

# Management and Development of Boarding

## STANDARD: 13

Standard 13 – management and development of boarding		Evidence
13.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.	<ul style="list-style-type: none"> <li>• Governors Report</li> <li>• Governor visits boarding house once per long term</li> <li>• MPR to attend governors meetings</li> </ul>
13.2	There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.	<ul style="list-style-type: none"> <li>• Director of Boarding is line managed by the Headteacher</li> <li>• Staffing model includes teaching staff in the boarding house and boarding staff engaged in school based activities.</li> <li>• Document: Development Plan</li> </ul>
13.3	The school's leadership and management demonstrate good skills and knowledge appropriate to their role.	<ul style="list-style-type: none"> <li>• NMS SEF document – evidence and scrutiny with Headteacher</li> <li>• Staff CPD Document</li> <li>• SWI undertaking the PG in Boarding Management 2019-2021</li> <li>• MPR has completed the PG in Boarding Management with BSA</li> <li>• All boarding staff complete annual refreshers through Educare</li> </ul>
13.4	The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met	<ul style="list-style-type: none"> <li>• NMS SEF document evidencing scrutiny of NMS compliance</li> <li>• Minutes of Meetings with Headteacher</li> </ul>
13.5	The school's leadership and management and governance actively promote the wellbeing of pupils.	<ul style="list-style-type: none"> <li>• Weekly safeguarding panel</li> <li>• Wellbeing noticeboards</li> <li>• Document: Health and Wellbeing Policy</li> <li>• Mentoring program</li> <li>• Boarders assemblies</li> <li>• Weekly wellbeing programme</li> </ul>
13.6	Senior boarding staff have an adequate level of experience and/or training.	<ul style="list-style-type: none"> <li>• Evidence: senior staff have extensive experience of working in a variety of settings. The 3 senior boarding staff have 12 years boarding experience between them</li> <li>• Staff are completing online educare boarding specific</li> </ul>

		<p>training and BSA training days.</p> <ul style="list-style-type: none"> <li>• Document: Staff qualifications</li> </ul>
13.7	The school follows and maintains the policies and documents described in Appendix 1.	<ul style="list-style-type: none"> <li>• NMS Scrutiny meeting – see review on document</li> </ul>
13.8	The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.	<ul style="list-style-type: none"> <li>• NMS Scrutiny meeting – see review on document</li> </ul>
13.9	The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate	<ul style="list-style-type: none"> <li>• NMS Scrutiny meeting – see review on document</li> </ul>

## Management and Development of Boarding

The Wellington Academy Boarding House recognises the need to invest in the training and development of all its employees to deliver the best possible education/care to its boarders. By providing opportunities, facilities and/or financial assistance, it aims to ensure that all staff possess the knowledge, skills, and behaviours necessary to perform successfully in their current and future roles.

While everyone must have responsibility for her/his own development, the primary responsibility for training and developing individuals and groups of employees rests with the Director of Boarding.

The Director of Boarding/Senior House Parents responsible for the line management of staff should ensure that they act in accordance with the Academy's performance management policy, carry out regular and careful individual development planning, to identify individual training and development needs, and proposals for meeting these needs, which will be recorded and communicated accordingly.

Training and development activities may include many other activities, such as on the job training, coaching, mentoring, knowledge sharing, action learning sets, e-learning, research projects, secondments, job swaps, shadowing, visiting other schools, as well as formal training programmes.

The Director of Boarding will communicate to Boarding staff the identified training needs, this will consider the wider needs of the boarding house as well as individual CPD requirements applicable to roles. Where individual training needs have been identified as part of the performance review process these will be fully supported and reviewed on a regular basis. Records of training and CPD can be found in the main staff boarding office.

In addition to the Director of Boarding all staff will have access to a Senior member of staff on shift daily to support with any needs that may arise during duty. These staff have several years' experience working in a boarding house as well as with young people.

Completed by: Shelly Willis

Job Role: Senior House Parent

Date: 22.04.2021

Authorised by: Matt Price

Job Role: Director of Boarding

Date: 11.05.2021

**Date:** April 2021

**Review:** April 2022

