

JOB DESCRIPTION

Position	Administrative Assistant
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
Line-Managed By	The Deputy Manager of Registered Manager of the Home
Directly Responsible To	The Registered Manager of the Home
Ultimately Answerable To	The Chief Executive Officer of The Lioncare Group.
Line-Management and Supervisory Responsibilities	None.
Health and Safety Responsibility	Responsibility for promoting the Health and Safety of children, self, colleagues, contracted workers, and visitors whilst working at the home or The Lioncare School or carrying out duties for and on behalf of The Lioncare Group.
Safeguarding and Child protection Responsibility	Responsibility for the Safeguarding and Protection of children cared for and educated by The Lioncare Group.
Primary Task (what the Job exists to do)	<p><i>In consultation and collaboration with the Registered Manager and under their guidance and instruction and leadership, and with due regard to legislative and regulative duties and responsibilities:</i></p> <p>Provide full administration support to the Children's Home in which you are based, and personally assist the Deputy Manager and Registered Manager in carrying out their duties and responsibilities. To achieve this, you will;</p> <ul style="list-style-type: none"> – Carry out administrative tasks and duties that include word-processing, typing, answering telephone enquiries, managing emails and other forms of mail, maintaining data-bases, updating records, information processing and safe storage and retrieval, handling money, and ordering and overseeing distribution of supplies of stationary and other resources etc. in line with those of any office-based setting and that are necessary to maintain an efficient, effective, safe, healthy and 'welcoming' work environment. – Assist the Registered Manager in relevant and sanctioned aspects of the administrative tasks and responsibilities associated with running a Children's Home and complying with all legislation and regulation and statutory duties. – Assist colleagues based at Lioncare House and at The Lioncare School and in the Finance Department when necessary and as required. – Actively engage yourself as an active and integral member of the team in the home, and a member of the whole community that is The Lioncare Group.
Safeguarding Statement	The Lioncare Group puts the welfare of children and adults at the centre of all of its work. Our Safer Recruitment policy and procedure is written with reference to Keeping Children Safe in Education 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 and Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the duties of all employees include:

- 1.1. Carrying out tasks and responsibilities professionally at all times.
- 1.2. Working with integrity, honesty, and openness at all times.
- 1.3. Assist, support, and promote The Lioncare Group within the wider market place.
- 1.4. Work within and uphold and promote the stated aims, objectives, and therapeutic practice approach of The Lioncare Group and adhere to all published guidance, policies, and procedures.
- 1.5. Comply with current legislation, regulation, and guidance relating to the provision of children's social care in a Residential Children's Home and/or education and learning for children in an Independent SEMH School and with particular emphasis on The Children's Homes Regulations and Independent Schools Regulations, and Safeguarding Children and Child Protection duties and responsibilities.
- 1.6. Liaise in a professional manner at all times, and promote effective working relationships and positive links with, clients, colleagues, and agencies working for and associated with the work of The Lioncare Group and its wider community.
- 1.7. Undertake delegated tasks and instructions from managers and others with appropriate authority, to a level of competence expected from the grade of the post.
- 1.8. Prepare for, attend, and engage in all relevant meetings and forums as necessary and appropriate and required.
- 1.9. Prepare for, attend, and fully engage in regular Team Meetings, Individual Supervision Sessions, and Performance Reviews.
- 1.10. Exercise responsibilities under the Health and Safety at Work Act.
- 1.11. Implement and develop the Organisation's policy and practice of Equality and Diversity.
- 1.12. 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.
- 1.13. Undertake training and continuous professional development as required and necessary including self-study.
- 1.14. 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.
- 1.15. Carry out other tasks as required and in accordance with the competence of the position.

Specific Duties and Responsibilities: In accordance with the stated aims and practice approach of The Lioncare Group, the key responsibilities and duties of a School Administrator include the following:

2. Supporting the Company:

- 2.1. Support at all times the Registered Manager in carrying out their duties and responsibilities in relation to the operation of the home.
- 2.2. Inform the Registered Manager and keep them updated of all issues requiring further attention and acting on these where appropriate or were directed to do so, and undertake delegated tasks and instructions from the Registered Manager to a level of competence expected from the grade of post.
- 2.3. Ensure positive links are maintained and improved between the home and all parts of The Lioncare Group and between the home and its neighbours and external agencies and professionals and members of the wider community and public in general.
- 2.4. Take responsibility for developing your understanding of the organisation's clear Therapeutic Community Model of Practice and assist others in ensuring it is consistently applied.
- 2.5. Promote a positive image of the Home and of The Lioncare Group.
- 2.6. Provide the Registered Manager with constructive feedback on the Quality of Care provided by the home, and when instructed to do so by the Registered Manager, carry out tasks and actions that improve the Quality of Care provided by the home.

3. Administrative Tasks and Duties and Responsibilities:

- 3.1. Receive and deal with visitors to the home in a professional and courteous manner including ensuring they show identification if they are not known to you, are aware of the parking restrictions in the locality of the home, and are

aware of the emergency fire evacuation procedure and any other Health and Safety measures in place at any given point in time.

- 3.2. Use I.C.T. Systems including E-mail, Word, Excel and GDrive to produce and manage and share documents and records.
- 3.3. Receive and respond to general enquiries.
- 3.4. Take a pro-active role in helping the home function as a facilitating environment, including good organisation of workspaces and areas and assisting in the day-to-day house-keeping measures in place.
- 3.5. Follow at all times the relevant Health and Safety and Risk Management processes and procedures associated with the home, and the organisation's Lone-Working Policy and Procedure when applicable.
- 3.6. Manage and record incoming and outgoing mail (including E-mail) appropriately and respond to correspondence accordingly and in a professional and timely manner.
- 3.7. Ensure effective workflow through prioritising workload and adopting effective Time-Management strategies and principles.
- 3.8. Under guidance and instruction of the Registered Manager, order and manage stationery, resource, and supplies as necessary.
- 3.9. Answer telephone calls in a professional manner, and monitor, screen, and keep a record of telephone calls including messages.
- 3.10. Manage retention of records and information in an accurate and efficient manner.
- 3.11. Carry out accurate minute-taking at meetings that may include confidential material and information of an upsetting nature.
- 3.12. Under guidance and instruction of the Registered Manager, address and sort problems with utilities and I.C.T. in the home.
- 3.13. Maintain effective and appropriate liaison with the Administrators at The Lioncare School, other Administrative Assistants based in other homes, and colleagues working at Lioncare House and in the Finance Department.
- 3.14. Process manager's Business Charge Card receipts and ensure these are saved in electronic format to the respective folder on the GDrive.
- 3.15. Assist the relevant colleagues in the planning and administration of training for those working at the home.
- 3.16. Conduct yourself in a way that generates, supports and maintains an open, honest and supportive atmosphere in the home in order to develop the growth and development of both adults and children.
- 3.17. Under guidance, assist colleagues in reliably and accurately communicating and sharing relevant and necessary information with Social Workers, Therapists, Independent Reviewing Officers, and other external agencies and professionals and including (when permitted within the child's Care Plan and Placement Plan) parents and members of the child's family.
- 3.18. Through experiential learning and more formal training and coaching routes, develop your understanding of adversity and trauma, their effects on children, and children's responses to them, and use this understanding to improve your own and others professional practice and the quality of your interactions with the children.
- 3.19. Take responsibility for your own professional development.
- 3.20. Explore the values, knowledge and skills of the children's social care profession and use these as a basis to inform and develop your own professional practice.
- 3.21. Understand and accept that professional values and beliefs are not automatically the same as personal values and beliefs and that part of being a professional involves recognition and resolution of this tension in work situations.
- 3.22. Accept that you don't know what you don't know, and that others will know more than you, and this is OK.
- 3.23. Ask for help and advice from others to assist you in developing strategies and coping mechanisms that enable you to bear the unbearable.

4. Team Work and Collaboration:

- 4.1. Attend and be an active participant in team meetings, which may involve you taking a note of the meeting, and ensure you have read team meeting notes on the rare occasion you are unable to attend in person or virtually.

- 4.2. Ensure you have read the Independent Person's monthly reports (aka Reg.44 reports) setting out their findings and recommendations following their visit to the home.
- 4.3. Be mindful of and where possible and appropriate support the wellbeing of others with whom you work.
- 4.4. Use your team and colleagues and the wider organisation of The Lioncare Group to develop your knowledge and understanding needed to support improvement in your professional practice.
- 4.5. Be a willing participant in sharing your thoughts and ideas with others in the appropriate forums, and never assume others already know what you are thinking and feeling.
- 4.6. Know that you will be expected to speak in front of others in small and larger groups and meetings; ask for help and advice from others if this is not your area of strength.

5. Safeguarding and Risk Management:

- 5.1. Support the safeguarding culture of the home and organisation whereby all members of the community of the home and the wider organisation of The Lioncare Group share responsibility and concern for the emotional and physical safety of each other.
- 5.2. Assist colleagues and the Registered Manager in the task of ensuring each child's specific safeguarding needs are met.
- 5.3. Accept and act positively to changes in tasks in response to day-to-day changes and emergencies.
- 5.4. Strive to develop your practise to promote the safeguarding of individuals.
- 5.5. Comply with legislative, regulatory, registration and inspection requirements that support the safeguarding of individuals from harm or abuse and ensure others do the same.
- 5.6. Use all forums and tools available to grow your understanding of harm, abuse and safeguarding duty.
- 5.7. Strive to develop your practise to be able to balance positive outcomes for individuals with risk and safety.
- 5.8. Work in partnership and collaboration with others to manage risk to personal safety.
- 5.9. Remain vigilant and alert to situation that have potential to cause children and colleagues harm, and take personal responsibility for taking necessary action to reduce the risk of such a situation occurring before it occurs, and take personal responsibility for informing the Registered Manager or another manager without delay if or when such a situation does occur.

6. The Facilitating Environment (the buildings and surrounding area) and Health & Safety:

- 6.1. Assist colleagues in the task of ensuring that the physical standard of the facilitating environment of the home is maintained at all times to a high standard.
- 6.2. Assist colleagues and the Registered Manager in the task of 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.
- 6.3. In collaboration with the House keeper working in the home, actively and regularly in the course of your normal day-to-day work, inspect, observe, and assess the quality and state of the decoration and maintenance of the building and of the furnishing and fittings and appliances and overall 'feel' of the place, and inform the Registered Manager of anything needing repair or replacement or attention and record this on the Maintenance Sheet when instructed to do so or as and when appropriate.
- 6.4. Work in partnership and collaboration with colleagues to 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.
- 6.5. 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 home and of The Lioncare Group are met.
- 6.6. Take responsibility for your own wellbeing and be open and honest about your feelings in the work place.
- 6.7. Ask for help and advice from others to assist you in managing your own anxiety at those times when you face situations that may feel intensely stressful, and to develop your own strategies for remaining calm.
- 6.8. Seek support and advice from others to assist you in taking responsibility for managing your own personal resources and welfare (including physical and emotional health, time, personal commitment, and motivation)

through effective and appropriate self-time management and personal organisation, use of support systems, and including taking ownership of own needs and requirements related to your role and seeking support and assistance from others in meeting these needs and resources.

- 6.9. Assist colleagues in the task of developing and improving Health and Safety practices across the organisation.
- 6.10. Comply with all health, safety and security policy and procedures and legal and regulatory requirements and especially Health & Safety in the Workplace and Fire Prevention and Fire Safety.

7. Financial Matters:

- 7.1. Accept personal responsibility for appropriately managing those aspects of finance in which you are involved as part of your normal day-to-day duties and tasks.
- 7.2. Always provide receipts for every purchases you make using the organisation's money and funds; this includes online purchases.
- 7.3. Make yourself familiar with how the petty cash system operates and ensure you follow stated procedures and that you can account for all expenditures made by you in the course of your duties on behalf of The Lioncare Group.
- 7.4. Alert and inform without delay the Registered Manager of any concern you have or hold in regards to suspected or known mismanagement or unauthorized use of the organisation's money and funds and/or children's own money and funds.

8. Being a Therapeutic Practitioner¹ in a Therapeutic Community:

- 8.1. Understand your role, and the boundaries and limits to this role
- 8.2. Grow capacity to acknowledge, use and maintain the boundaries of the Therapeutic Community in which you work
- 8.3. Ask questions so you can develop an understanding of Therapeutic Community methodologies and related theory
- 8.4. Learn how to adapt your own communication in a range of situations that match the needs and understanding of those with whom you are communicating
- 8.5. Gain a working understanding of the concept of Use of Self
- 8.6. Grow your capacity to work both reflectively and reflexively
- 8.7. Explore, through using support systems, your capacity to contain anxiety
- 8.8. Learn experientially the importance of the environmental setting and of the external environment
- 8.9. Grow your understanding of principles of organisational dynamics and how they are enacted in The Lioncare Group and between The Lioncare Group and other organisations
- 8.10. Develop your capacity to be a Participant Observer
- 8.11. Learn what is meant by the term 'The Primary Task of The Lioncare Group, and explore the contribution you make to achieving The Primary Task

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 carrying out administrative work and duties in a professional capacity.
- A reasonable standard of education and general knowledge.
- Some insight into the needs of children living in the care system.
- Awareness of the importance of Safeguarding children.
- A reasonable level of competency in ITC skills including Word, Excel, Email/Internet, and GDrive, and able to operate basic ITC appliances including telephone system, scanners, and photocopiers
- Prior experience of working within a team of professionals.
- Understanding the importance of confidentiality, privacy, dignity and discretion.

¹ For further detail and explanation, please refer to the Core Competencies as a Therapeutic Practitioner table at the end of this document

- Experience or appreciation of the sometimes-challenging nature of the work of The Lioncare Group.
- Understanding of the importance of practicing Equality and Diversity and confronting discrimination.
- Understanding of the requirements of OFSTED and other regulatory bodies.

Skills and Abilities

- Ability to carry out administrative tasks to a high standard.
- Ability to be assertive yet supportive, exercise sanctioned authority, and have good interpersonal skills.
- Ability to work and function as part of a team itself forming part of a larger organisation.
- Good written & oral communication skills, and able to record accurately, objectively, and with clarity.
- Able to record accurately, objectively, and with clarity and produce a professional product.
- Polite and respectful telephone manner including ability to actively listen to what the caller is saying
- Good organisational skills and ability to effectively prioritise self and workload within agreed timescales.
- Ability to work in a dynamic and sometimes challenging environment.
- Ability to receive formal supervision.
- Ability to accept and carry out instruction from others
- Ability to follow instruction, use own initiative when appropriate, and accept personal authority and responsibility.
- Able to work under pressure.
- Ability to relate to and communicate with colleagues and others when they experience strong emotions.

Personal Qualities

- Honesty
- Openness
- Integrity
- Eagerness and commitment to developing self
- Potential to be reflective and be a reflective practitioner
- Organised
- Confidence
- Mentally and physically fit for the purposes of the work you are to perform
- Able to manage self and others in unfamiliar situations
- 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

- Previous experience of working within an office environment or administrative role.
- Some experience of working in a residential setting for children.
- Understanding of cost awareness and efficiency.
- Willingness to work flexibly if / when necessary.
- Relevant qualification in Business Administration, or a related relevant subject.
- Self-aware, confident, motivated, sense of humour, creativity, conscientious work-ethic.
- Full clean driving licence

Statement of Variation

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

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 & 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' & allow time for understanding to emerge Capacity to observe behaviour/mood/interactions & notice internal & 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 & capacity to regulate boundaries Ability to share authority with all members of the community - 'dispersed authority' Capacity to own & use their own authority Recognises the significance of space & time & 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 & engage with 'methods' Emotionally open within a 'culture of enquiry' Developing knowledge & understanding of psychodynamic ideas Desire to acquire both academic & experiential knowledge in a 'living-learning environment' Desire to be a part of a containing matrix of relationships & use the community to address & solve problems
	6	Communication skills <ul style="list-style-type: none"> Openness to both conscious & unconscious communication & recognises behaviours & affects are communication Communicates in a clear direct manner & actively listens & engages with others to further their understanding Can adapt the mode of communication appropriate to the audience Avoids telling others what to think; provides/creates opportunities for understanding to grow / develop / emerge
	7	Use of self <ul style="list-style-type: none"> Sensitivity - attuned & receptive - can takes things in Capacity to use one's interactions with others therapeutically Ability to monitor thoughts & feelings evoked by others & link these to underlying issues of the child 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 & deficits in relation to the work Can work by continually being aware of one's responses to others & 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 & recognize personal limits Can notice & sustain feeling difficult feelings long enough to understand where they derive from & 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 & therapeutic adaptation Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics <ul style="list-style-type: none"> Can understand & acknowledge issues of authority, power, leadership Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this & 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 & 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 & 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 & its relation with the primary task of the community