

Role Profile

St Nicholas Hospice Care is recognised as a great place to work, to learn and to grow. Where everyone matters, where everyone is encouraged, energised and enabled to play their part in delivering our vision.

Job role	Care Assistant Educator
Reports to	Head of Inpatients & Education
Location	Based at the main Hospice, Bury St Edmunds with requirements to work at other locations within the West Suffolk, and Thetford area, including community settings, and further afield if service delivery demands.
Job Purpose	<p>To support, facilitate and direct on palliative care education in a variety of care settings as required.</p> <p>To coach and support the palliative care health and social care workforce within the Hospice and community setting, inclusive of care homes, domiciliary care agencies and the volunteer / charity sector.</p> <p>To support, facilitate and direct ongoing education to the public and our patients and families, through a public health approach (using the compassionate community's model) ensuring all communities are considered.</p>

What the role involves

- To support the education team, as well as facilitate and provide direct clinical education in a variety of settings. The settings will include both inpatient and community care setting, inclusive of care homes, domiciliary care agencies and other relevant community based settings.
- Work with, the Hospice education team and autonomously when required, to gauge need, plan, write and deliver training programmes for professionals, care staff, patients and the public.
- Coach and support carers, patients' families and volunteers to develop their fundamental care skills.
- To act within the limits of your competence and authority, working within the Code of Conduct for Healthcare Assistants.
- Undertake and maintain own clinical practice, to maintain skills to ensure coaching and support skills are up to date. Ensure review of current literature to ensure practising evidence based practice.

- Support and contribute to the effectiveness of teams by participating in inter-disciplinary team working to support the wider hospice educational and promotional events.
- Work collaboratively with stakeholders and educational partners to seek the best educational outcome/s for our Hospice learners.
- Ensure accurate and thorough data collection from training evaluation and feedback to provide evidence of education based efficacy and quality outcomes. Ensure joint working with learners/employees at the Hospice to ensure accurate audit data is collated, when required.
- Alongside the Education team leads, support the wider ICS workforce strategies (clinical and non-clinical) and assist in supporting learners in practice to facilitate workforce growth, specifically linked to HCA courses, apprenticeships and learning opportunities available to them and our Hospice volunteers.

What we want from you

- Care experience within the palliative care setting is essential to this role. It would be desirable for the post holder to have had some past teaching / coaching / supporting learner experience.
- Ability to effectively communicate and report competently and clearly, both verbally, and in writing.
- Experience working as a Senior Nursing/Care assistant.
- NVQ in Care Level 2/3.
- GCSE level, or equivalent, in English & Maths
- Experience of working in a Hospice and/or community palliative care setting.
- Ability to work as part of a team, as well as independently and unsupervised.
- Ability to motivate and support others, also being able to effectively feedback to learners.
- Ability to network / communicate effectively and build effective relationships with external stakeholders and education partners.
- Valid driving licence and access to a vehicle for work purposes.
- Post holders may be required to work across all the various locations both within the hospice and the hospice catchment area, and beyond if necessary.
- IT skilled with various pieces of software such as Word, Excel, Zoom and Teams.
- Ability to be creative and engaging in a teaching environment, giving recognition to the learner and the need to adapt teaching styles to suit the learner.
- Be research and evidence based aware, and promote best practice in the clinical setting.
- Confident, friendly and approachable in character.

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