

JOB DESCRIPTION and PERSON SPECIFICATION

JOB DESCRIPTION	
Job Title:	Learning Disability Nurse Facilitator
Reports to:	Lead Learning facilitator
Role Purpose:	<p>To support the education and professional development of support teams across Achieve together, with a specific focus learning disability conditions/syndromes, epilepsy (including the administration of buccal midazolam), administration of suppositories, non-invasive ventilation, diabetes and insulin administration, health promotion/prevention/planning.</p> <p>To support in ensuring Achieve together have a highly skilled, resilient and forward-thinking workforce to deliver the best possible support to people with learning disabilities and/or autism.</p>
Scope:	<p>A key responsibility of this post is to assist in the delivery and evaluation of programmes of training to support in meeting the needs of people with learning disabilities and/or autism, and associated health and neurological conditions.</p> <p>The post holder will be expected to assist and support in the delivery and evaluation of programmes of education, training and competency assessment identified through a variety of processes to include training needs analysis, serious incident reviews and clinical audits.</p> <p>The post holder will support staff in accessing training that is in line with national and local clinical standards and guidelines.</p> <p>The post holder will support in facilitating special interest groups to support the sharing of best practice across Achieve together, ensuring a focus on consistency of approaches across the organisation and providing regular opportunities for support teams to share experiences and ideas to break down barriers to progress.</p>
Accountabilities:	<p>Deliver a variety of subject matter areas including learning disability conditions/syndromes, epilepsy (including the administration of buccal midazolam), administration of suppositories, non-invasive ventilation, diabetes and insulin administration, health promotion/prevention/planning.</p> <p>Keep up to date with best practice in clinical topics of focus, developing networks to ensure a sound awareness of current best practice and research.</p> <p>Guide and advise Managers and teams in relation to support plans and risk management plans to ensure effective support for individuals.</p>

	<p>Assist in developing systems alongside operational and clinical management to ensure theor is translated into practice within services.</p> <p>Respond to concerns raised which lead you to suspect poor or abusive practice.</p> <p>Ensure that learning and development activities are based upon current best practise advice from relevant bodies .</p> <p>Seek and act on feedback from courses and make relevant changes based on feedback, so that the courses are continually improved and developed.</p>
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PERSON SPECIFICATION	
Knowledge:	<p>Depth of knowledge required in key topics of delivery including relevant NICE Guidance, ESNA/ILAE Guidelines for training professional carers in the administration of buccal midazolam, diabetes management, pica, administration of suppositories, non-invasive ventilation, health promotion/prevention/planning.</p> <p>Detailed knowledge of the Mental Capacity Act 2005 and Deprivation of Liberty Safeguards, and how these may apply to the topics of focus in training delivery .</p> <p>Strong understanding of the health needs that impact on the general population, and needs of adults with learning disabilities and/or autism.</p> <p>Awareness of health conditions that impact on the life expectancy of people with learning disabilities, and strategies to enhance life expectancy.</p>
Skills and Experience:	<p>A minimum of 2 years post-qualification experience, including awareness of support in social care settings .</p> <p>A minimum of 2 years experience working with people with epilepsy, formulating the administration of buccal midazolam in individual care plans.</p> <p>Prior experience in teaching adults, preferably with an existing relevant adult learning qualification .</p> <p>Ability to use learning techniques designed to inspire and positively influence support teams to successfully translate theory into practice in a sustained manner.</p>

	<p>Prior experience of competency assessing learners to evidence that learning has taken place, and learners are competent and confident to practice key clinical skills .</p> <p>Can provide evidence of Continuous Practice Development, that knowledge and experience of the key topics to be delivered are kept up to date .</p>
Competencies:	<p>Maintain professional development and awareness of current evidence/research based and national best practice in key learning areas.</p> <p>Ensure professional practice conforms at all times to the NMC Code of Practice .</p> <p>Maintain NMC Registration/Revalidation at all times .</p> <p>The ability to act as a positive role model for support teams, to advocate for respectful support at all times in keeping with Achieve together's core values and vision .</p> <p>Effective time management and prioritization of workload .</p> <p>Able to confidently and professionally challenge and report poor or abusive practice, in line with the organisations values .</p>