

LANGHAM OAKS SCHOOL

Residential Manager for Boarding and Extended Provision and Deputy Designated Safeguarding Lead

APPLICATION PACK



LANGHAM OAKS SCHOOL
is part of SEAX Trust





LETTER FROM THE HEADTEACHER

Langham Oaks School

School Road, Langham, Colchester CO4 5PA

Headteacher: Mr Alan Wells

Telephone: 01206 271571

Email: admin@langhamoaks.co.uk

Dear Applicant

Thank you for your interest in Langham Oaks School. I would like to take this opportunity to tell you a little more about us.

Langham Oaks School is a thriving special school, providing 80 places for boys, aged 10-16 with a residential provision for 28 pupils. It is located in the heart of the small village of Langham, in north-east Essex six miles from Colchester. The school used to reside in a 19th century house with extensions for classrooms, but in October 2020 we received the keys to a brand new and specially designed building in the grounds (see photo below) which will completely transform our provision. You therefore have a unique opportunity to join our team at a very exciting time as we begin a new chapter in our development.

Langham Oaks is more than a school; it is a community based on exceptionally strong and trusting relationships between children and adults. Pupils are capable of learning and achieving but have experienced many complex issues preventing them from engaging in learning and making progress. Staff from both the day and residential teams work proactively and collaboratively to develop and deliver the best bespoke package for each individual pupil.

Langham Oaks School was awarded good judgements by Ofsted in all four of the areas inspected in our latest inspection (October 2024). The good judgments cover the following 4 areas: -

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Langham Oaks School was also awarded good judgements by Ofsted in its Residential inspection in December 2024: -

- Overall experiences and progress of children and young people, taking into account
- How well children and young people are helped and protected
- The effectiveness of leaders and managers
- The residential special school provides effective services that meet the requirements for good

I hope, as you read further, you decide that Langham Oaks could be the place where you would like to continue your career and that we will receive your application in due course.

Yours sincerely

Alan Wells

Alan Wells
Headteacher
Langham Oaks School



At Langham Oaks you will benefit from:-

- Alternate Fridays the working day finishes at 1 pm
- A full CPD programme on the alternate Fridays
- A dedicated wellbeing area with a supply of drinks and snacks provided
- A wellbeing group run by staff
- Coaching/Training
- Wellbeing "Whole School Approach Mental Health Award" Committed
- Mental Health Lead
- Buddy system
- Communication policy with expectations of response times for staff
- Education Mutual – employee assistance package
- Wellbeing afternoon supporting National Wellbeing Day
- Staff debrief at the end of each day
- Supervision
- Cross Trust working

SEAX Multi-Academy Trust

Employee's name:

Employee's signature:

Date:

Residential Manager for Residential Special School and Deputy Safeguarding Lead Langham Oaks School

Job Description & Person Specification

Job Title:	Residential Manager for Residential Special School and Deputy Safeguarding Lead
Role:	Part Time 38 hours per week/39 weeks per annum
Grade:	Scale 10 (Points 34-37)
Responsible to:	Headteacher
Responsible for:	Members of the Residential Childcare Team
Liaison With:	Teaching staff, other school staff, parents/carers, outside agencies eg Doctors, Social Services
Based at:	Langham Oaks School
Job Purpose:	To lead and supervise the Residential Team, in accordance with the school's policies and any instructions of the Headteacher. To deputise for the Designated Safeguarding Lead (DSL) as appropriate. To be the lead for Looked After Children

Job Description: Residential Manager for Residential Special School & Deputy Safeguarding Lead

Principal Accountabilities

- To lead the care team to support other school staff in the residential and wider care of pupils with social, emotional and mental health needs
- To take responsibility for managing the duties of the care team under the direction of the Headteacher
- To lead on Looked After Children with support from the SENCO

Leadership Duties

- To be a member of the Senior Leadership Team
- To be an active member of the Residential Care Team and participate fully in the various tasks for which the Care Team is responsible, as outlined in the school's Principles of Boarding
- To participate in and promote the implementation of an agreed pattern of sensitive, effective care and control and to provide the pupils with a secure, safe and stimulating environment conducive to physical, emotional, educational and social development, so that pupils enjoy a calm and relaxed group living experience
- To ensure regular review of pupil progress in residential
- To ensure the production of quality reports and feedback to the Executive Committee and Senior leadership team
- To participate in the Annual Review Process
- To participate in staff training days and external courses, as required
- To undertake driving duties, as required

Child Protection Duties

- To act as initial point of contact for all child protection issues
- To deputise in the absence of the Designated Safeguarding Lead in monitoring Incident Reports/Physical Interventions and reporting any concerns immediately to the designated person
- To comply with Child Protection Procedures in accordance with the school's Child Protection Policy

Working with Pupils

- To oversee the arrangements for the health and welfare of residential and extended pupils in accordance with directions of the school doctor or other authorised member of school staff, eg visits to doctors/dentists
- To be actively involved in the Residential and Extended Day Unit and engage individuals and groups of pupils in constructive, enterprising and extending ranges of leisure pursuits
- To be responsible for the safety of pupils by exercising adequate control and supervision, particularly in relation to the evenings
- To administer any prescribed medication in accordance with the school's Administration of Medicines Policy
- To observe and produce written reports on pupils, as required

- To ensure that adequate records are kept about individual pupils in accordance with any directions from the Headteacher and to be responsible for the co-ordination of such information
- To act as key worker during staff absence, in the manner described in the School Development Plan

Staff Supervision and Management

- To act as a role model to the staff team in setting professional standards
- To organise the school's Care Team and EDA staff and to implement staff rotas to ensure that pupils are properly supervised both inside and outside the school time, in accordance with the Residential Staffing Policy
- To work with and supervise the Care Team to ensure the delivery of high quality care, in line with the National Minimum Standards for Special Residential Schools (Care Standards Act 2000) and Ofsted Welfare requirements
- To ensure that members of the Child Care Team understand and are able to satisfactorily undertake their duties and, where necessary, to arrange for the provision of training
- To ensure that the Child Care Team contribute towards the school's policies for the emotional and social development and the health and welfare of pupils and to the drawing up and implementation of programmes to assist individual pupils
- To chair/facilitate shift handovers/meetings of the Child care Team, promoting discussion and consultation with the whole team
- To offer professional supervision to members of the Care Team
- To ensure all new care staff undertake the full school induction programme; following the school's Induction Plan and ensuring the papers have been appropriately signed and secured on personal files
- To support the development of the Child Care Team development and CPD
- To manage the quality assurance and performance management reviews of the Child Care team

Deputy Designated Safeguarding Lead Responsibilities:

- To support the school's Designated Safeguarding Lead for safeguarding and child protection within the school, assisting the lead to act as a source of support, advice and expertise for staff within the school for child protection and safeguarding
- Be familiar with, understand and apply the school's Child Protection Policy appropriately
- Refer cases, in the absence of the DSL (or support staff making referrals)
 - of suspected abuse to the Local Authority Children's Social Care Team
 - where there is a radicalisation concern to the Channel Programme
- Liaise with the Designated Safeguarding Lead/Headteacher, Local Authority Officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns
- Undergo and regularly update safeguarding training (at least every two years) to ensure the appropriate level of knowledge and skill is maintained
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Annex B) as amended from time to time

- Assist the Designated Safeguarding Lead with raising awareness of child protection policies, as appropriate, in line with Keeping Children safe in Education (Annex B) as amended from time to time
- To Provide cover for the Designated Safeguarding Lead as required

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually

Other Duties

- To undertake shifts and sleep-in duties as determined by the needs of the school and in accordance with the Residential Staffing Policy
- To respond to any emergency situation that arises, eg casualty visits, team sickness, pupil absconding etc
- To undertake any such duties as may be reasonably required by the Headteacher or Local Academy Committee, having regard to the purpose and grade of the post
- To promote positive links with school staff, with parents and with the community

General Duties

- Establish constructive **relationships** and be supportive of, and sensitive to, the needs of colleagues, pupils and the wider school community
- Encourage **interaction and teamwork** within the school and Trust; sharing ideas and new initiatives
- Actively engage in the **professional development programme**, in discussion with the Headteacher, monitor and assess own performance and take a proactive approach to professional development
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the school
- Comply with all **School and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

Pupil-Facing Staff – Important Additional Information

Langham Oaks School caters for male learners aged 10-16 years, some of which have a residential place at the school from Mondays to Thursdays. All learners have an Education Health & Care Plan and are classed as '**Social, Emotional & Mental Health**' ('**SEMH**') as their main category of need. In addition, they may have a diagnosis of Autistic Spectrum Disorder,

Attention Deficit Hyperactive Disorder, Social Communication Difficulties, complex emotional and/or behavioural difficulties.

All of the boys have complex needs and many have experienced trauma, which can result in behaviour that is challenging and concerning. Every member of staff needs to accept and understand that behaviour is a form of communication and that it should be viewed with curiosity and empathy. All pupil facing staff are trained to use appropriate forms of physical intervention and will be expected to be involved in physical interventions when they are necessary, having first tried everything in their training to de-escalate situations.

All learners undertake part of their learning in a community setting and staff are expected to accompany the learners and take part in any off site activity, eg 'Beach/Forest Schools', therapy farm, sporting activities and social events, if required.

In order to work safely with our learners, the following personal abilities are extremely important and must be exercised at all times:

- The ability to follow all **individual personal and social support strategies** including consistently applying guidance designed to minimise challenging behaviour that puts the pupils themselves, or others, at risk of physical harm
- The ability to undergo training in the use of **physical interventions** and to subsequently be able to use any recommended interventions appropriately
- The ability to follow **behaviour guidelines** including those relating to occasions when learners will use behaviours to communicate – hitting, kicking, biting, swearing, spitting
- The ability to **react quickly** to safeguard the well-being of learners – eg if a pupil were to attempt to run away, either from the site or whilst on a visit or when a physical intervention is required

All class groups include a range of needs and consequently the expectations and daily responsibilities are the same for **all pupil-facing staff**.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Residential Manager for Residential Special School & Deputy Safeguarding Lead

Qualifications & Experience			
Detail		Essential	Desirable
Specific qualifications & experience	Successful experience in working with/caring for people with special needs Successful experience in working with/caring for children and young people Experience of working in a residential setting Ability to administer medication Relevant qualifications eg NVQ in Childcare Level 4, or similar Driving Qualification (Mini Bus) Management Experience Designated Safeguarding Lead	✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓
Knowledge of Relevant Policies & Procedures	Knowledge of relevant legislation eg Children's Act, Child Protection & Safeguarding and National Minimum Standards for Special Residential Schools Good knowledge of First Aid	✓ ✓	
Literacy	An excellent range of clear and concise written and oral skills	✓	
Numeracy	Good numeracy skills Ability to undertake precise calculations	✓ ✓	
Technology	Good working knowledge of ICT to support learning Ability to process data in order to compile reports	✓ ✓	
Communication			
Written	Ability to compile detailed and complex reports, letters etc to given deadlines	✓	
Verbal	Ability to use clear language to communicate information and instructions unambiguously Ability to listen effectively and respond in an appropriate and professional way with a wide range of people	✓ ✓	
Negotiating	Able to consult and negotiate effectively with pupils and their families and carers, outside agencies and other adults	✓	

Working with Children and Others

Detail		Essential	Desirable
Behaviour Management	Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment Ability to demonstrate self-control and an ability to deal with crisis situations involving young people	✓ ✓	
SEN	Demonstrate an excellent understanding and support the differences in children and adults and respond appropriately	✓	
Curriculum	In-depth understanding and knowledge of the school curriculum	✓	
Child Development	Excellent understanding of child development and learning processes Ability to assess and record progress and recommend appropriate strategies to support development In-depth understanding of statutory frameworks which support teaching	✓ ✓ ✓	
Health & Wellbeing	Fully understand and support the importance of physical and emotional wellbeing and safety of children	✓	
Working with partners	Lead a team and encourage group thinking, planning etc Ability to work with parents and carers to improve support for children	✓ ✓	
Relationships	Ability to establish rapport and respectful and trusting relationships with pupils, their families/carers and other adults	✓	
Team work	Ability to work effectively with a range of adults	✓	
Information	Respect information and know when, how and with whom to share information	✓	

Responsibilities

Detail		Essential	Desirable
Organisational skills	Excellent organisational skills Ability to remain calm under pressure Ability to be flexible Ability to use own initiative and work independently	✓ ✓ ✓ ✓	
Line Management	Ability to manage, support and lead the work of others	✓	
Time Management	Ability to manage own time effectively	✓	
Creativity	Demonstrate creativity and an ability to resolve problems independently in a creative way	✓	
General			
Equalities	Demonstrate a full understanding and commitment to equality	✓	
Health & Safety	Good understanding of Health & Safety	✓	
Child Protection & Safeguarding	A full and excellent understanding and effective implementation child protection and safeguarding procedures Safeguarding qualification at Level 3	✓ ✓	
Confidentiality/ Data Protection	Fully understand procedures and legislation relating to confidentiality Fully understand and implement the Trust's Data Protection Policies	✓ ✓	
CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others	✓ ✓	

APPLICATION AND RECRUITMENT PROCEDURE

Candidates should download and complete a SEAX Trust application form available from:
www.langhamoaks.co.uk www.essexschoolsjobs.co.uk

Required:	Immediate
Visits to the School:	Please contact Nikki Dowling on 01206 271571 to arrange a visit
Closing Date:	01/09/2026 – may close earlier for the right candidate
Interview:	TBC
Salary and Band:	LGPS Pay Scale 10, Points 34 to 37
Hours and Weeks:	38 hours per week/39 working weeks per annum [Term-Time]
Actual Salary:	The full time pay range for this post or Scale 10 is £45,091.00 to £48,226.00. The actual salary range for this post will be LGPS Scale 10 £39,879.26 (point 34) rising to £42,651.90 (point 37) per annum.
Paid Leave:	5.7 to 6.4 weeks per annum, <i>depending on length of service</i>
Working Pattern:	Monday to Thursday 2.30pm-10.50pm (including 20 min break) 8hrs per day x 4 days per week = 32hours Friday 8.00am – 3.20pm (Week A) (including 20 min break) 8.00am – 1.00pm (Week B) Week A + Week B/2 = 6 hours Total: 38 hours per week
To apply:	Candidates should download and complete a SEAX Trust application form available from: www.langhamoaks.co.uk and/or www.essexschoolsjobs.co.uk and return to the School by the closing date above
Queries:	Ms Nikki Dowling, Support Services Leader, Langham Oaks School Email: nikki.dowling@langhamoaks.co.uk

The SEAX Trust

Work with us ...

The **SEAX Trust** is a small but growing partnership of Special Academies within the community of Essex, whose Vision is to:

- **Provide outstanding educational experiences for children and young people with special educational needs**
- **Put the well-being and achievement of pupils at the heart of all decision making**

We consider the main asset towards achieving our Vision is our body of **highly-valued staff** and, in recognition, we implement a wide range of **strategic and person-centred reward practices** in all of our Trust Academies.

Be rewarded by us ...

- We offer a clear and competitive **pay policy** and **progression route**
- **Holiday pay** and **salary** which is paid *evenly* across the year for our support staff
- Teachers and Local Government **Pension Scheme** facilities

Progress with us ...

- A focus to provide high quality **professional development** opportunities for all staff
- An extensive range of **in-house training** opportunities
- Experienced and **dedicated practitioners** who are keen to help you learn
- A range of exciting internal **career opportunities**

Be inspired by us ...

- **Challenging** roles and **recognition** of achievement
- A **motivational** strategy towards both education and business
- Staff **involvement** in wider decision-making

Be reassured by us ...

- A strategic aim to ensure a **fair work/life balance**
- A **highly supportive** organisational culture
- A firm commitment to the strengths of **equality and diversity**
- A sense of **cohesion and belonging**
- A policy to raise **matters of concern**

Ask us ...

Should you have any general queries regarding staffing at **SEAX Trust**, Kate Stannard will be pleased to speak to you. Please contact: **Mrs Kate Stannard, Assoc CIPD, Director of HR for SEAX Trust**

Email: jobs@seaxtrust.com Telephone: 01245 963000

The **SEAX Trust** is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We look forward to hearing from you soon