

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
S320	Head of Care – Level 4	Grade 10	353 Hay	April 2008

Statement of Purpose

To co-ordinate a service that safeguards and promotes children's well-being and developmental potential. You will demonstrate a leadership style that develops a culture of open and participatory management and practice, ensuring that staff are supported to deliver a quality service to enhance the child's ability to achieve in school.

Support Strategic Management

- Be a contributory member of the Senior Management Team.
- Demonstrate a style of leadership that provides an organisational culture and practice which develops staff expertise.
- Be mindful of relevant ongoing legislation, implementing this to ensure the very best of outcomes for children and the school.
- Contribute to the development of services, policies and practice which optimise life chances for all children within the framework of key initiatives within the school.
- Manage the development and direction of provision as agreed by the SMT and Governors.
- Ensure residential provision meets all requirements of Ofsted.
- Promote and manage a quality provision.
- Produce a residential action plan as part of the School Improvement Plan.
- Manage appropriate budget as agreed and allocated by the Head and Governors.
- Determine the effective use of resources.
- Attend Children's Services Forums/Meetings/Working Groups as directed by the Headteacher.
- To support the inspection of residential schools in Staffordshire.
- Report to Governors termly.

Support to Pupils

- Be a Child Protection Co-ordinator.
- Liaise closely with other school staff to maximise generic and agreed outcomes (for pupils and families) via Care Plans.
- Develop teams and individuals to enhance pupil outcomes re academic and emotional development.
- Manage the Professional Development programmes for all residential staff.
- Manage a provision which actively promotes children's life chances.
- Take the lead role in child care practice for children living within a residential educational establishment.
- Maintain an environment which safeguards and protects children.
- Ensure all documentation – statutory and other - relating to residential provision is in place.

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- Work closely with the Family Links Co-ordinator and Transition Co-ordinator to ensure a cohesive approach to meeting pupils' needs.
- Liaise with parents, families, carers and significant others to achieve desired outcomes.
- To contribute appropriately to the residential partnership within Staffordshire encompassing council, independent and voluntary sectors.
- To 'sleep in' as required.
- Be a role model to pupils and staff.

Line Management

- May involve line management of RCSW's.
- Contribute to the selection, recruitment and retention of staff.
- Take responsibility for the continuing professional development of RSCW staff.
- Provide regular supervision for the above.
- Produce rotas for staff which best impact on children's care and development.
- Develop and maintain healthy and safe working practices and environment.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the working hours.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

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**Person Specification
Head of Care – Level 4**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working with children with specific needs. • Supervisory experience. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Satisfy the minimum qualification as requested by Ofsted (DipSW or equivalent NVQ level 4 qualification). 	I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Ability to organise, lead and motivate other staff. • Ability to plan and develop systems. • Full working knowledge of relevant policies/codes of practice/legislation. • Ability to relate well to children and to adults. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. • Good communication skills. • Ability to work constructively as part of a team and on own initiative. • Ability to relate well to children and to adults. • Have flexible approach to work. • Willingness to work evenings and early mornings on a shift basis. 	AF/I
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Identifies the service needs of the pupils, parents, the community and other stakeholders by proactively gathering feedback to ensure own service delivers the diverse needs of its customers and encourage social inclusion. • Ensures main strategic priorities are translated into clear objectives and practical actions, ensuring resources and activities of teams are aligned for day to day strategic priorities. • Helps others to find value for money ways to continuously improve the service. • Anticipates the need for change and proactively introduces systems to ease and support transition. • Maintains a clear sense of purpose and direction during periods of change by proactively consulting when planning change and supporting others through the change process. • Creates a sense of self belief, energy and pride in others about what the school is setting out to achieve. 	AF/I

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	<ul style="list-style-type: none"> • Plans communication effectively and acts as a role model in providing open, honest communication. • Ensures team is focused on the contribution they must make. • Handles sensitive issues constructively to resolve conflict. • Manages demanding workloads and meet commitments • Ensures the team receives sufficient resources and backing .to deliver against objectives. • Manages performance robustly within an inclusive working environment that values everyone’s contribution, coaches others in developing and maintaining effective relationships and team working. • Overcomes obstacles to achieve team’s objectives. • Takes considered risks using initiative and flexibility to deliver. • Creates opportunities for self and others to acquire and apply new skills by involving individuals in setting appropriate personal development objectives and providing agreed development opportunities, supports others by coaching and mentoring. • Promotes a culture of trust, where honest and constructive feedback is sought. • Ensures people grow and develop by allowing teams and individuals to be creative in how they work, highlighting, celebrating and rewarding success. • Develops and nurtures networks within and outside the organisation.
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AF - Application form | - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***