

# Stone Bay School



## Residential Childcare Officer Job Description and Person Specification

### Welcome

Welcome and thank you for considering applying for a position at our school and becoming part of our team.

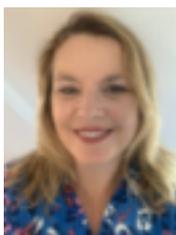
We specialise in providing both day and residential education for pupils aged 4 to 19 years who have a diagnosis of ASD, along with severe and complex learning needs. We are commissioned for 105 pupils, 16 of those places for residential weekly boarding.

Our school is situated on Stone Bay in Broadstairs in a beautiful Victorian building overlooking the sea. The local coastal environment provides many unique and enjoyable learning opportunities for our pupils.

We believe that every pupil is entitled to the very best possible education, delivered in an environment that is safe, caring and happy. We use an innovative and personalised curriculum which meets the needs of all pupils with a strong focus on communication, engagement and independence.

At Stone Bay School every staff member is involved in ensuring we provide a nurturing learning environment where all our pupils can achieve their full potential and move on to lead happy and fulfilling lives. I would encourage you to come and visit if you want to learn more about us.

We look forward to receiving your application.



Jane Hatwell  
Headteacher

## Vision and Values

Our school vision is to provide an **outstanding, nurturing, learning environment**, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

### “Getting it right for every pupil”

At Stone Bay we focus on **Evolving Excellence** in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting **Trust** with all our stakeholders, **Empowering** each other to learn and grow. By adhering to policies and clear processes we ensure **Fairness** and transparency in our decision making and actions, whilst ensuring we are **Collaborating** with others and always looking for ways to help each other to deliver excellence for our pupils.

## Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

## Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

## Our Vision Story

**Every** day we believe we can climb mountains.



We are taking everyone with us.

It will be an adventure.

We are excited for this ambitious journey to the summit!

**Carefully** we plan what we need to make this journey a success.

We are making sure everyone has what they need.

So much will be learnt as we navigate the route together.

**Look**, there is the beacon ahead – it seems a long way off!

We encourage each other to keep going.

There is a steep incline, our safety first!

Hold on to the guide ropes we link together with trust.

**There** is a fast-flowing stream, look for the stepping stones! We will find our way.



There are so many different paths to take.

What will we discover?

What will we find?

What will we take with us and keep forever?

**Our** curiosity grows.

We gain confidence with each step, feeling braver and stronger,



Wow, we can do it now, we are so proud, let's celebrate!

We will always remember this journey and the friendships along the way.

We are ready now to climb the next mountain.

It's even bigger – we can't wait as now we know what is possible.



## Residential Childcare Officer Job Description

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<b>Job Title:</b>	<b>Residential Child Care Officer</b>
<b>Responsible to:</b>	<b>Team leaders / Head of Care</b>
<b>Salary scale:</b>	<b>KSA FTE £24,513 (Actual salary £20,789.21)</b>
<b>Hours:</b>	<b>36 hours each week, term time only (part time hours available)</b>

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### Main Purpose of Job

To actively promote the school's vision and values, the rights of young people as individuals and provide them with the highest quality care in accordance with the policies and procedures of the School. To assist in the provision of a safe and homely environment both individually and as part of a team to help young people achieve their potential by strengthening areas of weakness and developing areas of strength. This will entail the ability to work within Equal Opportunities and Quality Assurance framework and will include undertaking delegated responsibilities for designated tasks.

### Key Responsibilities

#### Administration

- To assist students in their flat and to assess their skills and needs.
- Be involved in all transition procedures for students, providing support as transition takes place.
- To assist in ensuring that the environment is safe and responsive to individual needs of all students.
- To support the students, enabling them to integrate within the local community.
- To monitor the health and well-being of the students in liaison with other relevant professionals.
- To ensure safe and appropriate handling of the individual student's pocket money.
- To handle petty cash according to school procedures. To keep appropriate records on all matters relating to individual students.
- To protect confidentiality of personal information and ensure that the information is only disclosed to those who have a right and need to know.
- To promote non-discriminatory practices.
- To provide verbal and written reports as and when required.

## Flat

- Undertake duties such as laundry, shopping, cleaning and cooking as required.
- To ensure that the fabric the flat is maintained to a high standard. To ensure that necessary repairs or Health and safety issues are reported promptly.
- To ensure that student's individual plans are in place and up to date.
- Promote non-discriminatory practices.
- To ensure that the highest levels of performance and standards of work are achieved, in line with all school policies and procedures.
- Ensure the highest possible standards of personal care are maintained.
- Ensure that students receive the necessary care and support to enable them to have as much control over their own lives as possible and to become involved in valued activities across the school and within the wider community.
- Ensure that appropriate procedures and practices are implemented and maintained so that the individual student and group needs are effectively assessed and identified and that individual care/ support plans are developed and implemented to meet these.
- Safeguarding knowledge awareness and understanding of the School Safeguarding policies and procedures.
- Ensure that adequate records are kept for each student in line with school policies and procedures. Protect the confidentiality of personal information and ensure that the information is only disclosed to those who have a right and need to know.
- To act in the students best interests at all times.
- Learn and use appropriate methods of communication e.g. Makaton. TEACCH in line with the preferred communication methods of the individual students, and specific communication targets highlighted in the Individual Learning Plan.
- Ensure that the personal belongings of students are treated with respect.
- Ensure the needs of the students are considered at all times, taking into consideration their autism and any other sensory, physical or learning additional needs.
- As far as possible, ensure that students are involved and informed about aspects of their life within the flat and the local community.
- Develop constructive relationships with students to enhance their confidence, personal development and general sense of wellbeing.
- Accompany students to appointments, meetings, reviews and other services as required.
- Ensure that students are safe, healthy, well-nourished and dressed appropriately.
- Together with students and members of the staff team, assess, plan, implement and evaluate individual support/care plans in order to enhance and maximise the capabilities and independence of the students in line with the school's vision and values.

- In line with statutory requirements and following good practice, write student and associated reports.
- Directly participate in meeting the personal and physical needs of the students. This may include going swimming and going for walks etc.
- Assist in planning and pursuing agreed strategies to support and alleviate behaviour that presents challenge.
- Maintain all records e.g., safeguarding concern records, well-being incidents, physical interventions, accidents etc.
- Enable students to maintain contact with their family and friends as appropriate and encourage new relationships to develop from accessing community-based activities
- Participate in key worker responsibilities as delegated.

## Teamwork

- Participate in promoting a team approach at all times.
- Be polite, courteous and supportive to all team members following School Professional Behaviours policy.
- Be flexible in accordance with the needs of the weekly rota.
- Be available to cover leave (sickness, annual, etc.).
- Work in accordance with training and agreed policies, practices and procedures.
- Participate in and contribute to staff meetings.
- Support colleagues in difficult or potentially difficult situations within the school and in the wider community.
- Ensure issues of concern are elevated to a more knowledgeable member of staff if the situation requires specific expertise.

## Personal Development

- Attend supervision and appraisal meetings and have a willingness to be accountable and develop as a valued team member.
- To undertake training as required, all mandatory training is complete, current and you remain compliant with all national and local requirements. This will include attending staff development days.

## General

- Work to agreed standards in line with School policies and procedures.
- Have a flexible attitude to working arrangements.
- Any other duties as reasonably requested, relative to the objectives of the post.
- This is an outline of the post-holder's duties and responsibilities but it is not an exhaustive list and may change from time to time to meet the changing needs of the School.

- Any other duties as reasonably requested, relative to the objectives of the post.

## Staff Development Days: Attendance Requirements

The School allocates 5 days per year as for the purpose of School improvement through School/staff development. The requirement to attend Staff Development Days is incorporated into the contracts of all directly employed staff. This includes mandatory training, as detailed below, and core training.

Core training includes such courses as Autism Awareness, Behaviour Management, Makaton, First Aid etc.

### Mandatory training

Proact-SCIPr-UK® training and Child Protection training are included as an integral part of Staff Development Days throughout the year. The requirements for this mandatory training are:

- Proact-SCIPr-UK®: All staff to attend a course every year linked to their role.
- Child Protection: All staff to attend a refresher course every year.
- Additional mandatory and core training events will be arranged for new staff as required.

**Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of Care or Team Leader.**

## Person Specification

<b>Qualifications</b>	Essential	Desirable
Level 3 Diploma in Residential Child Care or equivalent. (Or commitment to start this qualification within 6 months).	√	
<b>Experience</b>	Essential	Desirable
Previous experience of working with children or young people.		√
Previous experience of monitoring, recording and reporting in a Residential Special School.		√
Organising a range of enrichment and Leisure activities for children.		√
Working with Autistic Children with additional communication needs.		√
<b>Skills</b>	Essential	Desirable
To work as part of a team and use own initiative when required.	√	
Effective communication skills with colleagues, outside agencies, children and families.		√
Good interpersonal skills.	√	
To work as part of a team and use own initiative when required.	√	
Functional ICT Skills. (Use of Microsoft Office, email, internet etc.).	√	
To Report and record to a high standard.	√	
<b>Knowledge</b>	Essential	Desirable
Autism and related additional needs.		√
Alternative and Augmentative Communication used at School.		√
National Minimum Standards for Residential Special School.		√
Ofsted Inspection framework for Residential Special Schools.		√
Some Knowledge of the Children Act 1989, 2004.		√
Some knowledge of the Protection of Children Act 1999.		√
An understanding of the needs of young people with Autism in Residential Special Schools.		√
Knowledge of the work of other agencies involved with children in public care.		√

Understanding the basic principles of safeguarding and child protection and all school policies and procedures linked to Safeguarding and Child Protection.		√
Understanding and Knowledge of current “Keeping Children safe in Education “guidelines.		√
<b>Ability</b>	Essential	Desirable
Work in partnership with families and a range of external agencies.		√
To participate and function professionally in a range of internal and external meetings.		√
Effectively communicate with children, young people, staff and other professionals.		√
To form professional positive, and functional relationships with students.		√
To deal with difficult situations and make appropriate decisions in line with the policies and procedures of the school.		√
To learn quickly and absorb information in relation to working with students with Autism and related additional needs.		√
To ask for guidance and support when needed and to admit mistakes with a view to continual professional development.		√
Remain calm in potentially stressful situations.		√
<b>Other Requirements</b>	Essential	Desirable
Ability to work on a rota system including sleep-ins, mornings, afternoons, and evenings.	√	
Demonstrable commitment to valuing diversity.	√	
Full driving licence.		√
Flexibility in all working practices including cover in residential areas.	√	