

JOB DESCRIPTION

Programme Name	Dayspring RTC
Section	Residential
Reports to	Assistant Director, Residential
Job Title	Therapeutic Care Worker (Youth Mentor)

GENERAL SUMMARY

The Therapeutic Care Worker (Youth Mentor) is responsible for providing trauma-informed care, supervision and management to female adolescents who have experienced abuse or neglect. With an aim to promote wellness and quality of life, the Therapeutic Care Worker (Youth Mentor) ensures that basic personal, physical, emotional, spiritual, mental, educational, and social needs of residents are met.

DUTIES AND RESPONSIBILITIES

Resident Care/Supervision/Management

1. Provide care and supervision according to residents' individual care plan
2. Provide health and medical assistance to residents
3. Manage residents' behaviour using the approved reward and discipline system
4. De-escalate and diffuse tension when residents dysregulate
5. Manage complaints and grievances of residents according to DRTC SOP

Shift Management

1. Execute the daily scheduled programs/events with residents
2. Maintain order, safety, and cleanliness of the care environment
3. Ensure behaviour expectations are followed by residents
4. Respond to crisis situations and any unusual or challenging events
5. Perform daily handover to staff during shift change

Coaching & Mentoring

1. Conduct social, recreational and educational activities, including running residential groups
2. Guide residents in the development of basic personal and social skills, simple academics, or work skills
3. Assist residents in resolving various issues and concerns

4. Serve as a good role model
5. Assigned as a Support Coach to a **maximum of 3 residents**

Clinical/Therapeutic Responsibilities

1. Assessment – Help in identifying residents' priority problems by completing the "Moment by Moment Assessment" when residents had an episode of dysregulation
2. Intervention – Carry out and track strategies and interventions developed by Care Team using the History & Intervention (H&I) Form for each resident
3. Emotion Regulation (ER) Development – Support the residents in improving their ability to regulate their emotions by:
 - a. Facilitating Emotion Regulation Drills
 - b. Processing issues with the residents using the Emotion Regulation Stations
 - c. Implementing residents' Emotion Regulation Safety Plan
 - d. Encouraging the residents to use Emotion Regulation Tools/Resources

Documentation

1. Chart resident's behaviour and progress using the online Residential Record
2. Complete T-BIRP entries when residents dysregulate
3. Maintain an updated record of all residential records and logbooks
4. Prepare incident reports when necessary

Meetings

1. Attend/Facilitate community meetings
2. Attend HCSA-wide meetings, DRTC Staff meetings, Mentors meeting, and other meetings as required

Others

1. Assist other DRTC departments in their job description (i.e., education, logistics, general cleaning, and maintenance, transporting, etc.) as allowed by staffing ratios
2. Participate in special projects/programmes and committees
3. Perform additional duties as required by the nature of the position or as requested by Supervisor/Head of Home

WORKING CONDITIONS

1. Work on shift rotations including some weekends and Public Holidays

QUALIFICATIONS

Pre-Requisite

- 21 years of age or older

- Able to work with children and teenager girls
- Able to work in a female working environment

Education & Experience

- Min GCE 'N' level, or equivalent qualification
- With experience in working with youth at-risk
- With basic processing and counselling skills
- With knowledge of common issues and disorders that appears in trauma and abuse

Characteristics

- Good physical and mental health
- Suitable emotional attributes and resilience
- Energetic and enthusiastic
- Positive attitude to life and work
- Nurturing yet with clear, consistent, and firm boundaries

COMPETENCIES

Technical Skills Competencies (TSC)

	TSC Title	TSC Description	TSC Proficiency Description
1	Mentoring for Youths	Provide guidance to youths to facilitate their holistic development	<Level 2> Support the implementation of appropriate mentoring approaches to help youths plan for their future
2	Youth Development	Apply the understanding of the development stages of youths in the context of youth work to develop strategies and approaches to safeguard and promote the best interests of youths	<Level 2> Apply knowledge of relevant youth development theories when working with youths
3	Care Assistance	Provide care, assistance, and training in Activities of Daily Living (ADLs)	<Level 1> Follow organisational policies, protocols and procedures to provide care and assistance in Activities of Daily Living (ADLs) <Level 2> Provide active support and assistance to clients in Activities of

			Daily Living (ADLs) according to individual care-plans
4	Client Supervision	Provide supervision and oversight of clients	<Level 2> Provide supervision and oversight of clients to ensure their safety and overall well-being
5	Conflict Management	Build consensus and utilise knowledge of conflict management techniques to diffuse tensions and achieve resolutions effectively and maintain the best interests of the organisation	<Level 2> Address questions, understand what drives the behaviours of others in a conflict situation and assess own behaviour to minimise conflict occurrences
6	Intervention Implementation	Perform the appropriate interventions based on client's needs, conditions, and care plan	<Level 1> Support execution of relevant interventions, reporting and documentation activities based on clients' care plans
7	Para-counselling	Provide para-counselling to clients within an agreed counselling framework	<Level 1> Support certified counselling professionals in their daily work by providing engagement and support
8	Support Service to Children and Youths	Provide support services to children and youths to ensure their overall well-being	<Level 1> Assist in the provision of support services
9	Caregiving	Provide quality caregiving to create a nurturing, caring and safe environment that supports children's learning and development	<Level 2> Apply appropriate caregiving approaches to children <Level 3> Adapt caregiving approaches to the specific needs of children
10	Child Functional Needs Assessment	Assess the child's functional needs for appropriate intervention	<Level 1> Collect information on the functional needs of the child
11	Health, Safety and Nutrition	Understand health, safety, nutritional and hygiene standards, and procedures, and implement the appropriate course of action to	<Level 2> Ensure a safe and healthy physical environment for children

		protect and support children	<p><Level 3></p> <p>Implement health, safety, nutritional and hygiene standards, and procedures, as well as the appropriate course of action for the protection of children</p>
12	Stakeholder Management	Plan and implement strategies to build and manage constructive and positive relationships with stakeholders	<p><Level 1></p> <p>Maintain relations with team members and/or clients</p> <p><Level 2></p> <p>Nurture positive internal and external relations with stakeholders</p>
13	Emergency Response and Crisis Management	Develop and implement emergency response and crisis management plans and policies, provide guidance on policies, plan development	<p><Level 2></p> <p>Participate and assist in execution of emergency response plans and crisis management programmes and suggest improvements to these plans</p>
14	Reflexive Practice	Conduct regular self-assessment of own competencies and interactions with others within different systems and take the necessary actions to continuously develop as a professional	<p><Level 1></p> <p>Recognise personal qualities and beliefs and their impact on professional activities, and apply self-awareness and self-assessment principles for personal and professional development</p> <p><Level 2></p> <p>Identify gaps and limitations in professional competencies and qualities, and seek advice, supervision and consultation for personal and professional development</p>
15	Resilience and Self-care	Understand the actions and activities that will enhance overall health and well-being to enable continued practice as a professional in the sector	<p><Level 1></p> <p>Respond calmly to stress and seek guidance and support from one's supervisor on dealing with stress</p> <p><Level 2></p> <p>Apply stress reduction techniques to manage one's stress</p>

Critical Core Skills (CCS)

	CCS Name	CCS Description	CCS Proficiency Description
1	Problem Solving	Generate effective and efficient solutions to solve problems and capitalise on new opportunities	<Intermediate> Determine underlying causes of problems and collaborate with other stakeholders to implement and evaluate solutions
2	Creative Thinking	Adopt diverse perspectives in combining ideas or information and making connections between different fields to create different ideas, improvements, and solutions	<Basic> Connect ideas or information to propose and test ideas, improvements and solutions which challenge current assumptions or ways of working
3	Customer Orientation	Identify the needs of customers, both internal and external, to deliver an effective customer experience	<Basic> Demonstrate an understanding of customer needs or objectives to respond in a way which delivers an effective customer experience
4	Collaboration	Manage relationships and work collaboratively and effectively with others to achieve goals	<Intermediate> Build relationships and work effectively with internal and external stakeholders to create synergies in working towards shared goals
5	Communication	Convey and exchange thoughts, ideas and information effectively through various mediums and approaches	<Intermediate> Tailor communication approaches to audience needs and determine suitable methods to convey and exchange information
6	Self-Management	Take ownership of managing one's personal effectiveness, personal brand, and holistic physical, mental, emotional, and social well-being	<Basic> Exercise self-awareness by monitoring own behaviours and ways of working in personal and professional capacities, and implement techniques for improvement