



Position Description: Transformational Teacher

This position description has been developed with a vision of Stand's Therapeutic Care and Education Service fit for current and future need, and in the context of achieving competent teaching practice within an effective Therapeutic Care and Education Service. The Position of Transformational Teacher requires a fully registered Teacher and **reports to** the Education Services Team Leader (ETL). It has **functional relationships** with Kaumatua and Kuia, Education Team Leader, Intensive Family Wraparound Team Leader, Family Therapy Team Leader and/or SWiS Team Leader (not in all regions), Support Services Team Leader, children and their parents and caregivers, children's home schools, service partners, referral agents, other community agencies, and visitors. The role has responsibility for allocating and supervising the daily work of the Learning Support staff. **Hours of Work** are 80 hours per fortnight, usually Monday to Friday and teachers are expected to be at their place of work during normal working hours - 8.30am to 5.00pm. Annual leave is in school holidays and all education staff can be required to attend up to 10 days professional development in school holidays in any one school year. The role may include at times working in the community as an itinerant teacher supporting children's safe and successful transitions into and out of the Therapeutic Care and Education Service or to meet children's needs who are excluded and/or not currently able to attend a school in their community.

National Practice Standards - Transformational Teacher

The national practice standards outlined in this document describe the standards of performance expected of Transformational Teachers in their work. In other words, they describe what people in this role are expected to know and do i.e. statements of competence. They provide a common reference point for good practice throughout Stand Children's Services. Delivering high quality services requires a mix of relevant knowledge, experience and skills. Using these standards will help to reinforce the link from our strategic vision to operational processes and to service delivery standards.

These national practice standards combined with the Roles and Responsibilities Framework help to establish the link between the aims and objectives of Stand and what individuals need to be able to achieve. Consequently, the standards and the roles and responsibilities framework are of key importance in the education, training, and professional development of Transformational Teachers.

The Roles and Responsibilities Framework – Therapeutic Care and Education Team

The Roles and Responsibilities Framework outlines the outcomes expected from the Therapeutic Care and Education Service, and how the different roles that make up the Therapeutic Care and Education team contribute, through the delivery of their responsibilities, to achieving these. These are included in the position description to provide you with an understanding of the depth and breadth of the Transformational Teacher role and its responsibilities.

National Practice Standards for Transformational Teachers

Practice Standards A: Deliver Trauma Informed Therapeutic Care and Education Services to Children

Work with children attending the Therapeutic Care and Education service to achieve optimal outcomes

- Effectively engage and motivate children and their families individually and in groups
- Contribute to the ongoing assessment of child and family need and strengths
- Deliver on agreed action plans by providing the required supports for change and provide clear evidence of achievement against the agreed action plans
- Contribute to the implementation, monitoring and review of individual service plans and ensure evidence of outcomes as per policy is gathered and recorded.
- Contribute to the design, implementation and review of the therapeutic care and education programme.
- Provide appropriate and flexible responses to daily events

Deliver a service which promotes the safety and wellbeing of children

- Provide trauma informed therapeutic care and education services that support each child's recovery and improves their wellbeing
- Be supportive and responsive to significant events in the lives of children
- Report serious and significant incidents, disclosures and concerns to the Education Team Leader in a timely manner
- Ensure the child's voice is heard and involve children in decisions affecting them
- Work with colleagues to provide a culture of care, welfare, safety and security which promotes optimal outcomes for individual children, groups of children, and where appropriate parents and family

Work with parents, families, school and significant others to achieve optimal outcomes for children

- Develop effective working relationships with those with educational responsibility in the life of the child
- Deliver and/or contribute to the delivery of supports for change provided to teachers, parents and caregivers

Undertake and/or co-ordinate work with networks, communities and agencies to achieve optimal outcomes for children

- Liaise and work with other education professionals, including other special education services to achieve optimal outcomes

Contribute to the development of services, policies and practices which optimise safety and wellbeing outcomes for all children

- Work with the wider team and children's schools, and other special education services to develop therapeutic education services that meet each child's identified needs
 - Contribute to the development of Stand Children's Services policy and practice
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Practice Standards B: Use Resources Correctly

Use of financial resources

- Make resource requests for expenditure
 - Make purchases and obtain receipts as per financial policy and procedures
 - Gain approval for expenditure and claim expenses as per financial policy and procedures
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Use of physical resources (e.g. Office space and setting, IT, vehicles)

- Identify physical resources needed
 - Obtain physical resources
 - Use physical resources efficiently and effectively to maximise safety and quality of services
 - Monitor own use of physical resources
 - Monitor Learning Support staff use of education resources
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Practice Standards C: Work Professionally with Others

Contribute to the selection of education personnel for education activities

- Contribute to the selection of required education personnel
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Contribute to the maintenance and development of a safe and effective working environment

- Contribute to a healthy and safe working environment
 - Work with others in the Therapeutic Care and Education Team, Support Services Team, Community Social Work Team, Family therapy Team and Stand Social Workers in Schools (not in all regions), to create an open and safe working environment in which poor practice can be identified and corrected
 - Follow the health, safety and security policies at all times in all environments
 - Use the “safety net” practices required
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Contribute support and ideas to enhance performance of the team

- Contribute to the identification of the development needs of the team
 - Help plan the development of the team
 - Work with others to develop the team to improve performance and outcomes
 - Support the learning and development of others in the team
 - Contribute to continuous assessment of team performance and outcomes
 - Work to continuously improve the development of the team
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Coordinate the daily work of Learning Support staff

- Allocate work to Learning Support staff
- Agree objectives and work plans with Learning Support staff
- Assess the day to day performance of Learning Support staff
- Provide regular feedback to Learning Support staff

Assess Learning Support staff knowledge and performance relating to on job learning

- Collect and judge performance evidence against criteria
- Collect and judge knowledge evidence
- Make On Job Learning (OJL) assessment decisions and provide feedback

Assess Learning Support staff performance using the agreed Performance Review Policy and Procedure

- Agree a performance review plan
- Gather evidence as per policy
- Judge evidence, provide feedback, consider staff response
- Make performance review recommendations to ETL
- Develop and agree professional development plan with Learning Support staff

Manage own performance as an individual and as a member of a team

- Receive allocated work to self and team from team leader
- Agree objectives and work plans with team leader and team
- Continually assess the performance of self against agreed work plans and objectives
- Provide and receive feedback on own performance and team performance individually with team leader and in wider team setting

Contribute to the assessment of self and on job learning

- Agree a plan for reviewing performance with team leader
 - Provide performance evidence against agreed criteria to team leader
 - Provide knowledge evidence to team leader
 - Receive feedback and contribute to professional development plan
 - Complete OJL assessments and maintain OJL practice standards and refreshers
 - Complete Internal Training and maintain Internal Training practice standards and refreshers
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Practice Standards D: Contribute to Continuous Quality Improvement

Contribute to a quality provision which meets Stand Children's Services objectives

- Follow nationally agreed service specifications, values and approach, and Stand's Intervention Logic Model
- Correctly use quality assurance systems including MAPA standards, "safety net" practices, supervision, and OJL system
- Ensure practice reflects required curriculum and nationally agreed teaching standards
- Contribute to the evaluation of practice outcomes, including pre and post testing literacy and numeracy and teacher SDQ's
- Monitor own compliance with quality systems and report any non-compliance

Contribute to quality provision which achieves optimal outcomes for children

- Ensure children's rights are upheld
- Contribute to a trauma informed approach to service delivery
- Maintain a focus on outcomes
- Follow policies to maximise quality of care, welfare, safety and security
- Ensure own professional practice maximises children's life chances
- Ensure children's voices are heard and they participate in decisions affecting them

Work to support the development and implementation of quality policies

- Provide feedback and support for the development of quality policies
- Provide feedback and support for the development of strategies to implement quality policies

Practice Standards E: Manage the Task and Professional Development

Manage self and resources ethically

- Manage time and resources to meet objectives
- Develop capacity and capability to continually improve the service
- Develop and examine own value system
- Use support systems effectively

Take responsibility for the continuing professional development of self and others

- Take responsibility for own professional development and supervision
- Meet OJL requirements
- Contribute to the professional development of others
- Participate in the professional supervision practices required

Roles and Responsibilities Framework:

Safe

Everyone who works with children should ensure that:

- each child is protected from abuse, neglect and harm
- each child is equipped with the skills and knowledge to keep themselves and others safe, and
- the service environment is safe and comfortable.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
A safe, secure environment for each child	Ensure that policies and practice provide a safe and secure environment which upholds children's rights and meets all Stand policy requirements.	Understand responsibilities in order to provide a safe and secure environment which upholds children's rights and meets all Stand policy requirements.	Understand and carry out own responsibilities in order to provide a safe and secure environment which upholds children's rights and meets all Stand policy requirements.
	Ensure that each child is supported to develop the skills and knowledge to keep safe.	Assist each child to develop the skills and knowledge to keep safe.	Assist each child to develop the skills and knowledge to keep safe.
Child protection	Ensure that procedures for child protection are in place and are understood and implemented by all staff.	Keep up to date with child protection policy and procedures and use these as required.	
	Establish an ethos of trust where staff feel confident and supported in raising concerns about child protection issues.	Report and discuss any concerns with the Education Team Leader.	
	Understand and carry out responsibilities in relation to child protection.		
	Take care to ensure that the safety and well-being of each child is considered at all times within the service.		
Collaboration with other agencies to ensure children are safe	Ensure that relationships with relevant agencies are established and maintained.	Identify and report concerns in line with Stand procedures and establish and maintain contacts with relevant staff in other agencies.	Identify and report concerns to Education Team Leader in line with Stand procedures.
	Ensure that staff understand their responsibilities and arrangements for collaborating with the IFWS Team and other services when there are concerns for the safety of children.	Work in collaboration with the IFWS Team and other services to ensure effective support to ensure the safety of individual children.	Provide information to support good collaboration with the IFWS Team and other services to ensure the safety of individual children.

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Roles and Responsibilities Framework Continued

Nurtured

Everyone who works with children should ensure that:

- each child is happy, secure and welcome within the service
- relationships with each child are warm and empathetic
- effective support is available to match with each child's needs
- each child receives positive feedback and encouragement
- the service ethos reflects and welcomes cultural and social diversity
- each child is supported to develop positive attitudes towards him/herself and others
- strong links are established between the service and each child's home and family.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
A caring and nurturing environment	Ensure that the environment is comfortable, welcoming and accessible to each child and their family.	Provide a caring and nurturing environment for each child and family and identify areas for ongoing improvement and development.	Support the provision of a caring and nurturing environment for each child and family.
	Ensure that the provision of services promotes each child's all round well-being and development.	Promote each child's all round well-being and development.	Support the provision of services to promote each child's all round well-being and development.
	Plan therapeutic individual and group programmes for children.		
Positive and caring relationships	Ensure that healthy, hopeful relationships are established with each child and family.	Build relationships with each child and family.	Build relationships with each child and family.
	Ensure that the ethos of the service is built around kindness, respect and commitment to, each child and family.	Provide services based on kindness, respect and commitment to each child and family	Contribute to the provision of services based on kindness, respect and commitment to each child and family
	Ensure that children's relationships with each other are positive and supportive.	Support children to form positive relationships with one another and to be kind and accepting of others.	Teach and create opportunity for children to be kind and considerate of others.
Confident children who can demonstrate resilience.	Ensure that relationships with each child are positive and affirming and promote each child's confidence and resilience.	Have high expectations of children. Relate to children in a positive and affirming manner. Provide regular feedback, praise and encouragement to children	Relate to children in a positive and affirming manner. Give regular praise and encouragement to children.
	Provide support and positive role modeling to others in promoting children's confidence and resilience.		

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Roles and Responsibilities Framework Continued

Healthy

Everyone who works with children should ensure that:

- each child's all round health and well-being is promoted within the service
- each child can access effective support for good health
- parents are provided with information about their child's health
- the service equips each child with knowledge and skills to support their own health
- strong links are established with health professionals in the local community.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
A health promoting service.	Ensure that each child's well-being and health is protected, promoted and supported within a health focused environment.	Develop an environment to protect and promote each child's well-being and health.	Support provision of an environment to protect and promote each child's well-being and health.
	Ensure that procedures are in place and that staff understand how to provide for each child's specific health, medical or dietary needs.	Understand and implement procedures to look after individual children's specific health, medical or dietary needs.	Understand own responsibilities in relation to any health, medical or dietary procedures and/or requirements.
Collaboration with other services and agencies	Ensure that procedures are in place and that staff understand their role and are supported in liaising with health services and agencies when appropriate.	Identify and report health concerns through Stand procedures. Establish, maintain and appropriately use health services and agencies.	Identify and report health concerns Understand the roles of health professionals involved with children and families.
	Participate in joint service planning to build the capacity of services to promote the health and well-being of children.	Work collaboratively with others to agreed health objectives in plans.	
Promoting a healthy lifestyle	Ensure that information and advice is available to support parents and children in making healthy lifestyle choices.	Encourage and support each child to make healthy lifestyle choices.	Support the delivery of services to encourage a healthy lifestyle.
	Plan services to ensure that every child's health and well-being is fully considered.	Promote every child's health and well-being in the delivery of services.	Support every child's health and well-being in the delivery of services.
	Help the child develop self-reliance and independence in the management of any diagnosed chronic health condition.		

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Roles and Responsibilities Framework Continued

Achieving

Everyone who works with children should ensure that:

- each child can access positive support and guidance to develop their confidence and self-identity to full potential
- a range of play and learning opportunities is planned to promote and develop each child's learning
- each child's progress is tracked and recorded
- parents are given regular updates about their child's achievements and progress and are given opportunities to become involved as partners in their child's learning and development
- the environment is planned and arranged to support a range of learning styles and preferences
- each child is supported to recognise their own strengths and learning preferences.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Providing an environment and resources to build each child's skills, confidence and self-identity	Ensure the continuous development of an environment that meets the needs of each child.	Plan and provide an environment to meet the needs of each child.	Support the provision of an environment to meet the needs of each child.
	Develop and ensure availability of resources that support each child to develop their skills, confidence and self-identity to their full potential.	Develop and provide resources and activities to support each child to develop their skills, confidence and self-identity to their full potential.	Support the provision of resources that help develop each child's skills, confidence and self-identity to their full potential.
Tracking each child's progress	Ensure that each child's progress is observed, recorded and reported.	Ensure that each child's progress is observed, recorded and reported	Observe, record and report on individual children's progress.
Involvement and engagement of parents.	Ensure that opportunities and information are available to promote the role and involvement of parents in children's learning and development.	Provide regular feedback to parents about each child's progress and achievements.	Provide information about children's progress to colleagues for informed discussion with parents.
		Provide support for parents to promote their active engagement and involvement in their child's learning and development.	Talk positively to parents about their child.
Learning about learning	Ensure that each child is supported and guided to understand what helps their learning.	Provide resources and opportunities to cater for a range of learning styles and preferences.	Provide learning opportunities for children.
		Talk to each child about learning and what helps and works best for him/her. Talk to children and take an interest in their learning.	

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Roles and Responsibilities Framework Continued

Active

Everyone who works with children should ensure that:

- each child is able to develop their own interests within a range of play, adventure based learning and recreational activities
- the service is planned to offer each child daily opportunities for energetic play indoors and outdoors
- each child's enthusiasm, appreciation and participation in sporting activity is fostered.
- each child's enthusiasm, appreciation and participation in arts and cultural activity is fostered.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Encouraging each child's participation in a range of activities.	Ensure provision of an encouraging and stimulating environment and resources to support each child's participation in play, recreation, sport, art and cultural activities.	Plan and develop opportunities to encourage and support each child's participation in play, recreation, sport, art and cultural activities.	Support provision of an environment and resources to support and encourage each child to participate in play, recreation, sport, art and cultural activities.
	Ensure that the service provides each child with daily opportunities to be physically active.	Plan daily opportunities to interest and engage each child in physical activity.	Support each child's physical activity.

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Roles and Responsibilities Framework Continued

Participating and Contributing

Everyone who works with children should ensure that:

- their expectations of children’s behaviour are reasonable and sensitive to the age and stage of development of each child
- each child is able to observe their workers consistently supporting and valuing one another, their parents and all other children
- each child is encouraged to be kind and considerate to other children and adults
- each child is actively listened to and their ideas and opinions valued and acted on
- good relationships are established with each child’s parents and family, based on mutual respect and understanding
- routines are sensitively undertaken to ensure that each child’s dignity and self-identity are safe-guarded
- good links are established with the local community.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Respect for children’s rights	Establish a culture of care that promotes positive, non-discriminatory and inclusive relationships with and between each child and family.	Uphold the rights of each child and provide opportunities for each child to develop independence and autonomy.	Uphold each child’s rights.
	Ensure that each child is given opportunities to make informed decisions and develop and express views on a range of issues, and has opportunities to learn about their culture, the world, the community and how to play an active part.	Enable staff to provide opportunities for children to make informed decisions and develop and express views on a range of issues. Provide children with opportunities to learn about their culture, the world, the community and how to play an active part.	Enable each child to have a say in decisions about him/her and the service they receive. Encourage children to express their views on a range of issues, and give opportunities to learn about their culture, the world, the community and how to play an active part.

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Roles and Responsibilities Framework Continued

Participating and Contributing (continued)

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Citizenship	Ensure that good links are established with the local community and that opportunities are provided to support each child's developing understanding of their role and responsibilities as citizens.	Build good links with the local community. Provide opportunities for children to take part in community activities and to learn about their role and responsibilities as citizens.	Support the development of strong links with the local community. Encourage children to take part in community activities and to learn about their role and responsibilities as citizens.
Culture and values	Confirm and empower parents in their role and promote their involvement and engagement within the service.	Provide opportunities for parents to engage with the service	Support the involvement of parents within the service.
	Ensure that parent contributions and ideas are listened to and addressed.	Provide information and opportunities for parents to contribute ideas and opinions, and encourage them to participate in decision-making.	Develop positive relationships with each parent, carer and family, encouraging them to participate in decision-making.
	Ensure that the service is delivered to reflect clear and shared values and respect for individuals.	Share in establishing and reflecting clear values and operating principles for the service.	Uphold the values and operating principles of the service.
	Ensure that opportunities are available to foster children's understanding of their own and others beliefs and cultures.	Provide opportunities to foster children's understanding of their own and other's beliefs and cultures.	Support the opportunities that foster children's understanding of their own and others beliefs and cultures.

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Roles and Responsibilities Framework Continued

Participating and Contributing (continued)

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Supporting transitions	Ensure that good communication and relationships are established with children's schools. Liaise with children's schools to ensure that transitions are carefully planned and managed.	Maintain good communication and relationships with children's schools and share approaches to support children at times of transition.	Support good communication and relationships with children's schools and share approaches to support children at times of transition.
	Ensure each child and family is provided with relevant information to support their child's school transitions.	Provide information and support to children and to parents to assist them to make informed decisions about school transitions. Provide appropriate support for each child and family at times of school transition. Provide advice and support on particular interventions to parents.	Support the provision of information and support for each child and family at times of school transition. Provide information and support on particular interventions to colleagues for informed discussion with parents.

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Roles and Responsibilities Framework Continued

Participating and Contributing (continued)

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Community involvement and citizenship	Ensure that effective partnerships are established with the local and wider community.	Promote and support partnerships with the community.	Work alongside other partner providers in the community.
	Build the capacity of the service by drawing on wider community resources and inter-professional involvement.	Work alongside other partner providers in the community.	
	Participate in joint planning of services with other agencies and the community.		
	Ensure children have opportunities and support to take an active and responsible role in the Therapeutic Care and Education service.	Enable staff to provide opportunities and support for each child to take an active and responsible role in the Therapeutic Care and Education service.	Provide opportunities for each child to take an active and responsible role in the Therapeutic Care and Education service.

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Roles and Responsibilities Framework Continued

Belonging and Trust

Everyone who works with children should ensure that:

- there is continuous work to ensure that each child feels they belong and can trust
- the service can adapt to meet individual needs
- each child is supported to appreciate diversity and to be sensitive to the needs of others
- information is tailored to the needs of parents and takes account of cultural and learning differences
- each child is supported to participate fully and any barriers are identified and overcome
- opportunities are provided to celebrate each child's successes and achievements.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Children experience belonging and trust	Ensure planned services focus on children experiencing: <ul style="list-style-type: none"> • knowing and being connected to their family and their cultural identity • having their wishes and feelings listened to • enjoying a home environment that meets their needs and allows them to be generous to others • attending a school where they feel safe and included • feeling comfortable in the local community 	Enable staff to promote children experiencing: <ul style="list-style-type: none"> • knowledge and connection to their family and cultural identity • having their wishes and feelings listened to • enjoyment of a home environment that meets their needs and allows them to be generous to others • attending a school where they feel safe and included • feeling comfortable in their local community 	Support children to experience: <ul style="list-style-type: none"> • knowledge and connection to their family and cultural identity • having their wishes and feelings listened to • enjoyment of a home environment that meets their needs and allows them to be generous to others • attending a school where they feel safe and included • feeling comfortable in their local community
Full access	Ensure that the service can be accessed by and meets the needs of each child & family.	Provide a service which can be accessed by and meets the needs of each child and family.	Support the provision of a service which can be accessed by and meets the needs of each child and family.
Voice and social inclusion	Ensure the culture and ethos of the organisation is reflected in good practice that supports the voice and inclusion of children regardless of their needs.	Provide a learning culture that supports the voice and inclusion of children regardless of their needs.	Support a learning culture that supports the voice and inclusion of children regardless of their needs.

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Roles and Responsibilities Framework Continued

Organisational factors

Everyone who works with children and families should ensure:

- their continuing learning and professional development
- understanding of their own role and responsibilities, and
- know how to support the administration of the service to achieve positive outcomes.

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Learning and professional development	Establish a culture of continuous development and learning within the service.	Assist in the identification of own and other's continuing professional development needs.	Identify own continuing professional development needs and take part in agreed professional development programmes and learning.
	Identify continuing professional development needs of self and of all education staff, and plan and co-ordinate delivery of appropriate professional learning and development.	Update skills and knowledge through regular participation in training and professional development.	
	Ensure that arrangements are in place for the support, mentoring and supervision of self and education staff.	Provide support, mentoring and supervision of learning support staff.	Attend professional supervision as required.
	Ensure that arrangements are in place for the support, mentoring and supervision of students and work placements.	Mentor and supervise students and people on work placements.	Support students and people on work placements.
	Identify good practice examples to inform continuous development of staff.	Be prepared to try out new ideas and approaches in order to develop own practice.	Be prepared to try out new ideas and approaches in order to develop own practice.
	Identify and promote examples of good practice.		

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Roles and Responsibilities Framework Continued

Organisational factors (continued)

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Leadership and Management	Demonstrate effective leadership and management in ensuring a high quality service for each child and family.	Understand own and other's responsibilities in delivering high quality services for each child and family.	Understand own and other's responsibilities in delivering high quality services for each child & family.
	Ensure all teaching staff know how to practice the vision, mission, values and theoretical approach underpinning the service in their work	Make the vision, mission, values and theoretical approach real in the daily life of the therapeutic care and education service	Make the vision, mission, values and theoretical approach real in daily practice
	Develop and maintain effective management and communication systems to ensure that each staff member is clear about their roles and responsibilities within the service.	Use communication systems and be clear about education staff roles and responsibilities. Provide high quality services and work as a team.	Support and contribute to the team delivery of high quality services
	Establish systems to ensure the continuous quality improvement and effectiveness of the service.	Contribute to the development and delivery of plans to improve the quality and effectiveness of the service.	Support the delivery of quality improvement plans.
	Support the whole staff team in ongoing self-evaluation.	Evaluate effectiveness of own performance and that of others.	Evaluate effectiveness of own performance and contribute to the evaluation of others in the team.

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Roles and Responsibilities Framework Continued

Organisational factors (continued)

Core Responsibility	Education Team Leader	Transformational Teacher	Learning Support
Developing closer collaboration and integration with other children's services to improve outcomes for children and families.	<p>Ensure that staff understand how their service fits into the wider context of Stand Children's Services and other child and family services.</p> <p>Be pro-active in developing closer links and collaboration with other services in order to strengthen support for children and families and to improve co-ordination across services.</p>	<p>Collaborate with other services to improve outcomes for children and families.</p> <p>Be proactive and take corrective action when we/other providers/schools fail in their commitments</p>	Be proactive and take corrective action when we fail in our commitments
Business management	Support the regional manager to administer the service effectively, within budget and provide value for money.	Contribute to administration and budgeting of the service as appropriate.	Support the administration and budgeting of the service as appropriate.
	Proactively contribute to the evaluation of the service and its outcomes.	Be involved in evaluation of service effectiveness.	
	Share examples of good practice with others.		
Risk management	Ensure all staff are aware of the risk management systems and tools, and their responsibility to implement these.	Provide ongoing coaching and support to learning support staff using the risk management systems.	
	Lead and monitor the implementation of risk management systems and tools.		
	Use risk management systems and tools as appropriate.		
Records management	Ensure all staff are aware of the client record management system and practice tools in Penelope, and their responsibility to use these.	Provide ongoing coaching and support to learning support staff using records management systems.	
	Lead and monitor for compliance in the use of the client record management systems and practice tools in Penelope		
	Use Penelope client record management system and practice tools as per policy requirements		