

Head of Boarding and Residential Life (Live-in) Person Specification



Important Notes for Applicants:

All applicants invited to interview will be expected to have read the School's Child Protection & Safeguarding policy as well as our Safer Recruitment policy. The School attaches great importance to these topics and candidates will be asked to demonstrate their understanding of them, as well as their suitability to work with children-this will be fully explored during the interview process.

Appointments will always be subject to a minimum of two satisfactory references, one of which must be from the current or most recent employer. Qualifications and experience will be subject to scrutiny as part of the safeguarding process. An enhanced Disclosure and Barring Service check will always be required.

Qualifications and Training

GCSE (or equivalent) in English and Mathematics at Grade C/Level 4 or above	Essential
A Level, BTEC, degree-level qualification or equivalent, or substantial relevant professional experience in a related field	Essential
Level 5 Diploma in Leadership and Management for Residential Childcare or a willingness to work towards this qualification within an agreed timeframe	Essential
Designated Safeguarding Lead (DSL) training, or equivalent advanced safeguarding qualification, or willingness to undertake and maintain this training to ensure effective oversight of safeguarding practice within the residential provision	Essential
Confidence in engaging with and utilising emerging technologies (including AI-supported tools) to improve efficiency, communication and quality of provision	Desirable
Additional qualifications or training in: - Safeguarding (e.g. DSL training) - Trauma-informed practice - SEMH or SEND - Leadership and management	Desirable
Evidence of ongoing professional development relevant to: - Residential provision - Safeguarding and compliance - Leadership practice	Desirable

Experience

Extensive experience in residential childcare, boarding or children's services, or a related field demonstrating transferable leadership experience in working with children, young people or vulnerable individuals This may include, but is not limited to:	Essential
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• Social work or probation services • Outdoor education or residential outdoor learning leadership • Holiday, activity or residential camp leadership for children and young people • Youth justice, behaviour or intervention services • Therapeutic or pastoral roles • Health and social care settings • SEND or specialist education provision Candidates must be able to demonstrate how their experience is transferable to: • Safeguarding and child protection • Leading teams and managing staff • Supporting behaviour and emotional development • Creating structured, safe and engaging environments for young people	
Strong digital literacy, including the ability to: • Use Microsoft Office applications (e.g. Word, Excel, Outlook) to a high standard • Maintain accurate electronic records and reporting systems Use or adapt to management information systems and digital platforms	Essential
Experience of supporting children with SEMH and/or SEND needs	Essential
Experience of managing or contributing to safeguarding systems	Essential
Experience of working within regulated environments or standards frameworks	Essential
Experience of leading residential provision through development or change	Desirable
Experience of integrating education, therapy and care approaches	Desirable
Experience of leading a residential provision through inspection or change	Desirable
Experience of overseeing or quality-assuring pupil documentation, care records and reporting systems, or equivalent systems within a related field, demonstrating strong standards of recording, compliance and professional accountability	Essential

Knowledge and Understanding

Strong understanding of: • Trauma-informed and relational practice • Behaviour support in SEMH contexts • Safeguarding procedures	Essential
Good understanding of: • National Minimum Standards • Social Care Common Inspection Framework • Quality assurance and monitoring systems	Desirable

Skills and Competencies

Ability to: • Lead both strategically and operationally • Model excellent care practice in real-time • Maintain consistency across a staff team	Essential
Strong organisational skills and ability to prioritise effectively	Essential
Skilled in building positive, professional relationships with pupils and adults	Essential
Ability to remain calm, reflective and solution-focused under pressure	Essential

Full UK driving licence and ability to safely and confidently drive school vehicles as required to support residential activities, trips and pupil experiences	Essential
Strong written communication skills, with the ability to produce clear, accurate and professional records and reports	Essential
Ability to ensure that written information is used effectively to inform practice, communicate with stakeholders and demonstrate impact	Essential
Understanding of the importance of accurate recording within safeguarding and regulatory frameworks	Essential
Ability to contribute to or oversee public-facing information (e.g. website content) in a way that reflects the values and strengths of the provision	Essential
Ability to ensure that pupil records and reports clearly demonstrate impact against EHCP outcomes, particularly in relation to SEMH development and independence	Essential

Practice Leadership and Pupil Experience

Demonstrates a strong ability to develop and lead a 24-hour curriculum, integrating care, education and personal development	Essential
Experience of designing or leading high-quality residential or enrichment programmes, including: • Trips and visits • Outdoor or experiential learning • Social and independence-based activities	Essential
Strong understanding of how residential provision supports: • Preparation for adulthood • Development of independence and life skills • Social inclusion and real-world learning experiences	Essential
Ability to ensure that all practice is: • Consistent and relational • Structured and purposeful • Responsive to SEMH needs	Essential
Proven ability to model outstanding care practice, including: • Calm and emotionally attuned responses • Clear expectations and boundaries • Positive behaviour support	Essential
Experience of ensuring that care plans are: • Holistic and person-centred • Embedded in daily practice • Used to improve outcomes for pupils	Essential
Ability to lead teams to translate policy into high-quality everyday practice, ensuring that standards are not only met but embedded consistently	Essential
Strong commitment to ensuring pupils experience: • A safe and nurturing environment • Meaningful routines and structure • A sense of belonging within residential life	Essential

Personal Attributes

Emotionally intelligent, resilient and consistent	Essential
Strong sense of accountability and professionalism	Essential
Committed to the school's SEMH and trauma-informed ethos	Essential
Willing and able to work within a live-in leadership role	Essential
Reliable, organised and able to maintain oversight across multiple priorities	Essential

Safeguarding Knowledge

Knowledge of safeguarding requirements for children with SEND, including understanding that children with special educational needs or disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.	Essential
Understanding of child protection procedures and ability to work within safeguarding frameworks	Essential