

Head of Boarding and Residential Life (Live-in)
Job Description



Job title	Head of Boarding and Residential Life (Live-in)
Responsible to	Headteacher
Responsible for	Residential Childcare Practitioners
Key relationship with	Headteacher Chief Operating Officer Head of Pupil Support/SENCO Associate Senior Leader- Culture, Engagement and Pastoral Support Family Support and Child Protection Officer Parents/Carers Quality Assurance and Educational Compliance Officer Wider school staff
Job purpose	To provide strategic leadership, operational oversight, and safeguarding accountability for the residential provision, ensuring that it is high quality, compliant, sustainable, and aligned with the school's SEMH ethos. This is a senior leadership role within boarding, responsible not only for day-to-day operations but for quality assurance, development planning, occupancy growth, and long-term viability of residential provision.
Key Responsibilities:	
Strategic Leadership of Boarding and Residential Life	• Lead and shape the vision for boarding and residential life, ensuring alignment with the school's SEMH ethos. • Develop a forward-looking residential development plan focused on quality, stability and growth. • Strengthen the school's residential offer to families and commissioners • Contribute to whole-school strategic discussions, ensuring residential provision is fully integrated.
Leading Practice and Pupil Experience	Lead the development and implementation of a coherent 24-hour curriculum, ensuring that residential life complements and extends learning, therapy and personal development across the school. Ensure the residential provision delivers a high-quality, structured and enriching lived experience, supporting pupils to develop: • Independence and self-care • Social and communication skills • Emotional regulation and resilience • Confidence in themselves and others Oversee and develop a broad and engaging residential programme, including: • Trips and visits that broaden pupils' experiences

	• Outdoor learning and active lifestyle opportunities • Community access and social inclusion • Structured evening activities that are purposeful and meaningful Promote an outdoor, experiential approach to residential life, recognising its role in supporting SEMH needs, wellbeing and engagement. Ensure that boarding actively contributes to preparation for adulthood, including: • Developing independence and daily living skills • Building routines, organisation and responsibility • Supporting social interaction and real-world experiences Lead staff to deliver consistent, high-quality care practice, ensuring: • Clear, predictable routines • Calm, relational responses to behaviour • High expectations alongside warmth and understanding • A strong focus on dignity, respect and pupil voice Maintain a visible and active leadership presence within boarding, modelling best practice through direct work with pupils and supporting staff in real time. Ensure all pupils have high-quality, holistic care plans that reflect their social, emotional, educational and therapeutic needs, and that these are consistently embedded in daily practice. Create and sustain a residential culture that is: • Safe and nurturing • Structured and purposeful • Aspirational and focused on pupil success Ensure that pupil voice is central to residential life, with pupils able to: • Contribute to decisions • Shape activities and routines • Feel heard and respected within the community
Records, Reporting and Communication	Ensure that all pupil-related documentation within the residential provision is accurate, up to date and of a high professional standard, including: • Care records • Incident records • Behaviour logs • Safeguarding documentation Maintain oversight of the quality and consistency of written records across the residential team, ensuring they reflect: • Professional judgement • Clear communication • Statutory and safeguarding expectations

	Ensure that all records contribute to a coherent understanding of each pupil's needs, progress and experiences within residential provision. Lead on the preparation and quality assurance of residential reports, ensuring they: • Provide meaningful insight into pupil development • Reflect progress in independence, social skills and wellbeing • Support communication with parents, carers and external agencies • Ensure that key documentation, including care plans and reports, are: • Regularly reviewed • Shared appropriately • Used actively to inform practice Oversee the accuracy and development of residential information on the school website, ensuring that it: • Reflects the ethos and strengths of the provision • Provides clear and accessible information for parents and stakeholders • Supports the promotion and understanding of boarding Ensure that all residential documentation and reporting actively evidences the contribution of boarding to EHCP outcomes, demonstrating measurable progress in pupils' independence, social skills, emotional regulation and preparation for adulthood
Compliance, Standards and Quality Assurance	Take full accountability for compliance with: • National Minimum Standards • SCCIF expectations Lead systems for: • Monitoring • Audit • Evaluation Ensure residential provision is inspection ready at all times. Lead continuous improvement through robust self-evaluation processes.
Safeguarding Leadership	Provide oversight of safeguarding practice within boarding. Ensure all staff: • Understand procedures • Apply them consistently Monitor incidents, patterns and responses to ensure safe and effective practice. Work closely with DSL to ensure joined-up safeguarding systems.
Operational Oversight	Oversee the smooth running of residential life, ensuring: • Clear routines • Safe transitions between school and boarding • Meaningful activities and structure Ensure residential provision complements education, therapy and personal development.

	Maintain a well-ordered, calm and structured environment.
Leadership of Staff and Team Culture	Lead, motivate and develop the residential team. Model high expectations of professional conduct and care practice Provide: • Regular supervision • Reflective discussions • Clear feedback Ensure staff feel: • Supported • Accountable • Consistent in their approach. Lead recruitment and induction processes.
Financial and Resource Management	Hold overall responsibility as the budget holder for the residential provision, ensuring effective planning, monitoring and management of financial resources. Set, manage and review the residential budget in line with whole-school financial expectations and priorities. Ensure that resources are deployed efficiently to maintain a high-quality, sustainable residential provision. Monitor staffing structures and expenditure in relation to: • Pupil numbers • Levels of need • Operational requirements Identify opportunities to improve efficiency, value for money and long-term sustainability of boarding provision. Work closely with the School Business Manager and senior leaders to ensure financial decisions align with the school's strategic priorities.
Parental and External Relationships	• Build positive, trusting relationships with parents and carers. • Promote confidence in residential provision. • Engage with local authorities and professionals where required. • Support admissions and discussions relating to residential placements.
Environment and Residential Facilities	Ensure the boarding environment is: • Safe • Well-maintained • Welcoming Monitor standards of accommodation and resources. Ensure prompt action is taken to address maintenance issues.
Safeguarding	• Work within the requirements of Data Protection legislation at all times. • Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

	• Remain vigilant to ensure all pupils are protected from potential harm by following safeguarding and child protection policies and protocols.
Personal Development	• Help keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness • Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school • Take part in the school's appraisal procedures

Additional Information

It is the nature of SEMH work that tasks and responsibilities are, in many circumstances, unpredictable and varied. All employees are therefore, expected to work in a flexible way when the occasion arises so that tasks which are not specifically covered in the job description are completed. These additional duties will normally be to cover unforeseen circumstances or changes in work. If the additional responsibility or task becomes a regular or frequent part of the member of staff's job, it will be included in the job description in consultation with the member of staff.

You will be required to undertake any other appropriate duties as deemed necessary by the Headteacher.

Sign.....

Date.....

Print.....