

Role Profile: HR Manager

Job Title: HR Manager

Reporting to: CEO

Nature and Scope:

This role is part of the Glebe House Senior Management Team (SMT), and is responsible for developing, delivering and influencing organisational strategies.

Glebe House provides specialist treatment and intervention for young men in the area of harmful sexual behaviour, specifically addressing issues of sexual abuse. The key objective is, within the framework of a residential, therapeutic community, to reduce the risk of offending and to promote resilience in order to diminish such risks in the long term.

The nature of the work requires a very specific approach from an HR Manager. There is an element of the role that will need to ensure that due process is followed and policy is adhered to. However, the focus must be to ensure the wellbeing of our colleagues at all times, to collaborate with colleagues on robust solutions and to ensure that workforce development needs are met.

As a Quaker recognised organisation, Glebe House works to Quaker Values and supports the Quaker Business Method.

Job Purpose:

As part of the SMT, the HR Manager is responsible for developing and delivering People Management and Workforce Development strategies which support the Trust's strategic aims and objectives. The role is responsible for ensuring that these strategies support regulatory compliance, as required by Ofsted (Home and Education) and the CQC.

Working with other colleagues on the SMT, the HR Manager will be responsible for evaluating, monitoring, recording and reporting against the HR strategies.

The job holder will be responsible for providing advice and support to managers and staff, which fully reflect the Trust's aims, current employment legislation and best practice.

Due to the nature of this role some lone working may be necessary so an enhanced DBS is required.

Main Responsibilities

HR Service provision

- To be responsible for ensuring that the organisation's HR processes are robust, meet operational requirements and support the achievement of organisational objectives. These processes include:
 - Recruitment and selection
 - On-boarding
 - Induction
 - Supervision and Appraisals
 - Mandatory Training
 - Learning & Development
 - Absence Management
 - Grievance and Disciplinarys
 - Leaver process
 - Wellbeing
- To be responsible for ensuring that the organisation's HR policies are up to date and legally compliant
- To be responsible for ensuring that Terms and Conditions of Employment of issued and updated to reflect any changes

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- To provide HR support and advice to colleagues, ensuring that policy is applied fairly and consistently
- Ensure all new staff appointments comply with regulations, Ofsted, CQC and all relevant compliance checks are carried out, including Warner Interviews.
- Develop, implement and monitor a system for Supervisions and Appraisals, ensuring they are carried out in a timely manner
- Develop and deliver Glebe House's Continuous Professional Development programme, overseeing enrolment for mandatory diplomas and liaise with provider to track progress of learners
- Manage maternity/paternity/adoption leave administration and flexible working requests
- Oversee sickness monitoring and absence levels and provide recommendations to the SMT to address any issues and support staff in return-to-work interviews.
- Manage investigations, disciplinary and grievance matters, as appropriate
- To manage HR systems
- To manage the HR team

Strategy

- To develop and deliver the following strategies
 - People Management Strategy
 - Workforce Development Strategy
 - Colleague Engagement
- To work alongside SMT colleagues to influence organisational strategy
- To support the Board of Trustees when required
- Identify, design and implement HR initiatives and projects in line with organisational objectives
- Keep up to date with legal developments and advise management on compliance and risk factors
- Manage the HR budget ensuring overspends and possible savings are flagged.
- Represent the Trust when audited by external inspectors from Ofsted and CQC

Compensation and Benefits

- Administer and develop an internal job evaluation system
- Gather and analyse market data to measure the competitiveness of the Trust's remuneration package and make recommendations
- Manage the annual salary review process

Learning and Development

- Take responsibility for keeping up-to-date with relevant training and development opportunities to support the post.
- To attend relevant training and development activities to support the post.
- To attend regular supervisions as required.
- To attend workshops and seminars which will increase knowledge and expertise in order to maintain a high standard of service to residents and support to colleagues.
- Keeping an up-to-date knowledge of policies and procedures.

Trust Competencies

- Ability to gather information and to analyse that information to develop an understanding about the possible meanings of the behaviours and then feedback to the Community
- Hold a capacity for empathy and understanding.
- Maintain compassion even in adversity and to seek non-punitive solutions.
- Understanding the significance and importance of the knowledge and skills that come from every individual's path into the Community.
- Ability to promote processes of self-help and recognise the value of mutual help.

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- Understanding the significance of relationships and attachments within a context of respect for self and others.
- Ability to hold boundaries.
- Understanding Group Process.

Team working

- To work in close collaboration with the team to avoid duplication of effort, the maximisation of available resources and to ensure mutual cover arrangements during periods of absence.
- To contribute to team working within Glebe House by participating in staff meetings and by working collaboratively with other staff.
- To support staff where appropriate.

Monitoring

- To ensure that records are maintained for the use of all services provided by the post holder, and to develop and implement appropriate methods of evaluation.

General

- To provide written reports and to attend Glebe House meetings as required
- In conjunction with Finance ensure the effective use of budgets
- To work within Glebe House's Equal Opportunities framework, taking positive action where necessary.
- To abide by Glebe House's policies and procedures for behaviour in the workplace as laid down in the Staff Handbook.
- To abide by Glebe House's Policy on Health & Safety as laid down in the Staff Handbook and to comply with obligations under the Health and Safety at Work Act 1974, Section 7.
- To be self-servicing with regard to administration
- To undertake any other duties as required which are in line with the post

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T C Practitioner Competencies Framework

		COMPETENCY HEADING	DEFINITION – The TC Practitioner tries to...
Role related competencies	1	Understanding of the role	<ul style="list-style-type: none"> Better understand the boundaries of their role, the place this has within the wider organisation and the outcomes it is designed to achieve
	2	Understanding of client group	<ul style="list-style-type: none"> Provide responses of understanding to the particularity of the client within the context of the community Shows developing insight into the clinical issues extent within the client group Relates to others as human beings not as diagnoses or labels
	3	Clinical observation	<ul style="list-style-type: none"> Able to accept 'not knowing' and allow time for understanding to emerge Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved Capacity to formulate a hypothesis
	4	Capacity to acknowledge and use the boundaries of the TC	<ul style="list-style-type: none"> Developing awareness and capacity to regulate boundaries Ability to share authority with all members of the community – 'dispersed authority' Capacity to own and use their own authority Recognises the significance of space and time and how therapeutic structures are established Creative / flexible use of TC structures
Therapeutic practice related competencies	5	Understanding of TC methodologies	<ul style="list-style-type: none"> Shows a willingness to learn and engage with 'methods' Emotionally open within a 'culture of enquiry' Developing knowledge and understanding of psychodynamic ideas Desire to acquire both academic and experiential knowledge in a 'living-learning environment' Desire to be a part of a containing matrix of relationships and use the community to address and solve problems
	6	Communication skills	<ul style="list-style-type: none"> Openness to both conscious and unconscious communication and recognises behaviours and affects are communication Communicates in a clear direct manner and actively listens and engages with others to further their understanding Can adapt the mode of communication appropriate to the audience Avoids telling others what to think but provides/creates opportunities for understanding to grow/develop/emerge
	7	Use of self	<ul style="list-style-type: none"> Sensitivity - attuned and receptive - can takes things in Capacity to use one's interactions with others therapeutically Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client Genuineness - congruence - authenticity - not hiding behind professional status/role

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	8	Capacity to work both reflectively and using reflexively	<ul style="list-style-type: none"> • Can think about one's own capacities and deficits in relation to the work • Can work by continually being aware of one's responses to others and one's self • Self-reflection / awareness - desire to know why one is drawn to this work • Has self-knowledge - able to self-talk - adopt a third position
	9	Capacity to contain anxiety	<ul style="list-style-type: none"> • Ability to tolerate 'not knowing' • An ability to tolerate stress and recognize personal limits • Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action • Self-contained - can contain their own anxiety • Owns their mistakes • Capacity to retain ones one identity - strength of character
Organisational related competencies	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> • Uses 'daily living' as opportunities for learning - 'opportunity-led work' • Acknowledges the symbolic nature of the environment • Understands 'corrective emotional experience', primary care and therapeutic adaptation • Political / social awareness - can challenge status quo
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> • Can understand and acknowledge issues of authority, power, leadership • Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this • Aware of own valency - the tendency to take up a familiar defensive role in a group context
	12	Participant observer	<ul style="list-style-type: none"> • Can observe self and others without being compelled to act before reflecting • Can wait, think, talk with others before acting • Capacity to learn from direct experience - capacity to explore and be vulnerable - not defensive / avoidant
	13	Recognises the primary task	<ul style="list-style-type: none"> • Boundaries - able to acknowledge one's own place in the organizational structure • Clarity about one's role - engages directly in the key tasks defined in their job description and its relation with the primary task of the community