

LINDEN LODGE SCHOOL

Job Description



**Linden Lodge
School**

A Specialist Sensory & Physical College

STATUS

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| Job Title: | Quality Assurance Manager |
| Accountable to: | Headteacher |
| Managerially: | Headteacher |
| Professionally: | Appropriate external supervision will be provided to support the post holder to maintain their professional standards of practice |
| Salary: | £8,906 - £9,983 (0.2 FTE) inc. HCAS plus NHS Pension |
| Relationships: | Pupils, families, school staff, school leadership team, allied schools and services |

CONTEXT

About the school

Linden Lodge School provides a high-quality educational experience for visually impaired pupils, including those who are multi-disabled visually impaired and deafblindness. We are recognised as a specialist Regional Centre for children aged between two and nineteen. The school also supports pupils with profound and multiple learning difficulties. Pupils attend the school on a day or residential basis.

Therapy provision at Linden Lodge

Therapists will work as part of a newly formed trans-disciplinary therapy team, which will be well-integrated with the school to provide specialist therapeutic input and support to the children at Linden Lodge. The school is set up by way of distinct learning units or departments, and each therapist's caseload will be formed as much as possible in line with these departments, with additional responsibilities depending on experience and professional development priorities. Therapy sessions will primarily take place at the school, although there may be occasions where it would be appropriate for them to take place at the child's home or in a clinic environment. Therapists will benefit from clinical professional leadership, peer support and trans-interdisciplinary working, and the many opportunities for professional development and training the school has to offer.

As this is a new role and set-up for the school, its efficacy will be regularly reviewed and as such, the role may evolve and change over time. You will have the opportunity to work as part of the collaborative team to shape, develop and deliver this service.

Job Purpose

The Quality Assurance Manager for Therapies role will have the following purpose:

To develop, implement and manage quality assurance systems for Therapy focusing on safety, clinical effectiveness and patient experience.

Leading the clinical governance agenda through establishing a robust system of clinical audit and developing clinical practice based upon data-driven clinical reasoning.

Promoting school and therapy service as national example of best practice through the development of external links for consultation, training provision and contributing to guideline and policy development.

Job Summary

- To be accountable to the Headteacher at Linden Lodge School for the direct service delivery and on-going quality improvement of the therapy service within school.
- Ensure the development and assurance of effective service improvement plans that meet the requirements of recommendations from clinical quality themed reviews and quality assurance visits
- Review, scrutinise, critically appraise, respond to and report on a wide range of information and evidence in support of quality and patient safety standards and assurance related to commissioned services and providers.
- To work in partnership to provide continually improving service as part of the school's overall commitment to a safeguarding culture.
- To ensure the delivery of a high quality evidence based therapy service through the development and promotion of professional and clinical governance frameworks. These will reflect national and local best practice including reference to NICE guidelines, statutory safeguarding guidance, relevant professional body advice, SEND Reforms.
- Undertake the performance management of serious incident investigations reported by providers within the assigned portfolio, assessing report quality and reviewing the implementation of agreed actions.
- Actively seek solutions to address issues identified through reported service concerns and incidents.
- To identify and set development and workload priorities in discussion with Headteacher.
- Attend relevant meetings across the Clinical Commissioning Groups, and provider and partner organisations, representing commissioners or the Quality Team specifically.

Clinical Responsibilities

- In collaboration with the Clinical Lead/Headteacher, consistently apply and continuously improve the Quality Assurance Framework for monitoring providers against quality standards.
- Lead on the development, agreement, monitoring and evaluation of quality schedules within NHS and non-NHS provider contracts

- Work with providers to ensure the development and assurance of effective service improvement plans that meet the requirements of recommendations from clinical quality themed reviews and quality assurance visits
- Work with providers to ensure the development and assurance of effective service improvement plans that meet the requirements of recommendations from clinical quality themed reviews and quality assurance visits
- Monitor and review the progress of providers in delivering against quality and patient safety improvement action plans to demonstrate that change has been successfully implemented.
- Review, scrutinise, critically appraise, respond to and report on a wide range of information and evidence in support of quality and patient safety standards and assurance related to commissioned services and providers.
- Undertake the performance management of serious incident investigations reported by providers within the assigned portfolio, assessing report quality and reviewing the implementation of agreed actions.
- Actively seek solutions to address issues identified through reported service concerns and incidents.
- Report on progress/achievement against quality standards and metrics within provider contracts and support the Headteacher to maintain accurate quality dashboards.
- Responsible for the contribution toward Clinical Quality Review meetings reporting back on submissions agreed within contract monitoring schedules.
- Attend clinical governance meetings to report on quality exceptions.
- Work with and provide professional and clinical advice and guidance to ensure quality is central to the development of care pathways, service redesign and transformation. Engage where required in completing service reviews and the development of contracts and service specifications.

COMMUNICATION AND RELATIONSHIPS SKILLS

- Ensure the accurate and appropriate development of reports as necessary. Where required to do so, communicate report content to provider organisations, relevant staff, senior managers , relevant committees and external bodies e.g. Care Quality commission, in line with national and local guidelines.
- Handle and discuss sensitive information about provider performance and change with staff and other stakeholders, at all levels.
- Work in close partnership with the complaints team and Quality Team colleagues to ensure the accurate collation of all required information in order to undertake analysis to highlight trends. Use trend analysis information to inform the development of improved practice and better outcomes for patients and residents.

ANALYTICAL AND JUDGEMENT SKILL

- Review and analyse the performance of provider achievement against quality indicators and make recommendations for remedial management where appropriate.
- Make judgements involving highly complex facts and information which require analysis and interpretation to meet local expectation and make decisions about categorising risk and judging actions to be taken when undertaking or supporting risk assessments, quality assurance visits or incident investigations.
- Review complex and highly sensitive medical information relating to clinical investigations that will often be upsetting in nature.
- Work with the contracting and performance team in the performance monitoring and management of improvement plans when providers fail to meet the required standard.
- Exercise professional integrity at all times in particular when challenging commissioned providers regarding quality and services provided.

Planning and Organisation

- Formulate and adjust strategies to deliver on key performance targets related to quality, patient experience and key schemes for OFSTED.

Responsible for Pupil Care

- Provide expert clinical advice, support and knowledge in matters related to quality and patient safety to the Clinical Lead, Headteacher and Governing Body/ board members and to local providers of healthcare.
- Provide assurance through reports to relevant committees that commissioned services are safe and provide quality in line with best practice.
- Escalate evidence of risk to the Headteacher, acting in the best interests of pupils at all times and adhering to the requirements of registration for the Nursing and Midwifery Council.
- Involve stakeholders in the quality assurance process. Actively seek the views and evidence of the experience of pupils and their families who have used the service.

Responsible for policy service development implementation

- Interpret national guidance and develop local policies and guidance for the school
- Contribute and if requested lead the development of policy relating to aspects of quality. Lead or contribute toward the review of local policy in light of emerging guidance or best practice.
- Develop plans to support quality initiatives and ensure processes are in place to ensure feedback into the commissioning cycle.

Responsible for Physical and Financial Resources

- Responsible for evaluating risks to quality and/or improving quality on contracts, reporting necessary actions to the Deputy Executive Nurse/ Head of Quality.

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| <ul style="list-style-type: none"> Support the delivery of Quality, Innovation, Productivity and Prevention (QIPP) schemes, ensuring that robust Quality Impact Assessments are undertaken for a portfolio of schemes and monitoring is in place to evaluate the impact of service redesign. | |
| Responsible for Human Resources <ul style="list-style-type: none"> Contribute to the professional development of self and other staff, enhancing knowledge and competence in the specific area of Quality Assurance. The post holder must be able to deliver presentations on behalf of the school on a complex range of issues | |
| Responsible for Freedom to Act <ul style="list-style-type: none"> Work with minimal supervision to broad objectives as agreed. Act on own professional judgement on a daily basis with regard to making decisions and recommendations. Responsible for the interpretation of national and regional policy relating to quality. | |
| Freedom to Act <ul style="list-style-type: none"> Work to manage projects autonomously, devising a range of options to overcome problems, analysing the options available and taking appropriate action to ensure projects are delivered in a timely manner. Manage workload independently; formulate and adjust plans as competing priorities arise. | |
| <i>Safeguarding</i> | <p>Be fully aware of and understand the duties and responsibilities arising from the Children's Act and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation</p> <p>Be fully aware of the principles of safeguarding as they apply to vulnerable adults to the workers role</p> <p>Ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection</p> |
| <i>Control of Infection</i> | <p>The school is firmly committed to reducing Healthcare Associated Infection. All staff must work to the Hand Hygiene Guidance, Infection Prevention and Control Policies, Procedures and Guidance relevant to their area of work and undertake the necessary training. For staff in clinical areas this will be appraised through relevant professional review processes.</p> |
| <i>Information Quality</i> | <p>All staff must ensure complete and accurate data is collected and recorded in a timely manner.</p> |
| <i>Equality and Diversity</i> | <p>The school recognises the diversity of its staff and undertakes to treat them equitably and fairly irrespective of gender, gender identity, disability, race age, sexual orientation, religion or belief. The school recognises its duty to each and every individual employee and will respect their human rights'; the school also expects that its employees will treat other staff, patients and members of the public with dignity and respect.</p> |

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| <i>Information Governance</i> | <p>All staff members have a personal responsibility to ensure that person identifiable, confidential or sensitive information is processed in line with the Data Protection Act, General Data Protection Regulations and the School's Code of Conduct.</p> <p>All staff should be aware of the requirements of the Freedom of Information Act 2000 and the school's procedures for dealing with requests for information in a timely manner.</p> |
| <i>Access to Health Records</i> | <p>All staff members who contribute toward patients' health records are expected to be familiar with, and adhere to the school's Records Management policy.</p> <p>Staff should be aware that records throughout the school will be subject to regular audit.</p> <p>In addition, all health professionals are advised to compile records on the assumption that they will be accessible to patients in line with the Data Protection Act and GDPR.</p> <p>All staff who access patients' records have a responsibility to ensure that confidentiality is protected in line with professional and legal framework guidance and school Policy.</p> |
| <p>GENERAL DETAILS</p> <p>In addition to the above, The postholder will also be required to undertake any other duties commensurate with the post and grade that may be required by the Headteacher.</p> | |
| <p>REVIEW</p> <p>This job description does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.</p> | |

Linden Lodge School
Quality Assurance Manager

| Education and Training | | | |
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| Essential Criteria | | Desirable Criteria | |
| UK or equivalent qualification to practice as Occupational Therapist or Physiotherapist or Speech and Language therapist or Paediatric Nurse | | Post graduate training and achievement of RCSLT consultant dysphagia practitioner competencies. | |
| Registered member of Health Care Professions Council – Licence to Practice. | | Post registration Masters degree | |
| Registered Member of relevant professional body. | | Leadership training | |
| Evidence of successful completion of significant post qualifying training in relevant clinical areas | | Training in clinical research and audit | |
| Supervision of pre-qualification students | | | |
| Achievements and Experience | | | |
| Essential Criteria | | Desirable Criteria | |
| Significant postgraduate experience working as a therapist. Including experience of assessing, diagnosing and implementing appropriate management plans for children with Sensory impairment including deaf-blindness and vision impairment, profound and multiple learning difficulty. | | Experience in a variety of relevant settings. | |
| Evidence of continuing professional development and advanced training to achieve highly specialist clinical skills in relation to the client group | | | |
| Experience of using SEND code of practice to resolve and support young people and parents in accessing therapy and educational provision, including contribution to mediation and SEND Tribunal proceedings. | | | |
| Experience of providing second opinions on assessment and management of children with cognitive, sensory, motor and physical | | Evidence of participation or contribution to publications. | |

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| difficulties. | | | |
| Extensive experience of autonomously delivering therapy to children within a specialist school setting, and developing associated policy, procedure and clinical guidelines to deliver a whole school approach to supporting them. | | Evidence of involvement in research in clinical field. | |
| Good understanding of the roles of each therapy and their contribution to a multi-disciplinary provision. | | A track record of presentations at significant conferences. | |
| Demonstrates a well-established knowledge of legal requirements, national policies and procedures which may affect practice related to the client group. | | . Active member of relevant external organisations | |
| Ability to work with parents to negotiate agreement about therapy provision and maintain conflict at local levels. | | | |
| Experience of the clinical supervision of others and ability to facilitate therapist, assistant, student and multi-disciplinary development through effective supervision. | | | |
| Knowledge of the principles of clinical governance/ audit, experience of supporting/participation in research projects. | | | |
| Excellent established auditory discrimination skills and ability to transcribe speech phonetically. | | | |
| Skills & Abilities | | | |
| Essential Criteria | | Desirable Criteria | |
| Demonstrate the ability to be a good team leader, active team member and related line management experience. | | | |
| Excellent interpersonal skills – including observation, listening and empathy skills, and ability consider cultural diversity. | | | |
| Proven ability to teach and pass on skills to junior members of staff. | | | |
| Highly developed negotiation and problem- | | | |

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| solving skills. | | | |
| Excellent presentation skills, both written and verbal, proven ability to teach others on courses/conferences. | | | |
| Excellent organisational, prioritisation, analytical and reflection skills and the ability to support the development of these skills in others. | | | |
| Significant experience of leadership within a multi- disciplinary team and ability to work collaboratively within a variety of teams and organisations relevant to the client group. | | | |
| Excellent ability to communicate complicated/ emotive information with an awareness of the need to take into account highly sensitive/ distressing situations both verbally and in writing where there may be barriers to understanding. | | | |