



Aspiring Managers Session One

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7.04.26

Information & Agreement

- Confidentiality
- Please take part and engage and share your experiences.
- Camera's on please
- Looking after yourself.
- Phones
- Breaks



Introductions

- Name
- Role
- Goal for today
- Favourite animal



Plan for today

- Slido
- Overview of the Course
- Reflective Logs - their value and how we will use them on the course
- Key Principles of Residential Care
- The role of the registered manager
- Dialogue Research
- What/So What/What Now and triangulation
- Group discussion and reflections
- Planning for the next session
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Goal for today?

Overview of the Course

Session	Course Dates	New and aspiring registered Managers.
1	7th April	Key principles of residential care The registered managers roles and responsibilities
2	5th May	Key document session SOP, Location Risk Assessment , Young person Guide etc
3	2nd June	Legislation
4	7th July	All about Ofsted and inspection
5	4th August	Case study day - work through a set of case studies to embed practice
6	1st September	All the R"s - 40', 44;s and 45's Workforce development plan and home development plan
7	6th October	Language that cares and reporting and recording standards
8	3rd November	Learning from history- safer organisations Reflection and action planning

Key Principles of Residential Care

- Principles for residential child care
- 1.10 The principles upon which residential child care is delivered are important elements that underpin the Regulations and this Guide. The principles below, originally drafted by NCERRC2, have been amended for use in this document following contributions before and during our consultation period by the residential child care sector. We would expect all homes to apply the principles below, and to ensure that residential child care is a positive choice for children and young people where a children's home is the best placement to meet their individual needs.



Reflective Log

- Each session I ask you to fill in a reflective log
- Why?
- The log and how to use it to benefit yourself but also to use as evidence in inspection!
- Keep a top tip list on the go!



Let's start at the beginning

In your groups, what is it that you remember/know about the key principles of residential care?

How many out of the 8 statements to make up these principles can you get?

Where would you find these principles?



A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthy.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good names, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

Go to www.unicef.org/crc to read all the articles.



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Residential Care – key principles

1. Children in residential childcare should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.
2. Residential childcare should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time.
3. Residential childcare should foster positive relationships, encouraging strong bonds between children and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour
4. Residential childcare should be ambitious, nurturing children's school learning and out of-school learning and their ambitions for their future.
5. Residential childcare should be attentive to children's need, supporting emotional, mental and physical health needs, including repairing earlier damage to self-esteem and encouraging friendship.
6. Residential childcare should be outward facing, working with the wider system of professionals for each child, and with children's families and communities of origin to sustain links and understand past problems.
7. Residential childcare should have high expectations of staff as committed members of a team, as decision makers and as activity leaders. In support of this, children's homes should ensure all staff and managers are engaged in on-going learning about their role and the children and families they work with.
8. Residential childcare should provide a safe and stimulating environment in high-quality buildings, with spaces that support nurture and allow privacy as well as common spaces and spaces to be active.



Principle one

- Children in residential childcare should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.
- In the breakout room think about this statement and plan to share with the group how you feel you demonstrate this in your home?
- What would your children and young people say?
- How would you demonstrate you meet this principle
- One thing you will do to check this?
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Role of the registered manager





What do you feel is the key role of a residential manager ?

What does the government tell us?

- <https://www.gov.uk/government/publications/register-a-childrens-home/responsibilities-of-providers-and-managers-in-ofsted-registered-childrens-homes>



What does the care standards Act 2000 tell us ?

- <https://www.legislation.gov.uk/ukpga/2000/14/contents>



Let's see what the regulation's tell us?

- Breakout room task
- What does the following tell us share and feed back to the group
 1. Children Home regulations 2015
 2. Guide to the Regulations 2015
 3. Social Care Common Inspection Framework



The regulations

Appointment of manager

27.—(1) The registered provider must appoint a person to manage the children's home if—

(a) there is no registered manager in respect of the home; and

(b) the registered provider—

(i) is an organisation or a partnership;

(ii) does not satisfy regulation 28; or

(iii) is not, or does not intend to be, in day-to-day charge of the home.

(2) If the registered provider appoints a person to manage the home, the registered provider must, without delay, give HMCI notice of—

(a) the name of the person so appointed; and

(b) the date on which the appointment takes effect

The regulations

Fitness of manager

28.—(1) A person may only manage a children's home if—

(a) the person is of integrity and good character;

(b) having regard to the size of the home, its statement of purpose, and the number and needs (including any needs arising from any disability) of the children—

(i) the person has the appropriate experience, qualification and skills to manage the home effectively and lead the care of children; and

(ii) the person is physically and mentally fit to manage the home; and

(c) full and satisfactory information is available in relation to the person in respect of each of the matters

in **Schedule 2.**



The regulations

(2) For the purposes of paragraph (1)(b)(i), a person has the appropriate experience and qualification if the person has—

- (a) within the last 5 years, worked for at least 2 years in a position relevant to the residential care of children;
- b) worked for at least one year in a role requiring the supervision and management of staff working in a care role; and c) by the relevant date, attained—
- (i) the Level 5 Diploma in Leadership and Management for Residential Childcare (England) (“the Level 5 Diploma”); or
- (ii) a qualification which the registered provider considers to be equivalent to the Level 5 Diploma.

(3) The relevant date is—

- (a) in the case of a person who starts managing a home after 1st April 2014, the date which falls 3 years after the date on which that person started managing a home; or
- (b) in the case of a person who was managing a home on 1st April 2014, 1st April 2017.

(4) The registered provider may defer the relevant date if the person—

- (a) does not manage, or has not managed, a home for a prolonged period; or
- (b) manages, or has managed, a home on a part-time basis.

Schedule 2 - Regulations 26, 28, and 32

1. Proof of identity including a recent photograph.
2. (a) where the position falls within regulation 5A of the Police Act 1997 (Criminal Records) Regulations 2002 [M1](#), an enhanced criminal record certificate issued under section 113B of the Police Act 1997 [M2](#) which includes, where applicable, suitability information relating to
 - (i) children (within the meaning of section 113BA(2) of the Police Act 1997 [M3](#));
 - (ii) vulnerable adults (within the meaning of section 113BB(2) of the Police Act 1997 [M4](#))
- (b) in any other case, a criminal record certificate issued under section 113A of the Police Act 1997



The Guide to the regulations

Appointment and fitness of registered persons

- 12.1 Regulations 26 and 28 set out the fitness requirements for the registered provider and managers. See the explanation of terms (page 67) for information on their different roles. If the registered provider is an organisation, the directors involved in the carrying on of a children's home must also satisfy fitness requirements (regulation 26(4)). This is to ensure that children's safety and welfare is protected.



The Guide to the regulations

Appointment and fitness of registered persons

- 12.2 either be: Every home must have a person managing it. Under regulation 27, that person will be the registered provider if they are an individual, and fit person to manage a children's home; or an individual that the registered provider appoints as manager.
- 12.3 If the registered provider is an organisation, they must appoint an individual as the Responsible Individual for the home. The Responsible Individual's role is to supervise the management of the home as set out in the definition of a Responsible Individual in regulation 2. They should have an understanding of both effective practice in responding to the needs of looked-after children and of local authority care planning duties and how children's homes are required to support these.



The Guide to the regulations

Appointment and fitness of registered persons

- 12.4 Ofsted, as the regulator of children's homes can at any time scrutinise the fitness of a Responsible Individual, either through inspection or as a stand-alone event. Regulation 26(7)(b) requires the Responsible Individual to have the capacity, experience and skills to supervise the management of each children's home that they are Responsible Individual for. This includes being able to demonstrate that they have the essential skills needed to develop the leadership and management of homes within their remit such that the homes have the capacity and capability to meet the Quality Standards. There is no limit to the number of homes that a person can be appointed as Responsible Individual for, but they must be able to demonstrate that they can effectively supervise the management of each home individually, as well as all of the homes overall.



The Guide to the regulations

Appointment and fitness of registered persons

- 12.5 When the person who is in day to day charge of the home proposes to be absent from the home for a continuous period of 28 days or more, they must notify Ofsted in writing (regulation 48). The registered person must also notify Ofsted of a range of other changes to the running of the home (regulations 49, 50 and 51).



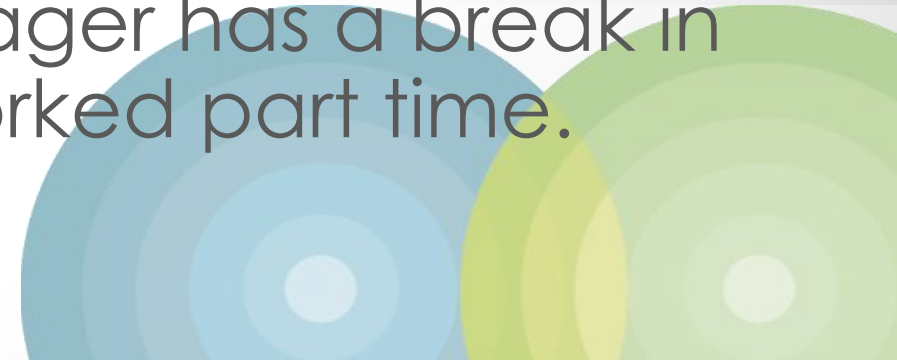
SCCIF

- If a registered manager has not gained the qualification or equivalent in the 3 years, they are in breach of regulation 28 if they did not have a reason for a deferral. Inspectors should raise a requirement. This means that the judgement for the effectiveness of leaders and managers cannot be outstanding.
- The inspector should check that the manager is undertaking the qualification and their estimated completion date. If they are not registered to undertake the qualification or will not complete it by the relevant date without good reason, inspectors should raise a requirement. This means that the judgement for the effectiveness of leaders and managers cannot be outstanding
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SCCIF

- Regulation 28 of the Children's Homes (England) Regulations 2015 requires a registered manager to obtain the Level 5 Diploma in Leadership and Management for Residential Care or an equivalent qualification.
- A manager without this qualification must gain the qualification within 3 years of starting to manage the home.
- Regulation 28 does allow for the date to gain the qualification to be deferred if a manager has a break in managing a home or if they have worked part time.



A generic Job Description

As the Registered Manager, you will provide the leadership, insight and compassion needed to create a home where young people feel safe, valued and supported. You will:

- Offer strong, values-led leadership, ensuring high-quality physical and emotional care in line with our Statement of Purpose.
- Fulfil all responsibilities required under the Children's Homes Regulations and Quality Standards, ensuring robust safeguarding and regulatory compliance.
- Build and develop a skilled, motivated team of up to 15 staff, providing regular, reflective supervision and fostering a positive, learning-focused culture.
- Ensure 24/7 operational excellence, including participation in on-call duties with the Deputy Manager.



A generic Job Description – part 2!

- Create a stable, structured and warm environment where routines, boundaries and nurturing relationships help children flourish.
- Advocate for young people, ensuring their voices guide planning, decision-making and continuous improvement.
- Work collaboratively with families, social workers, schools, health partners and the wider Permanence Service to deliver holistic, child-centred support.
- Promote education, wellbeing and opportunity — from school engagement to creative activities, trips and community involvement.
- Ensure strong health provision, access to specialist services, and support for young people to develop healthy, confident lifestyles.
- Manage budgets, staffing, resources and placement decisions with sound judgement and integrity.
- Lead innovation, including initiatives that support young people into independence and adulthood.
- Provide clear, accurate reporting and quality assurance to senior leaders.

Every aspect of your leadership will help create a space where young people can heal, grow and see new possibilities for their future.





What do you find are the key challenges in the role of of RM?

Key Recommendations from Dialogue Research into the RM role

Vacancy Analysis – support

- Over the last year and a half **dialogue** has been working to evidence the factors underpinning the Registered Manager vacancy rate, working alongside providers, local authorities, the Children's Homes Association, the National Association for Special Schools, Ofsted and the Department for Education. The report has key recommendations for Government, Ofsted and also for providers. The report highlighted high pressures on Registered Manager roles, but there was much variance in how Registered Managers felt supported across the sector, and we explore how **dialogue** can offer support to providers looking to embed the learning.



Recommendations for providers

Recommendation	Support
Children’s homes must develop child-focused cultures that still support Registered Managers to maintain a sustainable work-life balance	<p>dialogue offer an organisational leadership & culture review with highly experienced senior managers working with leaders, their teams and their homes to fully understand the values, boundaries, strengths and development areas for provision with a detailed, tailored report evidencing the experience of staff and Registered Managers in particular.</p> <p>For a more detailed conversation contact us.</p>
Review leadership and workplace culture, including for example independent workforce surveys and other models that can provide evidence or challenge to senior leadership teams and boards	
Create transparent processes to understand the hours their Registered Managers are actually working, understand the impact of high hours on quality of care and staff wellbeing, then consider ways to mitigate this	
Address excessive paperwork and auditing	

Recommendations for providers

Develop a strong and supportive leadership culture

Strengthen focus on good leadership practice and positive cultures within Leadership & Management

Evaluate the scope and effectiveness of their Workforce Plan, considering in particular the needs of Registered Managers, ensuring they have suitable leadership training

Develop training pathways to support aspiring and new managers to ease the progression into registered roles (Providers, dialogue) developing strategies to build confidence in Registered Managers, deputies and others in the team such as building inspection management skills

Prioritise professional development and training (including qualifications, as well as shadowing experienced professionals and seeking out peer support opportunities with other managers)

Our new [Registered Manager programmes](#) for new/aspiring managers and for experienced managers have a strong focus on leadership and models of organisational resilience and distribution of authority, together with practical skills and tips to keep the role manageable.

[For more information and book click here](#)

Recommendations for providers

Quality of Care Regulation 45 assessments	Our Reg45 training provides a structured approach, separating the review and the report
Utilise supervision and appraisal mechanisms to understand what affects workload and approach; Evaluate the quality of supervision being delivered to ensure it has the required impact on children, staff and managers	Consider supervision training and contact us for information about external supervision where beneficial
Support managers to reduce errors in Fit Person applications	Dialogue have launched a new 'fit person' preparation course, building confidence in the regulations and approach to interview and providing both structure and individual reflection to support the process
Build applicants' confidence in the fit person interview, such as through training, written guides and preparatory materials	
Positively promote the role of children's homes, managers and employees in improving the lives of children	The Children's Homes Association have a central and important role in promoting the sector, with a seminal In Care film series to promote understanding and the If you care you can recruitment campaign.

Recommendations for providers

Approach the role as a vocation, rather than a job. Respondents emphasised the deep satisfaction they got from making a difference in young people's lives, and how this was key in holding such a tough and challenging role

Value Based Interviewing and other approaches that explore motivation are better suited to identifying candidates with the internal motivation to succeed

Consider the unintended consequences of some bonus approaches and seek to provide motivation and remuneration that does not detract from personal wellbeing

Promote universal wellbeing interventions for the workforce as a key strategy to reduce stress

Further explore and implement changes to reduce the isolation and individual responsibility felt by children's homes leaders, particularly following a poor inspection outcome

dialogue run a [membership network](#) to support Registered Managers and Responsible Individuals where shared values and approaches, along with up to date thinking around application of research and legislation help organisations develop.

dialogue will run sessions for members on value based interviewing, successful approaches to interviews and motivational impact of different approaches to remuneration, as well as wellbeing interventions to support the workforce

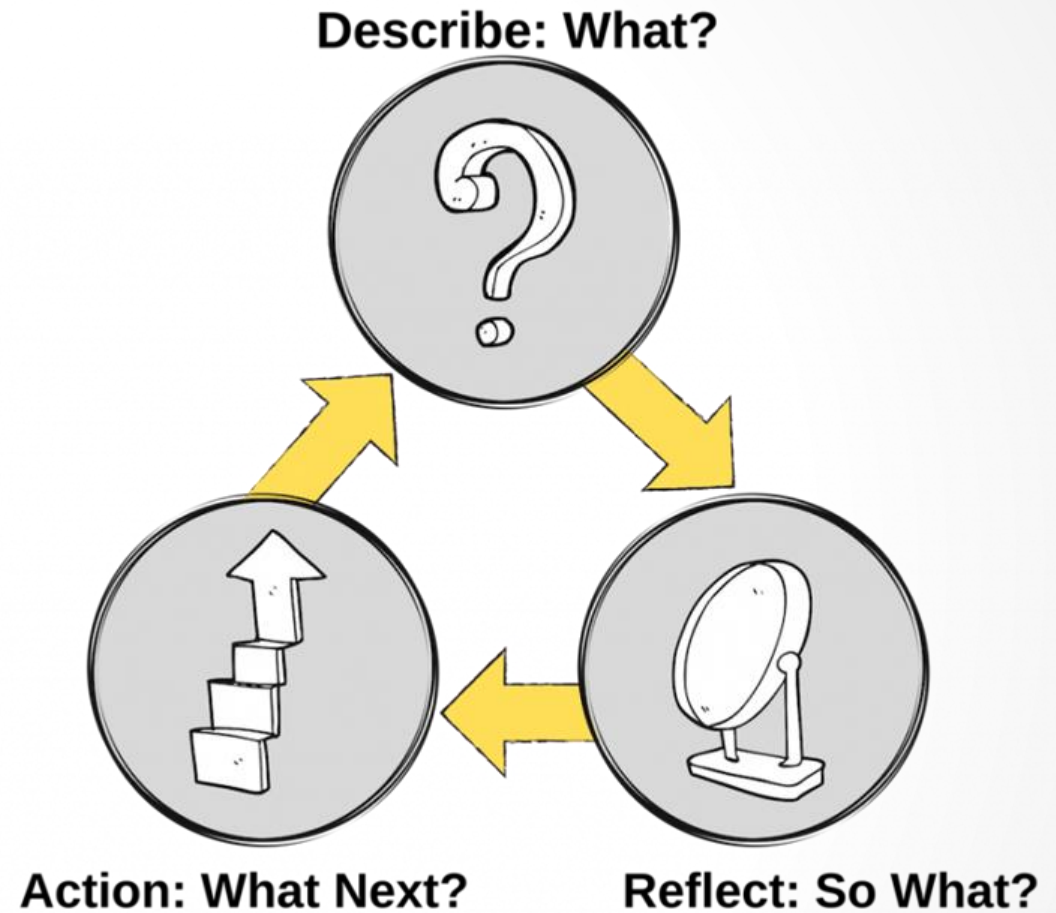
[For more information on membership click here.](#)

An inspirational quote!

- Staff provide exceptional care to the child, who has made excellent progress since
- moving into the home.
- Parents and professionals alike unanimously agree that the child's move to the home has been life changing for the child. Professionals describe the care that the child receives as 'phenomenal' , and that the child is 'achieving things never thought possible' The child's parents said, 'Staff have saved our child.'
- Quote form an Ofsted report 2026!
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Triangulation





Let's talk !!

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Open Discussion

Take away idea's and next session

- Do a team meeting to refresh on the key principles and ask the team how they feel they meet them? You could pick a couple each meeting. Be lovely to hear any feedback if anyone completes this task.
- Please have access to the following for *May's* session - digitally or in paper whichever works for you

Certificate of registration

Statement of purpose

Young person's Guide

Locality Risk Assessment



Any questions or queries just email

- Michelle.Nicholson@dialogueltd.co.uk
- Or admin@dialogueltd.co.uk

Thanks for joining in today !

Michelle

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