- Facilitation of awareness raising and training to other professionals, families/carers as appropriate to develop and use identified methods/tools
- Support of the young person, and work with the family/carers and other professionals involved to prepare in planning for the transition process of the young person
- Use of a wide range of person centred planning tools to assist in the development of a transition plan
- Development of appropriate methods and resources to assist in the transition process
- Attendance at transition meetings to support the young person
- Continued involvement throughout the transition period as appropriate

Work Preparation (Elite, Mencap, Remploy/NAS)

- Work in a person centred way with the young person and their family/carers to: identify skills, aptitudes and aspirations regarding future vocational training and employment
- Work with others involved with the young person in planning for their future to ensure a 'joined up' approach: Careers Wales; Learning Coach; staff at local schools, colleges, training providers; employment agencies; employers; other members of the Transition to Employment team
- Work in a person centred way with the young person, their family/carers and others (as mentioned) to formulate a 'pathway(s)' for the transition from education to employment
- Planning and facilitation of job clubs, work preparation, work tasters
- Organising and offering support for: vocational training; multiple work experience placements; voluntary work; paid part-time employment (e.g. Saturday jobs)
- Work towards: a gradual withdrawal of job coach support; full integration into the training/workplace; natural mentor support at the training/workplace
- Work with the young person, their family/carers and others to: raise awareness, expectations; identify and overcome barriers
- Provide information on welfare benefits and/or signpost and support families to access the appropriate agencies who will provide that information