

***Review of senior management structure in the
provision of services at the Oberstown Campus***

**Report prepared by the Public Appointments Service
on behalf of Irish Youth Justice Service**

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Executive Summary

The Public Appointments Service was invited by Irish Youth Justice Service (IYJS) to undertake a review and make recommendations on an appropriate management structure for an Integrated Children Detention School on the Oberstown campus.

The review involved extensive data gathering and consultation with a wide range of stakeholders including Directors & staff from across the existing detentions schools.

This data gathering took the form of structured interviews, discussions, focus groups, site visits and an analysis of existing documentation. The review involved an analysis of procedures in other jurisdictions including a visit to a youth justice facility in Northern Ireland.

The overall findings from the review show support for integration and an appreciation of the benefits that integrating the service could bring. Potential challenges were also identified in relation to the service as it stands and specific concerns were raised in relation to integration and the implications for the ongoing provision of a high quality service.

The perceived benefits and challenges of integration are outlined in the report and a management structure for the new organisation is proposed. Recommendations are also made in relation to successfully managing the transition from the current situation to an integrated structure.

Some potential training needs were identified as part of this process; and it is recommended that a Performance Management & Development System be implemented to inform and support future skills development.

1. Background

1.1 The Irish Youth Justice System

There have been significant developments in Irish youth justice legislation and policy in recent years aimed at creating more modern, improved and better coordinated public services for offending young people. A key element of this reform was an undertaking of a comprehensive youth justice review reporting in 2005. This resulted in the setting up of the Irish Youth Justice Service, as an executive office of the Department of Justice, Equality and Law Reform.

The Irish Youth Justice Service has responsibility for leading and driving reform in the area of youth justice. The broader mission of the IYJS is 'to create a safer society by working in partnership to reduce youth offending through appropriate interventions and linkages into services'. It is recognised that early intervention is key in relation to crime prevention and the Government provides a range of interventions through the educational and welfare systems

While this report focuses solely on the structures and services in place in the Children Detention Schools, it should be recognised that this is only one small element of the youth justice system and that the detention of children is a measure of last resort. The number of young people detained through the criminal justice system represents only a small proportion of young people who come into conflict with the law, with the majority being dealt with through the Garda Juvenile diversion programme.

Where the detention of children is deemed necessary the key aim of IYJS is to provide a safe and secure environment for detained children that will assist their early reintegration into the community.

1.2 Children Detention Schools

The Children Act 2001, as amended, transferred responsibility for Detention Schools from the Minister for Education and Science to the Minister for Justice and Law Reform. Until recently there were four separate detention schools in which remanded and committed children were detained, i.e. Finglas Child and Adolescent Centre, Oberstown Boys School, Oberstown Girls School and Trinity House School.

In 2008 the Government approved proposals to develop a single National Children Detention School on a State owned site in Oberstown, Lusk, Co. Dublin, which was the existing site of all of the schools with the exception of Finglas. A Working group set up to look at the issue recommended in 2009 that Finglas Child and Adolescent Centre be closed and that the staff, children and services in this facility be transferred to the Oberstown site, with this taking place in early 2010. (See appendix 1 for an illustration of the management structure in the 3 remaining schools prior to integration)

To date, offending boys aged 16 and 17, where detained by the courts, are the responsibility of the adult prison authorities and are accommodated at St Patrick's institution. The Children Act 2001, however states that the detention school model of care, education and rehabilitation will be extended to include this group, who will, once the facilities are available, be accommodated at the Oberstown Children Detention facility.

1.3 An Integrated National Children Detention School

The Irish Youth Justice Service is currently progressing plans for the development of this Integrated National Children Detention School in Oberstown which will incorporate the existing schools in addition to making provision for those young offenders currently being detained in St Patrick's Institution. The first phase of this is scheduled for completion in 2013. While awaiting the completion of the new premises IYJS are taking steps towards integrating existing structures and services. As part of this process IYJS requested the assistance of the Public Appointments Service in conducting a review of the existing structures and making recommendations in relation to the most appropriate school management structure. The key findings of the review and recommendations for an integrated management structure are outlined in this report.

2. The Review

2.1 Aims of the review

The aim of the exercise was to review and make recommendations on an appropriate management structure for an integrated children detention school focused on:

- the development of a new management structure having regard to the closure of Finglas, the transfer of staff, children and services to Oberstown, and plans for an integrated children detention school based on the Oberstown site
- the development of individual and integrated team profiles at managerial level to facilitate the effective leadership of the proposed new structure
- the development of a performance management culture and framework
- the development of skills, expertise, and experience required in the integrated structure
- the development of a supportive training strategy for management and staff

2.2 Project Team and Methodology

The project team conducting the review consisted of four senior managers from the Public Appointments Service who have extensive experience in recruitment and selection, HR, job analysis and job evaluation, research, benchmarking, organisational development and coaching.

A Steering Group was set up to oversee the project, comprising of the following members

- Mr Pat McLoughlin, Chair Board IYJS
- Ms Michelle Shannon, Director IYJS
- Mr Gerry McDonagh, IYJS (replaced by John Lohan)
- Mr Aidan Brown, CEO Children Act Advisory Board (retired)
- Mr Bryan Andrews, CEO PAS

2.3 Data Gathering:

A key priority in conducting this review was to ensure that the project team gained a clear understanding of the current structures and of the views and priorities of all the parties and stakeholders involved.

In order to gather the information needed and ensure adequate consultation, structured interviews, detailed discussions and focus groups were held with Directors and Deputy Directors, Unit Managers and School Principals of the schools involved. Meetings were also held with representatives of both IYJS and the Board of the Detention Schools, in addition to other stakeholders including the

Department of Justice, the Probation Service, County Dublin VEC and the Office of the Minister for Children.

The interviews/focus groups explored the following areas:

- Strengths of the current system (i.e. separate schools)
- Weaknesses and issues with the current system
- Advantages and opportunities in relation to an Integrated structure
- Concerns and threats in relation to integration
- Vision for the new Integrated Structure

2.4 Documentation Analysis & Benchmarking

The review also involved an analysis of any relevant documentation including legislation, policy, and strategic plans relating to this area for example the Children Act 2001 and the Strategy of IYJS.

Documentation in relation to the operation of the schools, for example HIQA reports, were also reviewed. Benchmarking comprised of a review of practices in other jurisdictions and a site visit by members of the project team to Woodlands Custodial Services in Northern Ireland in order to gain insight into how custodial services for children operate in other jurisdictions.

3. Key Findings in relation to the current system

The section below describes the findings of the review in relation to the perceived strengths and weaknesses with regard to the current structures and how the detention schools are currently operating.

3.1 Current Strengths

There are real strengths in the operation of the current system that are worth noting and that should be retained and enhanced as far as possible in the new structure. It was felt very strongly that the current childcare focused model has resulted in a caring/humane and professional approach being adopted in all schools. In relation to children's education and welfare, there are low pupil-teacher ratios and individualised care and education programmes designed to develop a range of skills. Taking these two elements holistically, the care and education work well together to ensure a constructive experience for children detained in the schools.

The small size and low numbers of children in each school was felt to allow a better knowledge of each child and their needs across all staff and a more tailored approach, matching care assistants with children based on their needs and disposition. It was also felt that the small size resulted in a more family-like and less institutional feel to the schools.

Staff across all of the schools demonstrated a strong commitment to their work and to the welfare of the children placed in the care of the school and there appeared to be a strong desire to continually improve the service.

3.2 Challenges/ Issues with the current system

A number of key issues or problems with the existing model were evident as detailed below:

Lack of flexibility in the use of staff and resources

The running of detentions schools is by its nature resource intensive, particularly in relation to staff resources, and within the current financial environment it is vital to ensure that the staff are employed in the most efficient way possible. It is recognised that having a number of separate schools with no staff movement across the schools limits flexibility in terms of how staff resources are deployed. It is currently difficult with separate schools and different rostering systems to adapt to fluctuating demands or changing numbers of children. Specific aspects were mentioned, for example not enough cover in some areas at weekends and higher numbers of staff than are required in some schools at certain other times.

Need for more evidence-based data to demonstrate that the current system is effective at rehabilitation/is delivering the required outcomes

While there is a strong focus on the quality of care and rehabilitation programmes in the current system there is no proper measurement process in place to measure the success of the schools. A need was identified to collect data across the service on real outcomes – e.g. reoffending rates, educational achievements post release etc. in order to provide evidence to support particular approaches/programmes and ensure that resources are being spent in such a way as to achieve maximum benefit for the child and society as a whole.

Need to adjust practice to suit changing policy

Policy changes have resulted in children being given shorter sentences in detention schools. This is in line with the UN Convention on the rights of the Child (Article 37) which states that the arrest, detention or imprisonment of a child should be a measure of last resort and for the shortest appropriate period of time. However, many detention school staff saw this as a difficulty in terms of not having adequate time to have a real impact on the behaviour and education of the child. This problem is compounded by the fact that the teaching staff are not available during the summer months limiting the amount of education provided to children, particularly those on short sentences. This policy change points to a need for more flexibility in the deployment of resources and the scheduling of programmes to achieve the best possible impacts and rehabilitation for children in shorter timeframes.

Communication strategy

While the roles of Directors, the Board and the Minister for Justice, Equality and Law reform are set out in the Children Act, there appears to be some lack of clarity on- the-ground in relation to the relative roles and responsibilities of these parties and how they should work together. Given the degree of change in recent years it is recommended that in the new integrated structure that there is clear definition of the roles and responsibilities of all the key players. In any time of change it is critical that there are strong ongoing and consistent communications in place, both formal and informal.

Consistent management presence on campus

The schools obviously require cover 24 hours a day, 7 days a week. One of the issues that emerged in the discussion was the variability of senior management visibility and presence on the campus at certain times, particularly in the evenings and at weekends. Working hours/patterns of management grades should be reviewed in order to ensure that they meet the needs of the organisation.

Staff Terms and Conditions

An issue of concern to staff that arose during the course of these discussions was in relation to the variations in terms and conditions such as annual leave entitlements across different schools and individuals at the same level. These variations create dissatisfaction amongst staff, particularly in moving to an integrated structure and will need to be addressed over time.

Ongoing focus on skills development

There is a general feeling that staff in the three schools have received extensive training in various areas and are well trained to carry out their current roles. However, there is a need to keep a continued focus on the area of skills development and in particular on ensuring that new skills and techniques learnt are properly implemented and utilised in practice. Once integration is more progressed it may be beneficial to carry out a skills audit to ensure that there are no critical gaps between the requirement of the integrated service and the skills and competencies of the existing staff complement.

4. Views on a new Integrated Structure: Opportunities and Challenges

Most staff across the schools who participated in this study appeared reasonably supportive of the idea of integration and could see the potential benefits of integration and the opportunity to address some of the problems mentioned above within a unified structure.

However participants also expressed concerns and reservations in relation to some aspects of integration. The perceived opportunities and challenges of Integration are outlined below:

4.1 Opportunities associated with Integration

Improved resource/cost efficiency

Integrating all schools under one structure or model offers the obvious advantage of eliminating duplication in relation to the support services for the schools. For example centralising administration, IT, Procurement, Catering and Laundry Services (some of which has already been progressed) offers significant saving in terms of economies of scale.

Staff flexibility

Bringing all schools together would facilitate greater mobility in the deployment of staff and an increased ability to meet fluctuating demands as the numbers and age/gender mix of children placed in detention varies. Being part of a bigger entity would also potentially allow more opportunity for career development, specialisation and role variety for staff.

Create an improved organisational culture

Integration presents a good opportunity to create an improved culture of teamwork and foster a climate of cooperation and support across the detention school service.

Stronger more consistent leadership

Having a unified management structure will provide an opportunity to have a more consistent standardised approach. Having one management team across the schools service should help to ensure stronger and more visible leadership and direction, particularly in relation to change issues.

Development of Common Best Practice policies and procedures

With some differences in policy and approach across certain areas e.g. outreach and follow up programmes, integration across the schools could allow for a pooling of resources to focus on developing best practice policies in areas where it is felt that improvement is required. Putting in place a system for collecting the data needed to measure outcomes could also be done more efficiently and meaningfully within an integrated service, rather than within each individual school. Measuring outcomes across the service will provide useful information to assist with the ongoing development and improvement of policies and practices.

4.2 Challenges/Concerns with Integration

Concern about impact on quality of care

Currently the Directors and staff at Oberstown are unified in the belief that they provide very good quality care and support to the children in their care in a secure environment. The single biggest concern expressed in relation to integration was the perceived risk to the existing high quality childcare model. It was felt that this could become more of a concern when the practice of sending older boys (aged 16 and 17) to St. Patrick's institution is ended and they are instead accommodated in the National Children Detention School. It was also felt that the current small units resulted in a more family like environment and stronger relationships and trust between children and their care workers whereas a larger integrated facility may feel more institutional and children may not have the same individual attention and opportunity to build relationships and trust with particular care workers. This potentially will be ameliorated by sensitive building design but also by ensuring that individual units are of a reasonable scale to encourage strong and caring relationships.

Loss of Autonomy and Authority

Under the existing model individual schools have significant autonomy in relation to how they operate. An understandable concern amongst senior staff in particular is that as integration will produce a larger, unified service, autonomy in relation to decisions affecting particular areas will be reduced. Staff in the different schools are very committed to the running of their own school and have invested significant time and energy into developing systems and practices that work for them. There was therefore the concern that losing control over the practices and procedures in operation within the schools could potentially affect some of the positive achievements to date.

Concerns regarding loss of jobs/resources and changes in terms and conditions

As with any integration/amalgamation of organisations a primary concern of staff in the existing structures is in relation to the impact that it will have on their own positions and the possible loss of jobs and resources resulting from the amalgamation. Another concern is in relation to the discrepancies in terms and conditions across the system, the significant challenge of implementing a standard set of terms and conditions and the ill feeling that can exist in relation to any perceptions of inequity in this area.

5. Recommendations in relation to a revised Structure and Transition to Integration

Based on the research several recommendations are made in relation to the transition from the current situation to a fully integrated structure, and a proposed structure for the management team is suggested.

5.1 Recommendations for transition to an Integrated Structure

Recommendation 1: Appoint a Campus Director for the new structure as soon as possible

The single most critical factor in the successful integration of the schools is the appointment of a Campus Director for the new integrated service. There is currently a certain amount of uncertainty and concern in relation to the integration process and its timelines. Having a Campus Director in place to provide leadership and vision and to act as a champion for the change process is essential in order for staff to start to identify with a new entity. In line with Government policy on recruitment to senior Public Service posts this position should be filled by means of an open competitive recruitment process aimed at attracting the best available talent and thoroughly assessing the relevant skills and competencies to identify the best person for the job. An overview of some of the characteristics identified as important for this job is given at Appendix 2

Some consideration should also be given to engaging a change manager on a short term contract basis to assist the Campus Director at the early stages of the Integration where there will be a significant challenge in ensuring the on-going provision of a high quality service while simultaneously progressing the change agenda.

Recommendation 2: Communicate the change clearly

In any change management process clear and regular communication is known to be a key factor for success. In order to achieve a smooth and successful integration it is important that all staff are made aware of the process and the timescales and are regularly updated on progress. A process should be put in place to provide ongoing communication and ensure clear expectations. The Campus Director will play a key role in ensuring an effective two way communication channel in relation to broader strategic issues between the schools, IYJS and the Board but all parties have a responsibility to actively engage with the change agenda.

Recommendation 3: Create a strong identity for the new integrated service

To date each school has had its own practices and identity and in order to fully integrate the staff a rebranding of the new unified service is imperative. It is recommended that this be started as soon as possible by developing a common identity for the three schools. Ideally, staff would be invited to contribute to the process of agreeing a new name and a common agreed mission statement across

the integrated organisation. Improving informal communication and engagement between staff across the schools could also be achieved through seminars, working groups and social events, etc. which could help all staff feel more like a unified team and identify with the new integrated entity.

Recommendation 4: Put in place a Change Management Team

In order to encourage involvement and ownership of the staff in relation to the change process it would be important to form a change management team comprising staff across the schools. This team could include subgroups to examine practices in different areas e.g. reporting formats, facilities, outreach, KPI's, measuring outcomes, etc. to identify differences across schools and to work towards developing a set of standard best practice policies and procedures. A subgroup should also be identified to look at how a standard set of terms and conditions and working hours that meet the needs of the organisation can be introduced over time.

Recommendation 5: Carry out a job analysis and training needs analysis and an audit of existing skills and resources against the needs within an Integrated Service

This review sought views on the skills and competencies required for the new role of Campus Director, and these are outlined in Appendix 2. Some work has already been carried out in terms of looking at the skills and requirements across other posts and it is recommended that this work is progressed and includes a full audit of existing skills, competencies and resources against what is needed in an integrated service. While there is a wealth of experience and talent amongst staff within the system, it is possible that the current staff mix and skill set will not match exactly onto future requirements. The identification of any skills gaps can be addressed through the development and implementation of a training plan or potentially the future recruitment of staff with specific skills sets.

Recommendation 6: Implement a management training programme

Building on the findings of the skills audit described above it is recommended that a specific leadership and management skills training programme would be provided for the senior management team to help ensure they have the skills and confidence to deliver in their management roles within a new larger organisation. Key areas that would be covered as part of this programme would include change management, performance management and principles of good corporate governance. A good management programme delivered early on in the integration process should also help develop trust and cohesion amongst the senior team.

See Appendix 3 for additional detail in relation to the proposed Management Development Programme

Recommendation 7: Introduce a Performance Management and Development System with strong support from the senior management team

The ability of the integrated organisation to perform at a high level and deliver on its goals will be greatly enhanced by the development of a strong performance management system and culture, which to date has not existed across the schools.

It is recommended that a staff Performance and Management Development System (PMDS) similar to that implemented across the Civil Service and much of the Public Service be adopted within the Oberstown Children Detention School. The Performance and Management Development System is a mechanism for managing an individual's work performance, career and development needs by establishing a shared understanding of the job and its objectives and how they are to be achieved and by monitoring and giving feedback on performance against these objectives.

A key requirement for the successful introduction of a Performance Management System is that it has the strong backing of senior management and that it is seen to be applied consistently and taken seriously across the organisation.

In line with best practice the PMDS system should be based on the competency frameworks developed and linked to the business planning process for the new integrated structure. This would ensure that staff fully understand their new roles and responsibilities, agree clear performance indicators with their manager, and are provided with the development required to deliver on their objectives.

Recommendation 8: Introduce a revised management structure as proposed below

5.2 Proposed New Structure

There was consensus that for the integrated National Children Detention School to be a success a Campus Director should be appointed.

The role of the Campus Director is to ensure the welfare, education and security of children in detention through:

- Leading and developing the management team;
- Leading, directing and implementing a programme of change management;
- Reporting to the Board (ex-officio member of the Board);
- Effective resource management;
- Team building.

It was recognised that the role of Campus Director would be very challenging, particularly at the initial stages, in addressing the concerns of each individual school while attempting to build a cohesive team with common goals and shared responsibilities. It was also recognised that the Campus Director would have to be extremely committed to the mission of the School, and have high visibility on the campus. It is recommended that the Campus Director's office be located independently at Oberstown, until the integrated structure is in place, rather than be attached to a particular school.

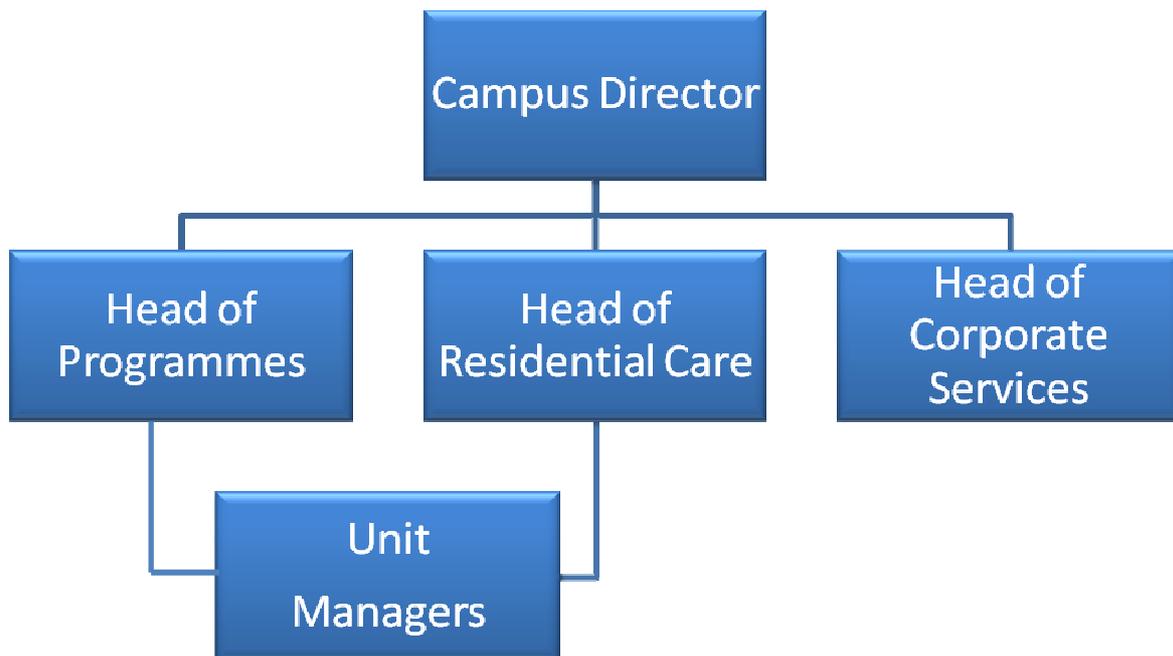
Based on the information collected during this review a management structure consisting of three Heads of Function supporting the Campus Director is recommended. This is recommended as the

most efficient structure to ensure management responsibility across all of the key areas and to avoid and duplication of function within the team. This structure would be supported by total integration and flexibility for all staff across the new National Children Detention School.

The Heads of Function would support the Campus Director and will have responsibility for a particular area, and shared responsibility for delivering on the strategy and other management issues e.g. communication, leadership, corporate responsibilities, risk management, security, It is recommended that this structure be put in place as soon as possible in order to progress the integration. It is however, a matter for the IYJS, the Minister and the Attorney General to consider and make any legislative changes necessary.

The Heads of Function would be responsible for all aspects of the hands-on management of the new National Detention School. This role would be carried out at a level equivalent to the current Deputy Director level.

Figure 5.2 Proposed Management Structure



The above structure is proposed as the optimum solution during the integration process and a review of the operation of this structure should be conducted on a fit for purpose basis, particularly in relation to future changes, at an appropriate interval.

5.3 Proposed Responsibilities for the Senior Management Team

The proposed responsibilities of each Functional Head include those set out below:

Head of Residential Care

- Admissions
- Capacity Management
- Provision of a Safe and Secure Environment
- Rosters
- Family Services
- Court Visits
- Health Care
- Continuing Professional Development of Care Staff

Head of Programmes

- Individual Risk Assessment
- Child Welfare Programmes*
- Training Programmes*
- Education Programmes¹
- Outreach/Step-down Programmes*
- Community and Family Inclusion Programmes*
- Child Protection
- Children's Rights
- Evaluation of Programmes
- Psychologist/Psychiatric Care

**All programmes would be carefully evaluated using KPI's agreed in conjunction with IYJS.*

Head of Corporate Services

- Human Resources (Staffing, Staff Welfare, Recognition & Reward, Training & Development)
- IR Issues
- Health and Safety
- Provision of a Secure Environment (electronic aspects could be outsourced)
- Built Environment and Maintenance
- Catering Services
- Domestic Services

¹ *It is recognised that education is primarily the responsibility of the VEC, and that the role of the head of function in this regard is to ensure the integration of other aspects of the care of the child with education*

- Finance/Budgets
- IT
- Corporate Governance including Risk Management, Internal Audit, Procurement and Contract Management
- Reporting to the Board and other Corporate Reports
- Statutory Records
- Other Shared Services

5.4 Unit Managers

The Unit Managers will be core to the whole functioning of the new entity, and will report directly to the Head of Residential Care. The Unit Managers will also report into the Head of Programmes in relation to specific assigned responsibilities in this area. Each Unit Manager will take on a role supporting the Head of Programmes in specific areas such as Out Reach, Step-Down, and Community Programmes. Having involvement at Unit Manager level in the development of practices in these areas has the advantage not only of providing more variety of work and opportunity for skills development but of ensuring policies are developed by those with on the ground experience and will work in practice.

The research carried out supports the retention of small units within the integrated school each of which would focus on providing for the needs of specific groups of children.

Suggestions were made in relation to separating children into units based on their gender, age and whether they are committed or on remand in order to allow units to adopt a more tailored approach in terms of care and the level of security needed. The number of units should be decided on by the management team drawing on the available research and expertise but should be flexible to allow the school adapt to changing demands.

5.5 Duty Manager

It is proposed that within the integrated structure a member of the management team would be assigned the role of duty manager on a rotational basis, for example for a period of 24 hours. The duty manager would be responsible during that time for practical management issues such as people coming in and out of the facility, staff planning, rostering, etc.

5.6 Corporate Governance Structures

This review found an apparent lack of clarity amongst staff around the relative roles and responsibilities of IYJS, the Board of the Detention schools and the Directors and Schools themselves, particularly in relation to how they work together, and their roles in policy formulation and decision making.

The current roles and responsibilities of the Minister, the Board and the Directors are set out at a high level in the Children Act, 2001. IYJS is responsible for policy direction, and the current Directors are responsible for implementation of the policy. It is recommended that the new Campus Director would

agree the organisational strategy (in line with the policy direction set by IYJS), and would regularly report to the Board on the implementation of the strategy.

The following table aims to describe in more detail the roles of IYJS, the Board and the Director in the new integrated structure. It is suggested that these roles should be communicated in a more clear and transparent manner to all parties.

	Key Responsibilities
<i>Irish Youth Justice Service</i>	<ul style="list-style-type: none"> • Set policy direction • Agree financial resources and staff resources to implement this policy • Decision making in relation to the particular programmes/courses of specialised treatment that should be available for children • Deciding on the maximum number of children who may be detained at any time
<i>Board of National Children Detention School</i>	<ul style="list-style-type: none"> • Represent the interests of key stakeholders and children • Sign off on strategy and ensure it is in line with policy direction • Ensure service standards and performance indicators are being met • Monitor and provide advice on the functioning of the School • Ensure appropriate standards and procedures are in place • Sign off on annual reports, audit reports and risk registers • To agree an annual business programme with IYJS
<i>Campus Director</i>	<ul style="list-style-type: none"> • Overall responsibility for the welfare, education and security of children in detention • Devise strategy with management team in line with policy direction • Implement strategy and report on implementation to the Board • Manage and motivate the staff of the school. • Responsibility for the finances and administration of the School • Provide the Board with adequate information to allow them to fulfil their duties • Put adequate corporate governance structures in place

6. Considerations for the Future

In addition to the recommendations outlined in this report there is also a need to conduct a thorough review of the effectiveness and operation of the new model prior to it accommodating older boys currently sent to St. Patricks Institution.

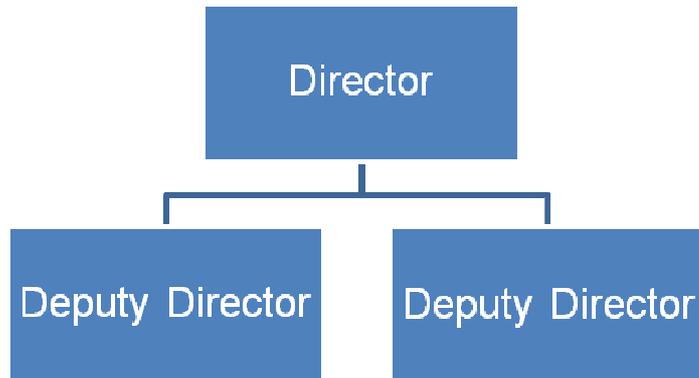
This additional integration would present further issues in relation to areas such as security, staff that may transfer from St Patrick's, and gender related issues. The ethos and regime being envisaged for the National Youth Detention School (and currently in place in the individual schools) would appear to differ considerably from that in place in St Patrick's Institution. This would require serious consideration in advance of any future integration. In other jurisdictions, similar moves have resulted in additional concerns in relation to resident safety, and issues in relation to unsatisfactory role models for the younger children². In the case of Woodlands, Northern Ireland, where older juveniles were included and catered for, from the outset, these problems appear to have been managed. It is recommended that any such integration would be introduced on a gradual phased basis, following extensive consideration and consultation, including an examination of lessons learned from similar moves in other jurisdictions.

² *Review for the Secretary DHHS of Residential Safety, Ashley Youth Detention Centre, Tasmania. Department of Health and Human Services, 2005.*

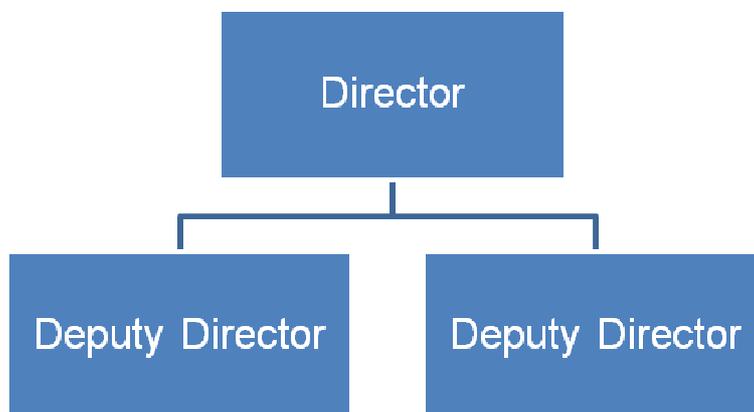
Appendix 1

Management structure of Detention Schools prior to integration

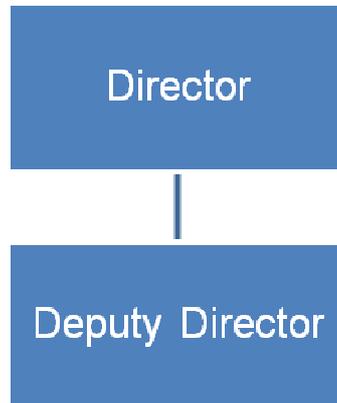
Oberstown Boys School



Trinity House School



Oberstown Girls School



APPENDIX 2:

Suggested Competency Framework for the Role of Director of Oberstown Detention School

1. Leadership and Management of People

- Translates overall strategic goals into meaningful objectives for others
- Motivates the team by creating a positive vision for the organisation/service and providing support and encouragement for the delivery of that vision
- Develops capability and confidence in others
- Encourages and empowers staff to make good decisions on their own
- Encourages creative thinking and problem solving in others
- Recognises good performance and effectively tackles under performance
- Deals effectively with IR/people issues without allowing them to take up too much time or resources

2. Change Management

- Creates a vision of improved services and ensures the organisation moves in this direction
- Seeks to implement change while acknowledging the need for continuity of service
- Is able to persuade others of the need for change and create acceptance of change
- Have a good understanding of the principles of effective change management
- Recognises and takes advantage of opportunities to introduce positive change
- Works effectively with a variety of stakeholders, including the board, to ensure a common vision of the future is created

3. Communication and Influencing

- Can explain, advocate and express facts and ideas in a convincing manner
- Delivers information clearly and concisely to individuals or groups
- Communicates with confidence to a wide range of people (internal and external)
- Builds a professional network to aid in keeping up to date with internal and external politics that impact the work of the organisation
- Establishes good working relationships with others and influences / presents persuasive arguments when required
- Can pull disparate views together and find common ground to facilitate agreement
- Identifies the most appropriate communication channel/method depending on the situation

4. Critical Analysis of Complex Policy and Organisational Issues

- Has a thorough understanding of legislation and best practice issues in the area of youth detention and keeps up to date with what is happening in the area
- Quickly absorbs, critically analyses and challenges large amounts of complex information and can identify the core issues
- Thinks through issues logically and bases decisions on effective analysis of available information
- Sees the relationship between issues and quickly grasps the implications of actions (and impact of decisions)
- Anticipates and evaluates the consequences of different approaches
- Uses sound judgement in identifying high quality solutions to complex issues

5. Planning and Organising (including resources)

- Demonstrates a strong understanding of the management process
- Co-ordinates and ensures optimum use of resources (human, financial, material and information) to deliver on objectives
- Had an ability to analyse the inputs and outputs of the system/organisations to try to ensure that resources are used to the best effect
- Monitors to ensure delivery of results
- Ensures projects are delivered to a high standard, on time, within scope and to budget
- Re-prioritises / re-allocates resources in response to changing demands
- Manages multiple agendas/ tasks

6. Self Motivation and Management

- Maintains composure and keeps a sense of perspective and balance, even in difficult situations
- Is constructive in dealing with challenging and sometimes difficult situations
- Takes personal responsibility for driving objectives and strives to ensure the highest standards are met
- Is aware of own strengths and development needs and puts ongoing effort into learning and development
- Demonstrates honesty and integrity at all times
- Has a strong sense of self belief and is willing to be an independent voice, when necessary

Appendix 3: Suggested Senior Management Development Programme

It is recommended that a management development training programme be provided for the senior management team of the new integrated school as soon as possible following the finalisation of the new structure.

The potential benefits of this programme include:

- Ensuring that the new management team have the skills and the confidence to perform in their new roles
- Help develop trust and cohesiveness amongst the new management team at an early stage
- Provide a forum for the team to discuss the vision for the organisation
- Provide the team with tools and methods for dealing with change and with challenging times
- Help each member of the team develop a plan for their own self development

The subject areas that should be covered on the course include:

- Strategy development and implementation
- Leadership and team building skills
- Change Management tools and techniques
- Managing workplace conflict
- Effectively managing IR issues
- Financial Management and Corporate Governance
- Working effectively with stakeholders
- Performance Management

In addition it would be useful to get each senior manager to complete a personality or leadership style questionnaire such as the Occupational Personality Questionnaire or the Myers Briggs Type Indicator. The completion of instruments such as these should help managers to understand their own preferences and working style and how these may impact on their approaches to tasks and dealing with others. Better understanding one's own style of working can be beneficial to managers in ensuring that they optimise their strengths and are aware of and act to address any mismatch between their preferences and the requirements of the role.

It would also be worthwhile providing executive coaching for the senior management team following the initial management development course. Executive coaching is a personalised learning and development process designed to improve the performance of executives. A series of individual coaching sessions with an experienced coach could be very useful in helping managers to solve particular problems and to continue to develop their skills and will also help them feel supported during the initial period of significant change