



2022/23
edition

well led...

**A management and leadership
development programme designed by
South West Responsible Individuals for
registered managers and responsible
individuals in the residential sector**



Leading in residential care requires strong, safe, empowering leaders and managers who create an ambitious vision for the young people in their care and deliver real change. Working in a context of young people who have often experienced real trauma, the manager provides emotional containment for the whole team, keeps the work focused on the young person's needs and must demonstrate the progress they are making towards good outcomes for the young person, the organisation, placing agencies and the regulator.

This 9-day course, developed by senior social care leaders and accredited at Level 6 by **dialogue**, equips managers with skills and self-reflection to prepare for or take them beyond the Level 5 Diploma and deliver outstanding leadership and management of homes, schools and other residential settings in line with the Quality Standards and Children's Homes Regulations.

the team...



Ruby Parry began her career in residential care and brings 40 years' experience in social work and in child protection including 20 years in management up to Director of Communities (Children and Adult Services) level. Ruby led the design and delivery of safeguarding training for Ofsted from 2012 to 2014 and subsequently became Belbin Accredited, using this evidence-based model to inform her coaching work with senior leaders and managers. Ruby will provide individual coaching for participants.

Christine Freestone has been a nurse and nurse lecturer, head teacher, director of an independent fostering agency and an Ofsted inspector for schools and colleges and lead inspector for CSCI. Christine enables managers to explore their experience, compare these to the requirements of the regulatory and inspection framework and help reach decisions that further improve their service.



target audience...

The course provides input the Level 5 Diploma does not cover, relevant for experienced Deputy Managers, Registered Managers and Responsible Individuals. This will provide a good mixed group with lots of opportunity for shared learning and development.

Participants undertake 85 guided learning hours enhancing skills and practice as managers. Organisations commit to supporting their managers with time and permission to undertake the learning tasks.

the difference...

The course was piloted with a national children's homes organisation in 2018/19 and has been hugely successful. They booked a further three cohorts. The first South West course in September 2019 has sold out:

"If I hadn't attended yesterday [mediation with the staff member] would have been very different. I was able to take the emotion out of the equation which made the anxiety I had around managing [them] decrease massively."

Registered Manager

"Just the best course I have ever been on"

Regional Manager

"I have really noticed the difference in the two managers who have already been on the course. I can't recommend it highly enough ... and have made sure the rest of my team are signed up"

Regional Manager

"When we began, I never imagined the programme would capture people's imagination so much.

I've had fantastic feedback all the way through and it leaves me optimistic for our future with great leadership across the organisation"

**Patricia Lee,
Chief Executive Officer,
Keys Childcare**

the programme...

Co-produced with responsible individuals, this level 6 programme brings a challenging blend of personal reflection, course attendance and assignments focused on the role of leaders and managers in residential care.

Participants reflect on their capacity as a manager and leader, their approach to managing teams and how they work within and for the organisation to communicate their vision and the achievements of the young people living with them. They identify and evidence how they are able to deliver to the quality standards for leadership and management set out in the Children's Homes Regulations and Residential Special School National Minimum Standards.

The programme begins with a Belbin 360⁰ self-assessment on their preferred team role behaviour assisting them to understand and develop their strengths and to address the challenges of effective leadership in their individual settings. Through the subsequent programme, managers produce an externally verified portfolio of reflective activity focused on their work setting including practice analysis, planning, implementation and contribution to the strategic development of the home. This portfolio can be used as evidence of outstanding leadership reflection and ability for Ofsted and is accredited against our criteria, mapped to the Institute of Leadership & Management Level 6 requirements.

the costs...

The 9-day programme with individual tutorials and written narrative feedback on the portfolio exercises costs **£1,895+VAT** per person. The next programme commences with an introductory day:

Month 1	introductory day	Month 6	day 4
Month 2	day 1	Month 7	day 5
Month 3	Belbin feedback sessions	Month 8	day 6
Month 4	day 2	Month 9	day 7
Month 5	day 3	Month 10	day 8

The programme can be delivered in-house from **£9,995+expenses and VAT**.

Accreditation by **dialogue**, including a leadership team Belbin assessment with a 75 minute feedback session for each manager, again with the above support, is **£895+VAT** per participant.

Assignment: Participants will attend an introductory session prior to the start of the course around administration & expectations of the programme. They will describe their leadership journey to date to provide a baseline against which they can reflect on their progress throughout the course.

day 1

introduction and agreeing the learning contract ; understanding the context of leadership and management styles and role behaviours and what Belbin can bring to enhance practice: sharing experience, skills and knowledge, exploring the Belbin role behaviours including its relevance to other models of team and individual learning, such as Kolb and Tuckman and how this can inform management and leadership behaviour; exploring the Belbin role behaviours and how this underpins motivation and working with others; using the framework to inform managing teams and services within an equalities and diversity framework; identifying specific challenges facing participants and how we will seek to address these together;

individual coaching sessions

Understanding your individual Belbin report and sharing this with others; considering the impact in terms of personal allowable weakness and strengths; understanding how your profile impacts on individual and team behaviour in your own setting; how to use your strengths to enable your team or service to work effectively, including its relevance to other models of team and individual learning, such as Kolb and Tuckman and how this can inform management and leadership behaviour.

Participants are asked to bring an existing challenge in their current management context to discuss at the session in order to support the implementation of their Belbin learning in their workplace

day 2

using your Belbin profile to underpin positive and effective leadership; relating this to Covey's '7 Habits' and identifying and managing the roots of poor performance; practicing difficult conversations and using Belbin to inform the development of performance management strategies; focussing on personal and professional resilience and on team cohesion; reconciling personal learning so far with the reality of the day to day task and the lived experience of children and young people in care.

Assignment: Reflective Continuing Professional Development exercise on learning over the three days and setting a plan for how this will influence management practice into the future (max 1,500 words)

day 3

Further exploring team effectiveness and leadership, the psychological contract, and organisational culture to think about task and how we work together to impact on organisational goals and the best outcomes for the children and young people we care for. Recognising the dynamics of motivation, accountability, resource management and effective approaches to needs-led planning within a constantly changing internal and external environment. Reflective CPD assignment with the aim of building on learning to date to harness the strengths of the team to achieve stated goals.

Assignment: Planning, development and delivery of a team task in their organisation through delegation using planning tools and reflective logs

day 4

Organisational goals and the manager - fulcrum or pinch-point? Learning how the culture of an organisation develops, systems theory, how power is used (e.g. McKinsey), working strategically, and how individuals work effectively in this context to achieve their objectives. Lessons from how leadership and leadership structures can fail, and the implications for all involved. Individual presentations and group reflections on the individual assignments.

day 5

The child's journey through placement – values, leadership and achievement. Young people are at the centre of what we do but can get lost in the 'regulatory' world. We will explore how within your role you can shape and enable your team, young people and those around them to improve outcomes in their lives. Judgement, decision-making and developing qualitative and quantitative plans and measures of progress, together with how you are perceived by others through observation of practice.

Assignment: Practice based, anonymised reflective analysis and observed practice on an aspect of the journey of a particular and how effectively they have led the team to focus on impact and outcomes, responding to the 'voice' of the child and their experience. For example, assessing use of control and restraint, or achieving an aspect of a care plan (max 1,500 words)

day 6

We will explore a systematic approach to quality assurance and presenting information to others, including the regulator and placing authorities, using the candidates' developing skills of confidence and assertion. The day will explore the quality standards, obtaining evidence, triangulation, presentational skills and holding a position in the face of challenge.

day 7

Strategic leadership - We will reflect on knowledge gained in respect of organisational structure, your role in the organisation, the RI role and the strengths and conflicts in leading the organisation together. The day will focus on role accountability, the Statement of Purpose of the organisation, regulation 45 reports and development plans, setting a vision for the organisation, how it is agreed, shared, delivered and evidenced.

Assignment: Develop and produce a strategic plan around an element of the organisation

day 8

Making a difference – a day of reflection on being a leader in residential care. Do I make a difference, how I make a difference and what I can do to make it better? Candidates will bring and share their portfolio for peer review and explore the theme of emotional containment, resilience and improvement using the skills and learning in the group as a whole. The outcome of the day will be a personal action plan for their continuing professional development.

tell me more...

To book onto the course or for a further discussion please contact

Jen Bean on 01803 493030

or visit dialogueltd.co.uk/leadership

