

JOB DESCRIPTION

Position	Registered Manager
Work-Base Location	Primarily one of the Therapeutic Children's Homes owned by The Lioncare Group but you may from time-to-time be required to work at any resource operated by the organisation.
Responsible To	Service Manager, Executive Director of The Lioncare Group, and ultimately the Stakeholders of Lioncare Limited.
Line- Management and Supervisory Responsibilities	Direct line management and supervision of the Deputy Manager and the Senior Therapeutic Carers, and overall responsibility for Therapeutic Carers and Childcare Workers (including Waking Night and Part-Time and Agency Workers), House Keeper, Admin Assistant, and any other team members.
Health & Safety Responsibility	Overall responsibility for the health and safety of all adults and children working and living in the home, and contracted workers and visitors.
Safeguarding & Child protection Responsibility	Overall responsibility for the Safeguarding and protection of all children living in the home.

<p>Primary Task (what the Job exists to do)</p>	<p><i>In consultation and collaboration with the Service Manager, Executive Director, and Shareholders of The Lioncare Group, and with due regard to legislative and regulative duties and responsibilities:</i></p> <p>Support the organisation's Executive Team in ensuring The Lioncare Group continues to operate healthily as a business and as a leading provider of therapeutic care, education and learning. To achieve this, you will;</p> <ul style="list-style-type: none"> - Effectively and appropriately manage, lead, monitor, and develop the Therapeutic Children's Home to which you are registered. - Assume responsibility for improving the therapeutic care and education provision offered, and promoting all aspects of The Lioncare Group as a 'facilitating environment' conducive to therapeutic thinking and practice. - Involve yourself in implementing the organisation's agreed business and marketing strategy to ensure continual and sustainable growth, attracting and retaining customers, and developing new services. - Offer and provide appropriate and necessary support to other Registered Managers and The Head Teacher, and their Deputies. - Accept delegated responsibility for relevant aspects of recruitment, staffing, legislation, managing financial processes, and efficient use of resources. - Assume the role of lead practitioner of the home leading, instructing, and supporting colleagues in meeting the emotional, safeguarding, social, psychological, educational, and academic needs of the children looked after
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	<p>by The Lioncare Group.</p> <ul style="list-style-type: none"> – Appropriately liaise with all colleagues across the organisation and wider external networks to ensure effective communication & promote positive and harmonious working relationships.
Safeguarding Statement	The Lioncare Group puts the welfare of children and adults at the centre of all of its work. Our Safer Recruitment policy & procedure is written with reference to Keeping Children Safe in Education, part 3 (2016) and outlines in full the measure taken to deter, reject, prevent and detect those who might abuse children or who are unsuited to work with them.
Equality and Diversity	The Directors and Shareholders of The Lioncare Group believe in and are committed to promoting equality of opportunity and celebrating diversity in both the service it provides and the employment of its workforce and expects all those employed or associated with The Lioncare Group to promote this in their work and practice.

General Tasks & Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the duties of all employees include:

- Carrying out tasks & responsibilities professionally at all times.
- Working with integrity, honesty, and openness at all times.
- Assist, support, and promote The Lioncare Group within the wider market place.
- Work within the stated aims, objectives, and therapeutic practice approach of The Lioncare Group and adhere to all guidance, policies, and procedures stated in the organisation's Employee Handbook and other relevant documents and literature.
- Comply with current legislation, regulation, and guidance relating to the provision of social care for children and young people, and education and learning in an Independent School.
- At all times, liaise in a professional manner and promote effective working relationships & positive links with clients, colleagues, and agencies working for and associated with The Lioncare Group and the wider Community.
- Undertake delegated tasks and instructions from Directors and other external officers with appropriate authority, to a level of competence expected from the grade of the post.
- Attend and facilitate meetings and supervision and performance reviews as appropriate and necessary.
- Exercise responsibilities under the Health and Safety at Work Act.
- Implement & develop the Organisation's policy and practice of Equality & Diversity.
- Engage in the process of informal resolution of problems and difficulties that may arise, always in the aim of maintaining a harmonious and collaborative working environment.
- Undertake training and continuous professional development as required and necessary including self-study and research.
- Adopt a flexible approach to working times in line with the particular demands of the organisation, including assisting in times of staff shortages, increased workload demands, and in emergency situations and unplanned situations.
- Carry out other tasks as required and in accordance with the competence of the position.

Specific Duties & Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the key responsibilities and duties of Registered Manager include the following:

1. Supporting the Company:

- 1.1. Support at all times the Service Manager and Executive Director in carrying out their duties and responsibilities in relation to the operation of The Lioncare Group.
- 1.2. Inform the Service Manager and keeping them updated of all issues requiring further attention and acting on these where appropriate or where directed to do so, and undertake delegated tasks and instructions from the Service Manager and Executive Director to a level of competence expected from the grade of post.
- 1.3. Attend and actively participate in and contribute to The Lioncare Meetings and all other forums as required and appropriate.
- 1.4. Ensure positive links are maintained and improved between the home and all parts of The Lioncare Group and between the home and external agencies and professionals and members of the wider community and public in general.
- 1.5. Lead implementation of the shared vision for the service provision
- 1.6. Take shared responsibility for leading and managing the clear Therapeutic Community Model of Practice and ensuring it is consistently applied across the whole organisation
- 1.7. Promote a positive image of the service provision
- 1.8. Contribute to the development, implementation, and critical evaluation of strategic policies of care services and the impact of these on your service provision.
- 1.9. Provide feedback on strategic policies to influence the direction of the service
- 1.10. Contribute to, assist with, implement, and critically evaluate and review Strategic Business Plans that support the continuing development and viability of care services provision.

2. Managing Services and Multi-Disciplinary Working:

In consultation and collaboration with the Executive Team of The Lioncare Group:

- 2.1. Monitor, co-ordinate, assess, and maintain to a high standard the provision offered by the home to ensure the needs of the children living there, and of the workforce and of placing authorities are met.
- 2.2. Assume responsibility for the leadership and management of the home; planning, co-ordinating, and improving the effective operation of the home, ensuring its Statement of Purpose, its function, and its primary task is at all times followed and maintained, and supervising, guiding and monitoring the day-to-day task of the home and its wider facilitating environment.
- 2.3. Responsibility for informing relevant persons and bodies and agencies at the earliest opportunity, of all issues affecting the effective and appropriate operation of the home and for immediately alerting others of any concerns regarding inappropriate or unacceptable practice occurring within the home, other parts of the organisation, or external agencies.
- 2.4. Attend all planning and strategy meetings and other emergency meetings requiring management-level representation and authority.
- 2.5. Assume responsibility for maintaining, managing and developing systems in the home for accurate, efficient and appropriate logging and recording and monitoring and analysis of information, and compiling reports and other documents as required ensuring these are provided to external agencies on request and on time.
- 2.6. Where necessary and directed to do so, assist and support the Service Manager and Executive Director with implementing and conducting:

- 2.6.1. Complaints Process and Procedures.
- 2.6.2. Child Protection and Safeguarding Procedures.
- 2.6.3. Disciplinary Procedures.
- 2.7. Assist the Executive Team in their responsibility for the formulation, implementation, monitoring and maintaining policies, procedures and systems designed to achieve the stated aims and objectives of the home and organisation, including regular and comprehensive reviews of these in accordance with organisational and national standards, legislation, and regulation.
- 2.8. Promote the Therapeutic Community practice and approach underpinning the work of the home and wider organisation, ensuring this is consistently conducted and maintained to a high level of professionalism and accountability, with all work being implemented in an appropriate and agreed manner.
- 2.9. Lead and manage the home in a way that is consistent with the Therapeutic Community model.
- 2.10. Responsibility for formulation and implementation of all assessment work and necessary reports, acting as official representative of the home and of The Lioncare Group at all relevant official meetings.
- 2.11. Undertake other such duties appropriate to the level of competence expected from the grade of post and in keeping with the organisations operational policies and procedures, the homes Statement of Purpose and the school's Prospectus, the aims and objectives of The Lioncare Group, and all relevant statutory guidelines and regulations.
- 2.12. To act as advocate and positive adult role model for the children, and at all times to maintain a professional approach towards colleagues and other professionals and members of the public that have reason to interact with home and/or The Lioncare Group.
- 2.13. Assume responsibility for all aspects of compiling, producing, distributing, and developing the annual Location Assessment Report for the home under Regulation 34 of The Children's Home Regulations 2015.
- 2.14. Assist with and responsibility for relevant aspects of the organisation's model, "Five-Stages of a Child's Journey Through The Lioncare Group" including but not limited to;
 - 2.13.1. The referrals and admissions processes and procedures including their development over time, effectiveness, delivery, and outcomes in terms of appropriate placements in the homes and school.
 - 2.13.2. The baseline assessment process and procedure including its development over time, effectiveness, delivery, and outcomes achieved against agreed indicators.
 - 2.13.3. The ongoing therapeutic intervention and provision ("the work") and related assessment and review and monitoring against agreed indicators.
 - 2.13.4. The Transition Assessment and Planning process and procedure including its development over time, effectiveness, delivery, and outcomes achieved against agreed indicators.
 - 2.13.5. The Ending and Leaving process and procedure including its development over time, effectiveness, delivery, and outcomes achieved against agreed indicators.
 - 2.13.6. The Outreach and Aftercare Provision process and procedure including its development over time, effectiveness, delivery, and outcomes achieved against agreed indicators.
- 2.15. Lead and manage the identification, allocation, and achievement of priority areas of work within the service provision, and critically evaluate the systems and procedures in place to facilitate this.
- 2.16. Lead and manage continuous improvement in the service provision.
- 2.17. Lead and manage improvement of the quality of your service provision through workforce development.

- 2.18. Lead and manage change within the service provision.
- 2.19. Lead and manage service provision that promotes the well-being of individuals
- 2.20. Lead and manage service provision that involves individuals in decisions about the outcomes they wish to achieve.
- 2.21. Lead and manage the provision of care services that deals effectively with transitions and significant life events.
- 2.22. Lead a service provision that promotes group living as a positive option.
- 2.23. Lead and manage the implementation of systems, procedures and practice that supports effective working relationships with, and involvement by, key people in the service provision.
- 2.24. Support workers to manage situations where there are ethical dilemmas or conflicts related to working with key people.
- 2.25. Lead and manage provision of care services that supports the development of children and young people through child centred practice, and critically evaluate at regular intervals the effectiveness of systems, procedures and practice used to achieve this.
- 2.26. Lead and manage effective working relationships and partnerships between the service provision and other professionals, organisations, networks and communities.
- 2.27. Contribute to the development of local strategies and services that impact upon positive outcomes for individuals.
- 2.28. Lead and manage the implementation and improvement effective communication systems and practice.
- 2.29. Lead and manage systems, procedures and practice that comply with legislative, regulatory, registration and inspection requirements and that promote the quality of care service provision.
- 2.30. Identify indicators of the quality of the service provision and methods to measure these, manage the implementation of and critically evaluate these systems, procedures and practice, and critically evaluate the quality of the service provision against these agreed indicators.

3. Managing the Team:

- 3.1. Actively engage in preparing for, safely selecting, and safely recruiting workers for the home.
- 3.2. Lead and manage systems, procedures and practice that effectively support the retention of new workers at the home.
- 3.3. Lead and manage the continuing professional development of workers through supervision and performance reviews and ensure these are conducted regularly, reliably, consistently and effectively by those in Line Management positions for all those employed at the home by The Lioncare Group.
- 3.4. Ensure team members and colleagues and employees are aware of their contractual obligations and abide by these, including providing the administrator with all relevant documentation pertaining to personnel issues.
- 3.5. Ensure all team members can describe the Therapeutic Community model of practice followed in the home, and that they understand and accept the expectations of membership of this Therapeutic Community.
- 3.6. Assume the role of senior professional in the home and, with guidance and support from colleagues and the Executive Team and external consultants, provide the team at the home with clear and appropriate leadership, management, boundaries, support, and discipline.
- 3.7. Through effective 2-way communication with colleagues at all levels, remain informed of all relevant issues relating to the support and well-being of the workforce of the home.

- 3.8. At all times act as a positive role model and mentor for colleagues at all levels offering guidance, support, direction, and advice in relation to their working practice.
- 3.9. Support team members to work with individuals to assess their preferences and care or support needs, ensure assessment information is available to those who have a right to see it, and manage the revision of assessments in the light of changing preferences and needs.
- 3.10. Effectively allocate and delegate responsibilities and duties to others in the team and the wider organisation (including managing 'upwards') appropriate to the competencies expected from the grade of their post.
- 3.11. Undertake "on-call" duties in line with the agreed management support structures in place, including providing where necessary direct cover, support, and intervention to ensure the safe and effective operation of all aspects of the home and The Lioncare Group at all times.
- 3.12. Manage a diverse workforce that meets the needs and preferences of individuals at the home.
- 3.13. (Hillfields and Westfields only): Manage the systems and processes that support workers to carry out care and support for individuals in their home.
- 3.14. Lead and manage systems, procedures and practice for effective development, delivery, and critical evaluation of work related to assessment, planning, and reviewing.
- 3.15. In consultation and collaboration with the Service Manager and Executive Director, and in accordance with company guidelines and procedures, assume responsibility for monitoring the appropriate conduct and performance of colleagues, acknowledging good performance, supporting areas of difficulty, and implementing disciplinary procedures where necessary and authorised to do so in line with role and responsibilities.
- 3.16. Manage the outcomes of disciplinary processes.
- 3.17. Contribute to disciplinary proceedings of others not directly working at the home, where authorised and directed to do so.

4. Safeguarding and Risk Management:

- 4.1. Lead and manage improvement of the safety of your service provision through workforce development.
- 4.2. Develop a culture whereby community members living and working at the home share responsibility for the emotional and physical safety of each other.
- 4.3. Manage response to day to day changes and emergencies.
- 4.4. Lead and manage practise that promotes the safeguarding of individuals.
- 4.5. Lead and manage compliance with legislative, regulatory, registration and inspection requirements that support the safeguarding of individuals from harm or abuse.
- 4.6. Maintain your own and others understanding of harm, abuse and safeguarding.
- 4.7. Lead and manage practice that balances positive outcomes for individuals with risk and safety.
- 4.8. Lead and manage practice in working in partnership to manage risk to personal safety.
- 4.9. Develop positive risk management plans and procedures that relate to daily living and to promoting independence.

5. Managing Practice:

- 5.1. Develop a culture within the home that is open and facilitates participation and where all behaviour and emotional expression is open to discussion.
- 5.2. Lead and manage the home in a way that ensures adults and children together review, set and maintain the rules and boundaries of the Therapeutic Community.
- 5.3. Manage the supervision and support of staff that contributes to the achievement of positive outcomes for individuals.
- 5.4. Manage practice that helps to safeguard individuals from harm or abuse.
- 5.5. Lead and manage practice that supports the development of relationships that promote safeguarding.
- 5.6. Lead and manage practice that promotes the rights, inclusion and well-being of individuals.
- 5.7. Lead and manage practice that supports individuals to keep themselves safe
- 5.8. Lead and manage practice that promotes individuals' social, emotional, mental, cultural, spiritual and intellectual well-being.
- 5.9. Monitor, manage, and promote provision for play, creativity, and activities at the home, including organisation of celebrations and festivities.
- 5.10. Manage practice that supports the achievement of positive outcomes for individuals' health.
- 5.11. Manage the implementation of and critically evaluate, systems, procedures and practice that support individuals to deal effectively with transitions and significant life events.
- 5.12. Lead and manage group living provision within care services.
- 5.13. Lead and manage the planning, implementation and evaluation of a structured daily timetable of both living activities and group activities, which reflect the needs of all those working and living at the home functioning as a Therapeutic Community.
- 5.14. Lead and manage the implementation of services, policies, systems, procedures and practice that support the development of positive behaviour.
- 5.15. Lead and manage the involvement of individuals in assessments, plans and reviews.
- 5.16. Lead and manage practice that promotes person centred communication systems
- 5.17. Lead and manage effective practice in the use of records and reports for communication.
- 5.18. Manage the development and implementation of systems, procedures and practice for the management of compliments, concerns and complaints.
- 5.19. Critically evaluate the effectiveness of systems, procedures and practice for receiving and responding to compliments, concerns and complaints.
- 5.20. Ensure that lessons are learned from compliments, concerns and complaints.
- 5.21. Embed a Therapeutic Community culture within the home that promotes the benefits of all members being active in the personal development of each other.

6. Managing Finance:

- 6.1. Manage and operate budgets and / or similar arrangement within the agreed guidelines set by the Executive Director.
- 6.2. Ensure the home is run efficiently and economically within financial allocations and actively seek initiatives to reduce unnecessary wastage.
- 6.3. Ensure costs are kept to a minimum without compromising the quality of the care, education, and learning experience offered to the children or the conditions of employment of colleagues.

- 6.4. Assume overall responsibility for:
 - 6.4.1. The petty cash systems operating in the home and all aspects of the business charge card allocated to you (NB: only to be used by the named holder).
 - 6.4.2. Monitor and maintain the appropriate ordering of supplies within the home.
 - 6.4.3. Effectively manage the financial system in operation at the home.
 - 6.4.4. Submit accurate monthly wage sheets to the Service Manager.
 - 6.4.5. Inform all colleagues of procedural guidelines for carrying out the above.
 - 6.4.6. Monitor expenditure and alert the Service Manager and/or Executive Director of concerns.
- 6.5. Monitor, manage, and develop effective systems for the purchasing and provision of appropriate food and nutrition for the children living in the home.

7. Managing Resources including the Buildings, Surrounding Areas (the facilitating environment), and Health & Safety:

- 7.1. Assume overall responsibility for ensuring that the physical standard of the facilitating environment of the home is maintained at all times to a high standard.
- 7.2. Responsibility for ensuring that the home provides a safe and appropriate environment in which children can grow and flourish, and in which colleagues and visitors can conduct their work.
- 7.3. Assisting the maintenance team in being able to carry out their task and duty in and around the home, and for assisting the Service Manager in managing and monitoring the work of the maintenance team.
- 7.4. Create and develop positive links between the local community and the home, enabling the children to participate fully in the life of the local community and to prevent unacceptable negative impact on the local community through the work of the home.
- 7.5. To establish, maintain and promote effective links with all relevant agencies - statutory, voluntary and private – as necessary to ensure day-to-day operational requirements of the services offered by the home and of The Lioncare Group in general are met.
- 7.6. Monitor and feedback to the Service Manager the effectiveness of the therapeutic community approach of the home including any highlighted barriers to its success.
- 7.7. Responsibility for managing own personal resources and welfare (including physical and emotional health, time and personal commitment, and motivation) through effective and appropriate self-time management and personal organisation, use of meetings with external consultants, and regular line management supervision, including taking ownership of own needs and requirements related to the post of Registered Manager and seeking support and assistance from others in meeting these needs and resources.
- 7.8. Involve self in the development of operational plans and identify the resources required to deliver agreed objectives for the service provision.
- 7.9. Lead and manage the implementation of operational plans and allocate resources within own area of responsibility.
- 7.10. Critically evaluate operational plans within own area of responsibility.
- 7.11. Critically evaluate performance measurement systems, procedures and practice used for operational plans.
- 7.12. Lead on the development of the physical environment to support the achievement of positive outcomes for individuals.
- 7.13. Lead and manage practice for health and safety in the work setting.

7.14. Maintain and monitor compliance with health, safety and security requirements.

7.15. Work in partnership to develop health, safety and security policies, procedures and practices.

8. Managing Self as a Therapeutic Care Practitioner:

8.1. Adapt your own communication in a range of situations.

8.2. Take responsibility for ensuring your own continuing professional development in a leadership and management role, and own professional knowledge base and skills and competency required to meet the requirements of the post, are maintained through commitment to on-going training, self-learning, and other relevant activities.

8.3. Work within, uphold, and promote the stated aims and objectives of The Lioncare Group and adhere to all guidance, policies and procedures as stated in the 'Employee Handbook' and in the 'Policy and Procedures Manual', at all times working in the best interests of the children, colleagues, and the organisation.

8.4. Comply with all relevant legislation and regulation and guidance (particularly the Education Act 1996 and 2002, the Education (Independent School Standards) (England) Regulations 2010, Children's Act 1989 and 2004, the Children's Homes Regulations [England] 2015, and legislation relating to child protection and safeguarding).

8.5. Accurately and effectively remain appraised and in-tune with the needs of the children and deliver services within a framework of good professional practice.

8.6. Act as a positive role model for the children both within the homes and the school and when supporting them and interacting with them within the local community.

8.7. Encourage and be actively involved with the various pursuits followed by children both within the homes and the school and within the local community.

8.8. Attend and facilitate meetings when appropriate.

8.9. Ensure compliance with equal opportunity's policy in relation to the adults, children, visitors and all others associated with the organisation.

8.10. In every interaction actively encourage, promote and respect the rights of individuals including matters relating to ethnicity, cultural and religious beliefs, and personal values and practices, and confront prejudice.

8.11. Carry out such duties that may be required from time to time in accordance with the competence of the position.

Selection Specification: The criteria below indicate qualities needed to do the job well. Candidates will be selected according to the extent to which they satisfy these criteria. Evidence of potential will also be considered. Most of the criteria must normally be met in order to qualify for selection.

Essential Criteria

Knowledge and Experience

- Experience of working in a therapeutic community for children and young people.
- Knowledge of an SEBD school or learning environment.
- A minimum of three years prior experience in a management post.
- Understanding the real difficulties faced and felt every-day by the children in our care.
- Experience of encouraging children to develop their full potential.
- Experience of supporting colleagues to develop their full potential.
- Experience of delivering quality care, learning, education, and nurture to vulnerable children.
- A good standard of education and general knowledge.
- Knowledge of theory & practice in providing child centred care and education provision (e.g. management of a children's home, the dynamics of organisations, project based learning, integrated care and education).
- Knowledge of strategies to promote purposeful experiential learning & real progress for children with emotional & behavioural difficulties, and experience of implementing them.
- Good written & oral communication skills, and able to record accurately, objectively, and with clarity.
- IT skills including Word, Excel, Email/Internet, and able to operate basic IT appliances including telephone system, fax machines, scanners, and photocopiers
- Knowledge of, and experience in, the task of managing employees.
- Understanding the importance of confidentiality, privacy, and discretion.
- Experience of the stressful and emotionally and physically challenging nature of the task and role.
- Understanding of the importance of practicing equality & diversity and confronting discrimination.
- Understanding of requirements of OFSTED for children's residential care settings.

Skills and Abilities

- Ability to lead and manage care for children with social, emotional, and behavioural difficulties, trauma, and complex needs.
- Ability to effectively manage and supervise others.
- Ability to work as part of, and to lead, a team.
- Ability to guide others in the development of the therapeutic task.
- Ability to be assertive yet supportive, exercise sanctioned authority, have good interpersonal skills, and able to function as part of a wider team and organisation.
- Ability to take on board instruction, to use own initiative when appropriate, and accept personal authority and responsibility.
- Ability to effectively prioritise self and workload within agreed timescales.
- Good organisational skills.

- Able to work under pressure.
- Ability to assess the need of individual children, to create plans for meeting these needs, and to maintain appropriate records of progress and achievement, and to guide others in doing the same.
- Ability to relate to and communicate with difficult to reach children, and colleagues experiencing difficulties in the work-place.
- Ability to relate to and communicate effectively with colleagues and other professionals and encourage their collaborative participation in the work of The Lioncare Group.

Personal Qualities

- A leader of people
- A manager of people and situations
- Honesty
- Openness
- Integrity
- Capacity to be reflective and a reflective practitioner
- Organised
- Confidence
- A stable, balanced, and rounded personality
- Robust and resilient
- Flexible and adaptable to changing situations and demands including working flexible hours when necessary
- Capable of both thinking and doing
- Belief in the value of difficult to reach children
- Commitment to training and self-development

Desired Criteria

- Understanding of cost awareness and efficiency.
- Relevant qualification in therapeutic child care.
- Relevant management qualification at level 5.
- Self-aware, confident, motivated, sense of humour, creativity, conscientious work-ethic.
- Full clean driving licence

CORE COMPETENCIES AS A THERAPEUTIC PRACTITIONER

Competency Heading		Definition - The TC Practitioner Strives To...
Role related competencies	1	Understanding of role <ul style="list-style-type: none"> Better understand the boundaries of their role, the place this has within the wider organisation and the outcomes it is designed to achieve
	2	Understanding of client group <ul style="list-style-type: none"> Provide responses of understanding to the particularity of the client within the context of the community Shows developing insight into the clinical issues extent within the client group Relates to others as human beings not as diagnoses or labels
	3	Clinical observation <ul style="list-style-type: none"> Able to accept 'not knowing' and allow time for understanding to emerge Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved Capacity to formulate a hypothesis
	4	Capacity to acknowledge and use the boundaries of the TC <ul style="list-style-type: none"> Developing awareness and capacity to regulate boundaries Ability to share authority with all members of the community - 'dispersed authority' Capacity to own and use their own authority Recognises the significance of space and time and how therapeutic structures are established Creative / flexible use of TC structures
Therapeutic practice related competencies	5	Understanding of TC methodologies <ul style="list-style-type: none"> Shows a willingness to learn and engage with 'methods' Emotionally open within a 'culture of enquiry' Developing knowledge and understanding of psychodynamic ideas Desire to acquire both academic and experiential knowledge in a 'living-learning environment' Desire to be a part of a containing matrix of relationships and use the community to address and solve problems
	6	Communication skills <ul style="list-style-type: none"> Openness to both conscious and unconscious communication and recognises behaviours and affects are communication Communicates in a clear direct manner and actively listens and engages with others to further their understanding Can adapt the mode of communication appropriate to the audience Avoids telling others what to think but provides/creates opportunities for understanding to grow / develop / emerge
	7	Use of self <ul style="list-style-type: none"> Sensitivity - attuned and receptive - can takes things in Capacity to use one's interactions with others therapeutically Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client Genuineness - congruence - authenticity - not hiding behind professional status / role
	8	Capacity to work both reflectively and using reflexively <ul style="list-style-type: none"> Can think about one's own capacities and deficits in relation to the work Can work by continually being aware of one's responses to others and one's self Self-reflection / awareness - desire to know why one is drawn to this work Has self-knowledge - able to self-talk - adopt a third position
	9	Capacity to contain anxiety <ul style="list-style-type: none"> Ability to tolerate 'not knowing' An ability to tolerate stress and recognize personal limits Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action Self-contained - can contain their own anxiety Owens their mistakes Capacity to retain ones one identity - strength of character

Organisational related competencies	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> • Uses 'daily living' as opportunities for learning - 'opportunity-led work' • Acknowledges the symbolic nature of the environment • Understands 'corrective emotional experience', primary care and therapeutic adaptation • Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> • Can understand and acknowledge issues of authority, power, leadership • Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this • Aware of own valency - the tendency to take up a familiar defensive role in a group context
	12	Participant observer	<ul style="list-style-type: none"> • Can observe self and others without being compelled to act before reflecting • Can wait, think, talk with others before acting • Capacity to learn from direct experience - capacity to explore and be vulnerable - not defensive / avoidant
	13	Recognises the primary task	<ul style="list-style-type: none"> • Boundaried - able to acknowledge one's own place in the organizational structure • Clarity about one's role - engages directly in the key tasks defined in their job description and its relation with the primary task of the community

Statement of Variation

This job description sets out the details of the post at the time it was drawn up. These details may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variation is a common occurrence and cannot itself justify reconsideration of the grading of the post.