

**The Chaplaincy Director is responsible for the development and delivery of LCET's chaplaincy work, specifically by:**

**1. Developing the chaplaincy strategy including**

- Developing a strategy for working in schools that builds on the project aims and its theological approach.
- Developing a broader strategy for the chaplaincy project that includes the b.1 cafe, residentials and other activities.
- Creating new models of working, and developing existing models, for working in schools to achieve the project aims.
- Developing a project budget.
- Liaising with stakeholders, including churches, students and school senior management, in the development of the strategy.
- Developing opportunities for sharing good practice and experience with the wider schools work community, in partnership with [schoolswork.co.uk](http://schoolswork.co.uk).

**2. Delivering the chaplaincy work including**

- Managing the delivery of the project by the chaplaincy team.
- Participating in the delivery of the project alongside the other members of the chaplaincy team.
- Ensuring compliance with LCET's policies and good practice guidelines
- Working within the requirements of LCET's safeguarding policy and practice.
- Management of the project budget.
- Networking with stakeholders and other key organisations and bodies .

**3. Managing the chaplaincy team including**

- Oversight of the day to day work of staff.
- Staff training and development including appraisals.

**4. Evaluating and monitoring the chaplaincy work including**

- using LCET's monitoring tools to evaluate the impact of the work.
- implementing developments in the work from evaluation of the impact.

#### **5. Participation in staff activities including**

- senior management of the Trust, including senior management meetings and Board meetings.
- team meetings and events.
- training and development.
- safeguarding training and awareness.

**The Chaplaincy Director reports to the LCET Chief Executive.**

**Essential Skills**

Classroom teaching and learning skills

*Able to facilitate learning in the school curriculum, including assemblies and lessons.*

Communication and people skills.

*Able to work appropriately with adults and young people from all backgrounds and cultures.*

Conflict management.

*Able to deal appropriately with conflict with others, including young people.*

Creative thinking.

*Able to conceive ideas for projects and problem solve where there are obstacles in existing projects.*

Critical thinking and reflective practice.

*Able to articulate strengths and weaknesses of work and it's impact on self and others.*

Leadership and management.

*Able to inspire and lead others and oversee their day to day duties.*

Organisation and administration.

*Able to write and keep notes and records. Consistent timekeeping. Basic computer work.*

Presentation skills

*Able to speak in front of groups of young people or professionals.*

Strategic development.

*Able to develop and deliver a programme of work with clear outcomes and outputs.*

**Desirable Skills**

Reflective questioning and listening skills

*Able to use questioning and listening techniques to help young people express themselves.*

**Essential Knowledge**

Child and adolescent emotional and social development.

*Understanding of how young people develop their sense of self, social skills and interaction with others.*

Safeguarding policy and practice.

*Understanding of legal requirements and their implementation in working with young people.*

School curriculum requirements relating to Religious Education and spiritual development.  
*Understanding of how schools organise and deliver spiritual and religious aspects of the curriculum.*

### **Desirable knowledge**

Working knowledge of local authorities, secondary education and other services for young people.  
*Understanding of how local councils, schools and the voluntary sector organise and run services for young people.*

### **Essential Experience**

Working in schools delivering curriculum input.  
*Experience developing and delivering input to school assemblies and lessons.*

Working with young people in informal settings.  
*Work with young people in youth clubs or other contexts.*

Developing and implementing strategy and new projects.  
*Experience from previous employment of a project (large or small) that had to be developed and delivered from scratch.*

Management of staff.  
*Experience of overseeing staff including day to day management and appraisals.*

### **Desirable experience**

Curriculum development  
*Experience of developing curriculum material for use within schools.*

### **Qualifications**

Undergraduate degree  
*In any subject though relevant degree preferred.*

Evidence of ongoing professional development.  
*Training courses, reading, academic study or other personal development.*