

Job Description

Job Title:	Residential Team Leader
Responsible to:	Head of Residential / Head of School
Functional Liaison with:	Entire school team, Parents/Carers and External Agencies
Main Purpose:	To lead, coordinate, and deliver high-quality residential care and enrichment experiences for students with SEMH in the residential provision. Be familiar with Ofsted National Minimum Standards (for Residential Special Schools) and ensure compliance. The Residential Team Leader plays a key role in supporting the Head of Residential in maintaining outstanding standards of care, safeguarding, and emotional development. This includes mentoring and supervising Residential Activities and Child Care Officers (RACCOs), contributing to continuous improvement, and ensuring that all practice aligns with Ofsted and Eastern Education Group policies.

Main Duties and Responsibilities

The following duties are not shown in order of priority or frequency, nor is the list comprehensive, but rather an indication of the type and level of duties expected of the post.

- Provide day-to-day supervision, guidance, and support to RACCOs and residential support staff.
- Lead shifts and ensure consistent, high-quality care, routines, and standards across the residential provision.
- Assist the Head of Residential with staff induction, mentoring, rotas, and ongoing professional development.
- Have oversight and monitor care plans, risk assessments, and reporting for identified students.
- Be a key worker to a small group of residential students.
- Be a Designated Safeguarding Lead for the residential provision and school.
- Monitor and promote the physical, emotional, and social wellbeing of all residents.
- Champion safeguarding and wellbeing, ensuring compliance with statutory guidance and internal policies.
- Respond appropriately to critical incidents, safeguarding concerns, or complaints, working closely with the Head of Residential and Head of School.
- Prepare for and contribute to Ofsted inspections, ensuring accurate records and compliance in all areas.
- Model and support positive behaviour management, independence, and life skills development.
- Plan and lead a varied programme of residential activities to enhance the student experience.

- Promote effective communication and collaboration with education teams, therapists, parents, and external agencies.
- Contribute to continuous improvement by reviewing practices, identifying training needs, and driving quality standards.
- Take ownership of specific operational areas such as health and safety, safeguarding, or enrichment planning.
- The above job description is not exhaustive, and the employee may be required to undertake any other reasonable duties in line with the general level of responsibility of the role.
- As we now operate as a collective Eastern Education Group you may be from time to time required to undertake any of the requirements of your role for any of our Group organisations.

PERSON SPECIFICATION

	Essential	Desirable	Measured
Education and Qualifications	- Level 3 Diploma in Residential childcare (or willingness to undertake upon completion of probation period) - Up-to-date safeguarding training - GCSE grade 5 or above in English (language) to read and understand policies, procedures and related legislation and to produce reports.	- Level 5 Diploma in Leadership and Management for Residential Childcare (or willingness to undertake upon completion of probation period) - Designated safeguarding lead experience - Trained to administer medication - Good knowledge of the structure of the trust, its practices, and procedures. - Good understanding of related legislation including child protection, Health and Safety, Children's Act, National Minimum Standards for Residential Special Schools and Ofsted procedures. - GCSE grade 5 standard or equivalent in ICT/Computing - Additional training in SEND, SEMH, or therapeutic interventions.	I,A,
Knowledge and Skills	- Strong understanding of child protection, Health and Safety, and the Children's Act. - Strong knowledge of SEND, SEMH, and residential care practices. - Thorough understanding of Ofsted's National Minimum Standards, safeguarding legislation, and GDPR. - Proven ability to lead, inspire, and manage multidisciplinary teams. - Excellent communication and organisational skills. - Ability to manage challenging behaviour effectively.	- Experience in staff supervision - Good written skills to produce care plans and complete administrative tasks - Good working knowledge of basic kitchen equipment. - Knowledge gained through life experiences to aid children with their social needs and skills. - Apply creative thought to developing new activities for students - Familiarity with therapeutic models (e.g., trauma-informed care, restorative practice). - Experience working with electronic recording systems (e.g., C-Poms/MyConcern/Arbor).	A,I,P
Experience	- Experience working in a residential childcare or SEND/SEMH setting. - Proven experience of safeguarding, risk assessment, and liaising with external agencies. - Proven track record of developing students' independence and life skills.	- Experience in a senior or shift leading role. - Ability and willingness to independently resolve problems e.g. children that won't settle at night, behaviour problems etc. - Ability and willingness to contribute to short/ medium term planning regarding care plans, projects, reviews, and preparing for meetings.	A, I,

Personal Qualities	• Compassionate, patient, and resilient. • Demonstrates initiative, accountability, and professionalism. • Commitment to continuous professional development. • Strong organisational and problem-solving skills, with resilience under pressure. • A flexible, reflective, and nurturing approach to leadership. • Ability to build trust with young people, families, and professionals. • Commitment to inclusion, equality, and continuous improvement.		A, I,
Training	• Willingness to attend, undertake any training or development as, or when appropriate. • Commitment to continuing personal development through continual professional learning.		A, I,

KEY: A-APPLICATION, I-INTERVIEW, P-PRESENTATION/MICROTEACH, T-TEST

Conditions of Service

1. Holidays: 23 days, plus public holidays, raising to 28 days on completion of 5 years' service pro rata for part time working.

Employees who work on a term-time basis will have their entitlement to annual leave (pro rata to their weeks and hours worked) paid as a separate element in their monthly pay.

2. New support staff appointments to the Trust are subject to a 26-week probationary period.
3. Contributory pension: Local Government Pension Scheme through Suffolk County Council.
4. The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.
5. The job description is current at the date shown; it may change from time to time in negotiation with the post holder.

We are passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated and everyone has the chance to reach their full potential. Our environment is diverse in character and student population. We particularly welcome applications from candidates from Black Minority Ethnic origin and those with a disability.

Eastern Education Group is committed to safeguarding our children and young people/vulnerable adults. We uphold fundamental British Values and expect all our employees to do the same. All appointments are subject to safer recruitment checks, including previous employment checks, online searches and an Enhanced DBS Check.

General Data Protection Regulations (GDPR)

In line with national legislation, and organisational policy, all data will be processed in a fair and lawful way, for the specific purpose and not disclosed in any way incompatible with such purpose or to any unauthorised persons or organisations.

Equal Opportunities

In accordance with the Equality Act 2010 the Group operates a policy of equality and diversity which protects employees, students and people who access the Group's goods, services and facilities, from discrimination on the basis of 'protected characteristics' which include: age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race (colour, nationality and ethnic or national origins.), religion or belief, sex and sexual orientation.



Group Character Strengths

We have eight Group character strengths that underpin all we do and we make it a priority to give our students the strength of character in order to shine above the rest when faced with employers or universities.

Not only do they apply to our students but also to our staff members and the reasons why Eastern Education Group is such a fantastic place to work.

Take a look below:

- **Resilience** – We are strong as an organisation and all teams work together to achieve. If and when we are faced with challenges we respond efficiently and effectively at all times.
- **Optimism** – We use education as a catalyst for positive social change and prosperity for the community we serve, leaving no-one behind. We want to inspire our students.
- **Curiosity** – We are a curious organisation, always trying to seek out new opportunities and ways in which we can break boundaries in the world of education.
- **Confidence** – We are confident. We believe in all that we do and we appreciate the abilities and qualities of every single staff member. We celebrate our successes and we remain sure that we will continue to lead as a provider of education.
- **Ownership** – We take responsibility for every single student and every single staff member ensuring our main goal is that everyone at the Group is happy and achieving to their full potential. Our amazing wraparound support demonstrates this perfectly.
- **Self-Control** – We are disciplined as individuals and always put the needs of our students first.
- **Ambition** – We are an ambitious organisation. We are constantly evolving as demonstrated with the new STEM Innovation Campus.
- **Respect** – We respect our staff and students alike and we put the success of our students at the heart of all that we do, preparing them for their future.