# WALWORTH SCHOOL

Job Description

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| **NAME:** |  |
| **POST TITLE:** | Head of Care |
| **SCALE:** | Grade 12 Pt33-Pt37 |
| **RESPONSIBLE TO:** | Headteacher |
| **RESPONSIBLE FOR:** | Residential Unit Leaders, Residential Child-Care Officers(RCCOs) |
| **LIAISON WITH:** | Leadership Team**,** teachers, LSSAs, Site & Transport Manager, |

The residential department operates Monday to Friday, Term time only.

**43 hours per week, during school term times only**, (38 weeks per year plus 5 training days) worked on a shift basis with Leaders and Care Staff Team

(12pm – 9pm Monday and Wednesday)

(8am – 5pm Tuesday and Thursday)

(8am – 3pm Friday)

On call duties, on a rota basis with other senior leaders (Head Teacher and Deputy Head Teacher).

**Sleep in duties as and when required to cover for staff absences or emergencies. (Sleep in Allowance paid when covered)**

1. **LEADERSHIP, MANAGEMENT, ORGANISATION, ADMINISTRATION & STAFFING**

1.1 To play a significant role in developing a cohesive staff team consistent with the school's aims and objectives by:

* being a member of the school’s Leadership Team,
* To be the lead manager for care and residential operations within the school, ensuring that all minimum standards (as specified in ‘National Minimum Standards for Residential Special Schools’ DfE) are met, and that the quality of residential care is continually improving towards ‘outstanding’, as measured by Ofsted inspections in relation to the Social Care Common Inspection Framework for residential special schools (SCCIF).
* motivating all staff by personal influence and high standards of professional practice,
* proactively supporting and embedding the school ethos and associated policies,
* taking a lead role in facilitating the annual external inspection (Ofsted) of the residential

facility,

* taking lead responsibility for delivering aspects of school improvement initiatives with

particular regard to the residential and extended evening aspects of school provision,

* promote a culture of ownership through rigorous self-evaluation across the school so that

everyone feels accountable for their part in its success,

* leading, where appropriate, and participating in staff training.

1.2 To ensure that the school’s residential facility:

* meets the quality and standards described in the relevant National Minimum Standards;

and (SCCIF).

* has an occupancy level that demonstrates value for the resources deployed to it.

1.3 To ensure that residential staff are appropriately supported and developed by:

* chairing, setting agendas, minuting, and action planning regular meetings of the residential staff team,
* line managing, supervising and affecting yearly appraisal of the Unit Leaders and residential support staff,
* formally inducting new residential staff into school practice, and

1.4 To lead a multi-disciplinary team and manage the school's resources efficiently and according to school policy and practice during the extended and residential day as timetabled.

1.5 To closely scrutinise residential pupils’ Casework ensuring it achieves high standards of quality and currency.

1. **FINANCE**

2.1 To exercise control over budgets relating to:

* residence,
* time tabled extended day leadership and management,
  1. To ensure any valuables handed over to staff are transparently recorded and accounted for.

1. **PARENTS/CARERS**

3.1 To attend any meeting the school arranges for parental/carer consultation and liaison.

3.2 To work with parents/carers to secure partnership in the learning process.

3.3 To use the school’s mechanisms for recording conversations with parents/carers.

1. **LINKS WITH THE COMMUNITY**

4.1 To support school and student links with the community.

4.2 To respond to any adverse incidents in the community promptly and in a manner that will mitigate damage to the school’s good reputation.

1. **CHILDREN BEING HEALTHY**

5.1 To monitor pupils dining arrangements in each of the living units

5.2 To facilitate individual or small groups of resident pupils with personal, social and health related guidance when necessary.

5.3 To ensure extended day activities time during tabled extended day leadership and management promote healthy lifestyles.

1. **CHILDREN STAYING SAFE**

6.1 To safeguard and promoting the welfare of students by:

* adhering to the policies and procedures of the Governing Body in respect of all aspects of safeguarding and promoting the welfare of children and young people;

* adhering to school guidance on restrictive physical intervention, the abuse of trust, and boundaries to professional behaviour;
* having knowledge of what constitutes abuse and the signs and symptoms of abuse;
* reporting concerns about poor or unsafe practice to the school’s Child Protection and Welfare Coordinator;
* making use of all curricular and extracurricular opportunities to ensure pupils keep safe and recognise unacceptable behaviour; and
* listening to pupils.

1. **CHILDREN ENJOYING AND ACHIEVING**

7.1 To have a significant responsibility for day to day aspects of pupil support by:

* ensuring that the school’s structured environment and ethos is adhered to;
* encouraging pupils to maintain socially acceptable standards of behaviour in all aspects of school life;
* establishing good relationships with pupils as detailed in the school's Aims and Objectives, and other guidelines for staff;
* using evidence from the pupils, parents/carers, staff and other involved professionals to evaluate and review systems of support to students;
* ensuring pupils are offered support and guidance when needed;
* closely scrutinising the quality and currency of resident pupils’ Support Plans;
* closely scrutinising the quality and currency of the Support Plans of residential pupils;
* using the school’s mechanisms for recording pupil behaviour.

7.2 To act as Case Co-ordinator for all resident students by:

* contributing to multi - disciplinary Annual Reviews of pupils Education Health and Care Plans (EHCP);
* having oversight of reports on pupils’ participation in the extended day for annual EHCP reviews;
* ensuring that the written summary of the Annual Review accurately reflects the views expressed by attendees; reviews existing educational, social and physical targets; establishes new targets; and considers the implications for provision arising from the new targets;
* meeting regularly with co-ordinating team members to consider each pupil's rate of progress, degree of achievement;
* monitoring, evaluating and regularly reviewing pupils’ Special Needs Provision; and
* carrying out a review of pupils’ risk assessments as necessary in collaboration with co-ordinating team members, and with the support of the SENCO and Headteacher.

7.3 To ensure, when time tabled to lead a multi-disciplinary team and manage the extended and residential day:

* individual and groups of pupils are engaged in constructive, enterprising, and socially extending leisure activities;
* activities appeal to minority as well as majority interests;
* the effective use of school-based resources;
* activities make use of community resources; and
* that pupils are not excluded from participation without good reason.

1. **CHILDREN MAKING A CONTRIBUTION**

8.1 To play a significant role in monitoring pupils’ ability to form positive relationships and challenging bullying and discrimination.

* 1. To provide experiences for resident pupils to contribute to the group living experience.

1. **CHILDRENS SOCIAL & ECONOMIC WELL-BEING**

9.1To play a significant role in monitoring pupils’ ability to be accepted by others, and make and sustain appropriate interpersonal and group relationships ensuring those unable to do so receive appropriate support.

9.2 To actively encourage all staff to an approach to pupil management in a manner that teaches self- responsibility.

**10. OTHER PROFESSIONALS**

* 1. To actively promote positive liaison with the Police, Social Services, CAMHs, and other agencies involved with pupils.

**11. SCHOOL ENVIRONMENT**

11.1 To play the major role in maintaining and developing a safe and secure residential environment, and a significant role in maintaining a safe and secure learning environment in the school building by ensuring that:

* the school’s structured environment and ethos is adhered to;
* social rooms, spaces and corridors throughout the residential facility are attractive, kept tidy and clean;
* safe working practices are maintained at all times;
* good care is taken of resources; and
* damage is reported.

11.2 To encourage pupils to take increasing personal responsibility for their own welfare including their management of relationships, personal hygiene, dress, health and safety.

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11.3 To take a significant role in the supervision of pupils at break and lunch times, during extended evening and in residential provision.

11.4 To monitor school social trips and journeys ensuring health and safety protocols are followed and risk assessment issues are referred to the Site and Transport Manager.

**12. GENERAL**

* 1. To adhere to all school policies and undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

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| **Member of Staff:** |  |
| **Line Manager – Mr Cooke** |  |
| **Date: August 2022** |  |