

## **Residential School Principal Care Manager**

### **Job Description**

**Grade: GR6** – *Subject to Job Evaluation*

**1. Job Purpose**

- 1.1 To be directly responsible to the Head teacher for the smooth running of all aspects of the residential and extended day provision
- 1.2 To be a member of the Senior Leadership Team, contributing to the whole school development and practice
- 1.3 To be responsible for the management, development and organisation of the 24-hour curriculum.
- 1.4 To be responsible for the Pastoral Care for all pupils
- 1.5 To take a lead role in professional development both in the school and for external agencies

**2. Key Responsibilities**

- 2.1 To ensure that the statutory and non-statutory policies relating to residential care provision are implemented consistently
- 2.2 To have overall responsibility for pastoral care of pupils throughout the school
- 2.3 To maintain and keep up to date the guidance in the staff handbook relating to the care of students
- 2.4 To examine details relating to possible new residential pupils and to advise the Head teacher as to the suitability of their placement here
- 2.5 To maintain a programme of regular staff supervisions and where concerns arise, produce an action plan for improvement to ensure a high standard of provision is maintained
- 2.6 To produce a termly report to governors of the progress and outcomes of the National Care Standards Action Plan
- 2.7 To have a shared responsibility for the identification of training needs for staff and for providing a programme of induction and in-service training
- 2.8 To act as a liaison for the medical practitioners during their time on site
- 2.9 There is an expectation that this post holder will be responsible for the smooth running of all care staff and team meetings through pre-planned agendas and collation of minutes from these discussions. This shall include appropriate intervention plans. There will also be an expectation that the National Care Standards are met
- 2.10 To work closely with the Head teacher and Governing Body to review the staffing structure and ensure safe practice
- 2.11 To be actively involved in the recruitment and selection process of care staff

- 2.12 To provide regular supervision of identified staff
- 2.13 To evaluate the effectiveness of the staff training programme to ensure that staff have the skills and knowledge to promote good practice
- 2.14 To monitor and observe staff in carrying out their duties to ensure that high standards are maintained and in consultation with the staff member to provide written advice
- 2.15 To develop, monitor and evaluate the implementation of systems and procedures to maintain the smooth running of care provision.
- 2.16 To initiate and have oversight of one-to-one programmes within the 24 hour curriculum to ensure that pupils develop the skills as identified in the students Statement of Special Educational Needs and Individual Programme Plan
- 2.17 To ensure that there is a balanced and appropriate programme of social activities that supports students individual programme plan and personal development
- 2.18 To promote and safeguard the welfare of all students
- 2.19 To have overall responsibility for the design and implementation of the pupil's personal programme, which should be reviewed each term
- 2.20 To be responsible for the links with outside agencies relating to the needs of the pupils
- 2.21 To be responsible for the health needs and medication for all the students including delegation of appropriate medical administration
- 2.22 To liaise with OFSTED notifying them of relevant incidents and responding to their requirements.
- 2.23 To be on call at specific times to cover, including sleep-ins, in the event of staff absence/emergency
- 2.24 To ensure all tasks are carried out with due regard to Health and Safety
- 2.25 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.26 To adhere to the ethos of the school
  - 2.26.1 To promote the agreed vision and aims of the school
  - 2.26.2 To set an example of personal integrity and professionalism
  - 2.26.3 Attendance at appropriate staff meetings and parents evenings
- 2.27 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

### 3. **Supervision Received**

- 3.1 Supervising Officer's Job Title:
- 3.2 Level of supervision:
  - 1. ~~Regularly supervised with work checked by supervisor~~
  - 2. ~~Left to work within establishment guidelines subject to scrutiny by supervisor~~

3. Plan own work to ensure the meeting of defined objectives

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

5.1 None

### Person Specification

#### Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/Qualifications</b> NB: Full regard must be paid to overseas qualifications.		AF/C
<b>Experience</b> Relevant work and other experience		
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<b>*Delete if not applicable</b> *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b>	
<b>Training</b>		
<b>Other</b>		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery

***All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.***

**As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.**

**People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.**

## **Safeguarding**

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

***At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.***

***We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up***

*our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.*