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**DBS Update No. C3940848046**

**1) How do your experience, qualifications and knowledge make you suitable to be a registered manager?**

My current experience, qualification and knowledge are such that I have been able to identify the current homes needs and use the resources surrounding me in order to facilitate positive change. The standard of care we provide at Beck House is echoed by the support around us. The learning and development team have ensured that mandatory training and beyond is provided. Facilities management is consulted with to enable a safe and homely environment is provided. These are just two of the branches above the home I am able to use.

I have been working within the social care industry for 5 and a half years now. Whilst using the resilience, robust and proactive nature taught to me as a soldier, the skill set I have learned with social care has refined my management and communication skills whilst teaching me new ways in which to role model and lead a team to provide care for young people. I have been lucky to of developed a wide spectrum of experiences ranging from different style of homes like group living and solo placement, I have also the experience of working with both incredibly challenging and not so challenging young people.

The current qualifications I possess provide me with an understanding to the wider needs of role profiles and KPIs and how each of these impact upon the care of a young person. I am highly trained in Therapeutic crisis intervention, a behaviour management model developed in the united states that focuses on the preventative measures in place to support young people emotionally.

It is due to my wider experiences that enable me to well lead, manage and empower my team who therefore present the same for our young person.

Having worked in a variety of environments within different countries I understand well and support the need for promoting equality

The first thing I have done on being successful in post is to work closely with the referrals team that is going through a period of positive change, I have learned a lot in this process and have been able to effective risk assess the compatibility of home to young person, then ensure the team is receptive to positive role modelling and consider new placements with positive anticipation. The team I work with are good communicators and pride themselves on the care that they provide, I have been able to fill the gaps in their understanding of how to ensure care standards are high and why they the needs of the young person are required to be met in a certain way. For example, the young person we currently have living with us has a background of neglect and as a result displayed negative behaviours in order to gain attention. The team have been guided to understand through my experience that with nurture and positive attention, with routines and boundaries that the young person will display positive behaviours in response.

I am required to have QCF level 5 in leadership and management. This is something I am working towards. I have developed a timeline of works in that I am able to complete this qualification by mid-September 2017 and would only then be awaiting sign off by our in house assessor. I was successful having shown the ability to lead and manage this home and that the level 5 will support me to grow further. I have other management qualification and am trained well in supervision.

I am an individual who reflects upon his practice and I use the voice of both the team and young person around me in order to grow not only the home I run but myself, I have found regulation 44 independent visitor inspections absolutely vital in the development of my own experiences and that of the team. It is in the reflection that I remain open and positive about being challenged and about where to grow and or facilitate positive change.

My team are great, I have been able to gel them well whilst supporting them to consider the individuals that they are without discriminating against others.

I am an individual that is ready to continue managing this home in compliance with the regulatory and legislative requirements in order to facilitate positive growth for young people. I have desire and ambition to see this service and my organisation develop to provide excellent levels of care.

**2) What outcomes do you want to achieve for the children, young people or adult service users?**

The outcomes for children is a difficult to answer being that there is no specific outcome. In general I would like to see each of the outcomes discussed to consider the views, wishes and feelings of the young person and the stakeholders invested in their care. I would like to see and will ensure that young people are provide with opportunity to have a voice in such settings as LAC and PEP reviews. Within the home I ensure that the placement plan is read by the young person and is signed. That if the young person disagrees with an objective that there is discussion to support them to understand why and or unpick why they disagree and to see if this can be made more amenable.

Goals for our young people will and are discussed during team meetings, supervision, key work sessions, school meeting.

I would consider a goal a success if a goal was to see a young person’s attendance at school to rise by any degree. In the same vein we consider it a success if self-confidence is raised or a new activity is tried. In some cases it is about teaching a young person through therapeutic practice how to thrive.

“What is done to children they will do to society”.

The leadership and management of the home is such that through the teams understanding of the placement objectives and weekly objectives to enable consistent practice. The homes Statement of Purpose is currently a medium to short term placement with view to support a young person into return to the family home or transition to group living or fostering.

The standards are kept high through young person consultation with Ofsted, independent visitor, key worker, home management, teachers, guardian, parents, advocate, IRO, social worker, YOT, LAC nurse, GP, Dentist and optician, this is not an exhaustive list.

Research shows that through feedback we are able to drastically able to increase engagement levels through documented and discussed positive feedback.

Outcomes inform such a large part of the Guide including standards of practice. An objective is required to consider the views wishes and feelings of a young person whilst being applicable to health, education, enjoyment and achievement and then recorded as per the care planning standard.

**3) How will you ensure that the ways you provide your services safeguard children, young people and adult service users, and fully protect their welfare?**

The manner in which the service is lead and designed is to reduce risk and the likelihood of occurrence. Five Rivers child care has good safeguarding and whistle blowing policy that informs and provides guidance alongside Ofsted’s working together to safeguard children. The home and I have a relationship with the local misper co-ordinator for Wiltshire missing persons whom we share information with, a representative from Wiltshire police. The home is also aware and has the details of the designated safeguarding officer and MASH and LADO team of both the local and placing authority. Specific training is provided to the team with annual refreshers in specific topics like prevent duty and radicalisation, facilitating contact, FGM and others. Leaders are required to undertake local authority provided training (advanced safeguarding).

Support is provided and key worker sessions are discussed with our young people to enable them to have an active role in safeguarding themselves and understanding the process of why it is important to keep safe.

Allegation and complaints protocols are within the home and HR, the companies DSO (designated safeguarding officer) are involved in the process. The young person’s guide provides contact details and information enabling them to have an understanding how to raise concern.

In recording, Safeguarding logs and incident reports are completed by the manager and if appropriate shared with key stakeholders for the involved young person.

As a leader I hold great importance, as it should be, for the safeguarding of our young people and staff team.

The manager keeps up to date in relation to updates of which he receives via email from the gov.uk alerts subscription. I am also a part of a national working group that enable the sharing of information without breach of confidentiality.

To ensure the continued discussion and developemtn of safeguarding it is both and agenda item of indicudual staff supervision and team and managers meetings. All process’ are regularly reviewed by regulation 44 independent visitor, compliance manager and home audit.

**4) How you will ensure that the services you provide consistently meet children, young people and adult service users’ needs and demonstrate improved outcomes? mandatory field**

Through the companies therapeutic model, therapeutic crisis intervention I am trained in understanding why it is important that a young person’s needs are being met.

The 3 stages of recovery within therapeutic crisis intervention also apply to improved outcomes.

* Lower outcomes (Abuser) – Potentially retriggering re traumatising or negative role modelling.
* No Change (Fire Fighter) – nothing learned. Particularly relevant to crisis.
* Higher outcome ((Educateur) = Learning positive outcomes

We are taught and it is right to involve the young person in everything that we do. The young person can only demonstrate improved outcomes if they are in ownership and empowered by their care plans.

The key to developed outcomes is by continuous assessment and discussion of the current aims. Legislation requires LAC reviews and statutory visits are provided by the local authority but we move one step closer to become educators by allowing house meetings, weekly key work sessions and more often recorded one to one discussions surrounding planned and unplanned topics.

Leading the team is relatively simple in that with effective assessment and implementation of outcomes provides tangible results for the team and young person that leads to increased motivation, self-esteem and engagement in task.

Culturally to include the need for diversification, we work together with the companies’ education provision to enable reward charts and we record positive measures. The young person is enabled to visit activities and cook food that is from differing cultures to develop understanding of different cultures.

As a new leader to the organisation I have already developed for another home and outcomes monitoring system that tracks behaviours both positive and negative, this then shows summary in both graphs and trends pattern. This enables clean cut information sharing and evidencing to local authorities or clinicians but also to the young person.

**5) How you will develop and maintain good working relationships with relevant partnership agencies?**

My and the young person’s success is highly dependent on how the team performs.

Firstly sharing knowledge through mentoring, each manager has a buddy manager that is able to seek knowledge and advice from one another in relation to ideas or scenarios that can occur. Each manager is a member of a National Working Group NWG that provides meetings of managers from other setting to share and develop our networks and process’. HR are also available to contact.

In relation to building relationships, I feel I should be human and be honest. By managing the expectations of a relationship we can prevent surprises and proactively prepare for difficulty enabling us to perform better through change or concern.

I have created a clear and concise statement of purpose (mission) that each member of the team had an involvement in creating. The statement of purpose outlines the purpose of the home and is a specific requirement of “The quality and purpose of care standard”. We discuss how the statement of purpose fits with employees' personal values, young person’s needs and roles in the company. I hold regular staff meetings to highlight recent company activities as well as discuss how employees are working toward or upholding the homes mission and the young person’s placement objectives.

Where possible due to shift patterns I encourage teamwork through formal and informal team-building activities during team meeting or at the Christmas party. Good relationships in the workplace thrive when individuals feel part of a team and comfortable with their teammates.

*According to a 2008 study published by the University of Florida Institute of Food and Agricultural Sciences, respect and trust amongst co-workers and between supervisors and staff leads to greater collaboration, innovation and efficiency in the workplace.*

The team’s expectations are discussed immediately and regularly either in informal discussion, supervision or team meeting. I set high performance expectations and emphasise the importance of each employee's role to the success of the homes and young person. I focus importance on two-way communication, clear and precise instructions, and the need for individuals to feel respected as both individuals and contributors to the practice of the home.

Through supervision and team meetings I set clear and measurable goals for the team members. Employees must know what to do, how to do it, how well the task must be done and where to turn for help. To that end, provide detailed job descriptions and offer training with feedback from supervisors. Additionally, employees must clearly understand what constitutes satisfactory work and exactly how their performance will be measured and rewarded.

Managing the relationships of external professional is a similar process except that of being able to supervise. Many of the communications are through phone or email and that care needs to be taken in the writing style and frequency of communication one has with others.

**6) How you will lead and manage your agency or establishment, including your staff team, effectively and efficiently?**

I will lead this team by creating a community in which we all, staff and young people, are part of a learning environment that we grow together.

It is my view (evidenced by studies) that the best teams are those that have a driven mission that is focused upon and are active in continuous professional development. Ownership needs to be taken by all and will be empowered to do so. Each member of the team will be setting

* how you will ensure that the standards of care, protection and support that your agency or establishment provides will be of a high standard
* how the services you offer will meet the specific needs of the individual children, young people and service users
* how you will promote equality and diversity, and tackle discrimination
* your understanding of practice in the area you will be responsible for
* your understanding of relevant, up-to-date research that underpins the service provision you are applying to manage
* your understanding of legislation and guidance where applicable, such as national minimum standards and statutory guidance issued by the Department for Education
* your knowledge of Ofsted’s policies and procedures, including the guidance on the inspection

**7) What resources are or will be available to meet the particular needs of children, young people and adult service users of your agency or establishment? (Resources include all aspects of the service, for example facilties available and staffing numbers and their deployment.)**

* how you will ensure that the standards of care, protection and support that your agency or establishment provides will be of a high standard
* how the services you offer will meet the specific needs of the individual children, young people and service users
* how your leadership and management will result in positive outcome
* how you will promote equality and diversity, and tackle discrimination
* your understanding of practice in the area you will be responsible for
* your understanding of relevant, up-to-date research that underpins the service provision you are applying to manage
* your understanding of legislation and guidance where applicable, such as national minimum standards and statutory guidance issued by the Department for Education
* your knowledge of Ofsted’s policies and procedures, including the guidance on the inspection

**8) How you will monitor and evaluate the quality of the services that you will provide at your establishment or agency?**

* how you will ensure that the standards of care, protection and support that your agency or establishment provides will be of a high standard
* how the services you offer will meet the specific needs of the individual children, young people and service users
* how your leadership and management will result in positive outcome
* how you will promote equality and diversity, and tackle discrimination
* your understanding of practice in the area you will be responsible for
* your understanding of relevant, up-to-date research that underpins the service provision you are applying to manage
* your understanding of legislation and guidance where applicable, such as national minimum standards and statutory guidance issued by the Department for Education
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**9) How will you secure continuous improvement so that your service continues to have a positive impact on outcomes for children, young people and adult service users?**

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* how your leadership and management will result in positive outcome
* how you will promote equality and diversity, and tackle discrimination
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**10) Please detail any issues that you would like to discuss with the inspector at the interview or any other information that is relevant to your application.**

I would like if possible to understand whether I will or will not be considered for registration based upon my lack of current QCF level 5 leader ship and management within a childcare setting. I am under the knowledge of other registered managers working towards the qualification and certainly feel ready to fill and benefit the team and young people that come to live with us.