

# Ruskin Mill Trust

## Job Description

<b>Position:</b>	<b>Registered Manager - Childrens' Home, Clervaux Garden School</b>
<b>Field of Practice:</b>	<b>Holistic Support and Care and Transformative Leadership (Field 5 and Field 7)</b>
<b>Post Reference No:</b>	<b>RMT10199</b>
<b>Grade:</b>	<b>9</b>
<b>Responsible to:</b>	<b>Executive Principal</b>
<b>Location:</b>	<b>Between the home in Stockton and Clow Beck Farm, Croft-on-Tees, Darlington</b>

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### General Statement

The post holder will be expected to support and embrace, articulate and work with Clervaux and Ruskin Mill Trust's vision, values and purpose which is drawn from a long history of appreciation and integration of Rudolf Steiner's insights into human development. This is then braided with a practical, purposeful and therapeutic education and a homely and nurturing living environment that supports the physical, emotional and spiritual development of each child and young person who attends Clervaux Garden School.

The post holder will ensure that the Ruskin Mill Trust's paradigm of biodynamic agriculture, holistic care and support, Anthroposophical medicine and Practical Skills Therapeutic Education, which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School and College provision.

As the school and children's home is part of the collaborative provision of Ruskin Mill Trust, which consists of colleges, schools, children's homes and residential provision, the post holder will contribute to the whole life of the School, College and residential provision. Always remembering that our core purpose is to improve the education and care of the children and young people at each provision and s/he will be required to work collaboratively with the leaders of each provision.

The post holder is expected to treat each person, student and staff, with dignity and respect, ensuring high aspirations are met, and contribute to shaping the learning community of the School and home as part of Ruskin Mill Trust, always remembering that our core purpose is to improve the education and lives of our pupils, students and adults.

### Job Purpose

To lead and develop the children's home for children and young people with Autism and complex learning needs in accordance with Ofsted requirements and the vision, values and method of Ruskin Mill Trust. This includes;

- The post holder will be the ‘Registered Manager’ for the home as specified in The Children’s Homes (England) Regulations 2015 and as such must meet the ‘fitness’ requirements stipulated within these regulations.
- The post holder will be responsible and accountable for the leadership and management of Clervaux’s children’s residential provision, developing an outstanding home for children and young people in accordance with The Children’s Homes (England) Regulations 2015 and Quality Standards for Children’s Homes.
- The Registered Manager will ensure that high levels of emotional, behavioural, therapeutic, physical (including sensory) and spiritual care, appropriate activities and homely and nurturing accommodation are planned, provided and delivered by all members of the home’s team in order to achieve the best outcome for children and young people.

The post holder will be required to be a Deputy Designated Safeguarding Lead/Safeguarding Officer for the school.

The post holder will support the Senior Leadership Team for Clervaux Garden School as directed by the Executive Principal.

The post holder will be required to carry out their duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

The post holder will operate in accordance with Clervaux’s Policies and procedures and in accordance with current legislation and guidance.

Evening and weekend working will be required.

### **Corporate Contribution**

The post holder will be expected to contribute to the Trust as a whole as required and uphold the underpinning values and philosophy Ruskin Mill Trust at all times.

### **Main Duties**

1. To engage and inspire the whole team, promoting team development and effective team working through induction, practice related supervision, appraisal, development planning, objective setting, coaching and mentoring.
2. To lead and direct the care and skill development programmes for the students, providing guidance and working creatively with the pupils where necessary.
3. To ensure the residential provision offered by the School works in an effective and coherent way to produce outstanding outcomes for the young people.
4. To identify areas within the residential provision in relation to the overall needs of the School. It is important that the Registered Manager understands how their area of responsibilities contributes to School priorities and to the overall education and achievement of all students.
5. To established and monitor outstanding quality standards of care in line with National Minimum Standards and the Schools vision, values and methods, and develop quality assurance measures to ensure these standards are maintained,

with a focus towards providing exceptional quality and an 'outstanding' Ofsted grading.

6. To support the policies and ethos of the School, with particular emphasis on those connected with residential pupils.
7. To work with the Admissions Team to ensure suitable placement plans are in place for all residential students.
8. To liaise with the Admissions Team to ensure that all residential team members are informed of the care requirements and strategies for each new residential child.
9. To work with the Executive Principal to ensure that each young person has a plan which reflects his/her care, education, social, emotional, cultural, therapeutic and health needs and that this plan is regularly reviewed.
10. Encourage a culture of listening to children and young people within the home, modelling positive behaviour
11. To allocate a Key Worker for each young person with the principal responsibility of implementing the childcare plan.
12. To ensure the residential area is fully prepared to receive residential children at the beginning of the term and, thereafter, is well presented, and that packing and unpacking causes minimum disruption to the School.
13. To oversee travel arrangements for residential children.
14. To assign children to rooms.
15. As the care lead for children and young people within the home, be responsible for the production of progress reports for residential students and attend single and multi-agency review meetings and be accountable for delivering against agreed actions.
16. To develop appropriate behaviour management strategies for residential children with regular liaison with the Executive Principal.
17. To be responsible and account for residential childrens' personal money where applicable.
18. To have primary responsibility for the general well-being and safety of all residential pupils including the securing of the residential areas at night.
19. To ensure the residential provision meets the expectations of the Executive Principal and stays within the residential budgets set.
20. Regularly inspect the condition, structure, fabric, furnishings and fittings of the home to ensure that all necessary equipment etc. is in good working order and of a reasonable and acceptable standard of repair.
21. To liaise with all departments involved in the smooth running of the residential provision, e.g. finance, catering, cleaning, maintenance, medical, laundry, ensuring good quality and variety of meals; clean and tidy presentation of common areas; efficient use of the laundry room; appropriate programme of refurbishment etc.

22. To ensure the implementation of all necessary documentation including the log book, sanction book, signing-out book and fire log, and to carry out fire practice with residential pupils in compliance and in accordance with the Health and Safety policy.
23. To ensure the residential provision is staffed appropriately at all times (evenings, nights, weekends, bank holidays and during the day as required)
24. To ensure that all residential routines are established and effective by working residential shifts in order to understand the children's needs and the routines of the household.
25. To plan, arrange and risk assess social and recreational events that support the School's vision values and methods.
26. To ensure residential staff representation at meetings, and other relevant School events, and to ensure there is effective communication between residential and day time staff.
27. To liaise with all School staff, local authority staff, social workers, police, professionals, other organisations and parents and carers as required.
28. To liaise with the Designated Safeguarding lead over Child Protection concerns regarding residential pupils and ensure that unusual, complex or difficult situations are addressed and reported as required by the School's Safeguarding policy.
29. To oversee the child protection and safeguarding policies, procedures, practices and training; ensuring the School and staff meet all necessary duties and requirements.
30. To carry out the duties of a Deputy Designated Safeguarding Lead/Safeguarding Officer at the School.
31. **To be part of the Duty Management rota in an on call status.**

### **General**

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the School.
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.

9. To be responsible for the care and development for your working area.
10. To deliver training or development opportunities as required.
11. To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
12. To attend meetings and supervision as required.
13. To undertake training and development as required by the School, the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.
14. To undertake work related continued professional development (CPD) as required by the post.
15. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed

#### **Staff Management and Supervision**

In the absence of the Head of Care to have direct staff responsibility for all residential staff and may be expected to support and guide other identified designated staff.

#### **Liaison**

To liaise with all staff employed within the School, the children's homes (where appropriate) the colleges, Transform Residential Limited, Ruskin Mill Trust, parents, students, professional bodies, external consultants, and any outside bodies as and when required as directed by the Principal.

#### **Job Revision**

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

## Person specification

Position: Head of Care

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>NVQ 4/5 in Leadership and Management for Care Services, or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Registered Social Worker</li> <li>Evidence of commitment to further professional development</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Management of care staff and the care of children/young people in an educational or residential care setting</li> <li>Working with children/young people with learning difficulties and/or learning disabilities and special education needs</li> </ul>	
Knowledge and understanding	<ul style="list-style-type: none"> <li>Care standards within an educational and/or care setting and the policies and procedures that are required to manage within such an environment</li> <li>Issues faced by children/young people with learning difficulties and/or learning disabilities and special educational needs</li> <li>Appropriate behaviour management strategies</li> <li>Safeguarding issues</li> </ul>	<ul style="list-style-type: none"> <li>Positive links necessary within school, with stakeholders and with other schools</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Work autonomously using own initiative</li> <li>Lead and manage staff and build effective teams which recognize and value individual skills</li> <li>Develop and maintain positive relationships with pupils, colleagues, and others</li> <li>Excellent communicator at all levels: including with children, young people and colleagues</li> <li>Excellent organisational skills, including an ability to plan and prioritize own and others' workload</li> <li>Maintain accurate, complete and timely records</li> <li>Resolve conflict between people</li> </ul>	<ul style="list-style-type: none"> <li>Establishing and developing positive relationships with parents and the community</li> <li>Promoting the school's aims positively</li> </ul>

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

Training or Qualification	Name	Timescales for completion	Length of programme
Qualifications and Trainings	Ruskin Mill Trust's Holistic Support and Care	Within first month of appointment	12 weeks
	7 Fields of Practice (Internal training)	First available opportunity	8 days over a period of 1 year
	Safeguarding - Internal Policies and Procedures	Within 2 months of commencing role	3 hours
	Local Safeguarding Children's Board foundation and advanced training	At the first training opportunity	Variable depending on safeguarding board
	Equality and Diversity	Within 2 months of commencing role	2 hours
	Safer Recruitment in Education	Within 3 months of commencing role	On-line training
	MAPA Training (De-escalation and Restraint Training)	At the first training opportunity	2 days
	Craft / Research	As agreed with the line manager	1 day per week for a minimum of 3 months