



**UKLC**

**Centre Management**

Handbook

2024

Our values:



## 1. Introduction

Thank you for accepting a management position with UK Language Courses this summer. Along with the other members of your management team, you are the key to the success of your centre. If you work well together, understand each other's roles and communicate efficiently, you will have a positive experience and so will every student, team member and group leader at your centre.

This handbook is for all **Centre Managers (CM), Course Directors (CD) and Excursion and Activity Managers (EAM) & Safeguarding and Welfare Co-ordinators (SWC)**. You will also be given a second handbook per role which will give you more specifics about your day-to-day work and responsibilities. Please bear in mind that all guidance is written to cover many different sizes and types of centre and so some elements may not be wholly relevant to you. We welcome your feedback and comments on any aspect of the handbooks before, during or after the course.

Managing a summer centre is as rewarding as it is challenging. At UKLC head office, we all know how hard it can sometimes be and the effort and energy involved in making it work. Most of the team at UKLC head office have been in a management role at site at some point, and that is why we are all well placed to support you, ensure you know what you are doing and that you do it to the best of your abilities. We cannot stress enough that we are here for you. The success of our centres depend on you and so you are our priority.

## 2. Key Contacts

### 2.1 *The UKLC Head office team and UKLC Head office support – Who are we?*

You will be supported 24 hours a day by the **Summer Senior Leadership Team**. There will be a clearly defined rota of who you can call out of hours. There will ALWAYS be someone at the end of a phone at any time while the courses are running.

The SSLT team:

**Jamie** (Operations Director and member of the UKLC Senior Summer Leadership team - SSLT) oversees all the recruitment of the management teams and has overall responsibility for all the preparation and logistics at your centre. Jamie will make regular visits to your centre and will be communicating with you constantly to ensure that you have everything you need to your job and that you keep head office informed of any changes in student numbers and updated regarding coach and museum bookings. (On call 07842428722)

**Céline** (UKLC Group CEO - SSLT) has supported the team at head office in their preparation for your centre. She will make some visits to your centres to help support you where needed. Céline deals directly with the agents who send us groups of students and so she will be making sure that what we offer is what was promised. (Available during working hours on 07770588897)

**Raff** (Academic Director - SSLT) will be supporting the Academic Managers and the Course Directors and will make regular visits to your centre to ensure that the academic programme is working, is in line with British Council criteria and that the teachers are happy and well supported. (On call 07437420502)

**Caro** (Recruitment Manager SSLT) is mainly office based and is available for any queries over staffing, staff pay or contracts (Available during office hours at Head Office: 01244 577 995)

**Laura** (Operations Manager North SSLT) will be mainly based at our northern centres, which include; University of Chester, Reaseheath College, Bootham School York, Dean Close School Cheltenham & Clifton College Bristol. She will be doing centre visits to support the EAMs in their roles. She has worked as an EAM and CM for many years and now responsibility for the booking of the programmes at each centre. Laura has a wealth of knowledge (and patience!). (On call 01244 577 995)

**Davide** (Operations Manager South SSLT) will be mainly based at southern centres, which includes; King's College London, Queen Mary's University London, Queen Anne's School Reading & Wycombe Abbey Summer Programmes. Davide is a very experienced EAM and CM and has worked over 10 summers for UKLC. He will be there to help support the CMs and EAMs with any queries, visited regularly. (On call 01244 577 995)

**Karen** (General Manager - SLT) has supported in the preparation of this summer across the Sales & Marketing and Operations departments. She will be supporting Jamie, Laura and Davide in the delivery of summer and will be making some centre visits to make sure our team, centres and clients are happy. (Available on 07955265756).

Further support:

**Charlie & Adriana** (Academic Managers North – Adriana and South – Charlie. They will be assisting Raff and will be visiting centres to support the Course Directors and teachers and ensure the high standard of our academic programme.

## 2.2 College Staff at your centre

There will be a **bursar / conference organiser / liaison person** at the hosting school or university with whom you must develop a good working relationship. It will mainly be the CM and EAM who work with them, but the CD should also make an effort to get to know them. They represent the institution that is hosting our course. Just as you may need to make requests for equipment, facilities or complain about something, they may also need to ask you to intervene if they have any issues with our students. We pride ourselves on establishing and maintaining good long-term relationships with our centres and we ask you to help us in this.

There may also be other members of the college team that it is worth getting to know e.g. the **catering team** for times when you need to ask favours for extra late meals / packed dinners etc. and **porters, caretakers and security** who may hold the keys to areas that you will want to access and can be very helpful if you need some practical assistance!!

## 2.3 Your roles:

### **UKLC Centre Manager (CM)**

It is their job to oversee the whole programme and be responsible for all aspects of it. They will be the first port of call for group leaders and for the centre team and will keep the SSLT informed daily on how things are going. They will manage the team and be responsible for the rota and for creating a good team spirit and a positive atmosphere at the centre. The CM is also a Designated Safeguarding Person (DSP) for the centre.

### **UKLC Course Director (CD)**

It is their job to oversee the didactic side of the programme. They organise the testing, the levels and deal with any problems that arise with the classes. They manage the teaching team and organise certificates and reports.

### **UKLC Excursion & Activity Manager (EAM)**

It is their job to oversee all the excursions and activities at the centre. They work very closely with the CM as some elements of the roles overlap. They will check all bookings and excursions and plan the activities, sports and others. They work with the CM to devise the rota and make sure that the team are allocated appropriately, and we are playing to peoples' strengths. The EAM is also a Designated Safeguarding Person (DSP) for the centre.

### **Safeguarding and Welfare Co-ordinator (SWC)**

It is their job to ensure the safeguarding and welfare of the students. They will be essential during the set up and first few days as they will help with enrolment form completion and collection, fire list collation and team and leader badges. They will also make themselves available to the students so that they can discuss any problems they may be having with a sympathetic ear and make them aware of how to keep safe on the internet by introducing **SIS (our safest internet student)**. This role is to ensure we follow British Council guidelines for safeguarding and will help us (and you) to ensure that every centre runs in line with all our policies detailed in the Operating and Safeguarding Handbook (OSH). The SWC will also be a Designated Safeguarding Person (DSP) for the centre.

## 2.4 The rest of your team:

### Teachers/Teachers+

You will be supplied with all the information regarding your team prior to the start of the course; what type of contract they are on, how long they are working and copies of their CVs. Teacher contracts include either teaching and supervising activities (Teacher/Activity leader – TAL) full-time teaching (Full time teachers – FTT) or teaching only (Teacher only – TO). You should look at all the job descriptions so that you know exactly how many sessions each person should work in a two-week period and what their responsibilities are. Many teachers are residential, but some may be non-residential and therefore need to be given their rota of duties well in advance so that they can plan their time.

Some teams, depending on the centre, will have Teachers+ who will have extra responsibility for the academic side of the course and will support the Course Director and report into the Academic management team. They provide a bridge between the management team and the rest of the team and their main aim is to support the you.

### Sports Coordinator (SC), Sports & Activity Instructors (SAI) and Excursion and Activity Leaders (EAL)

To organise and supervise the sports and to lead excursions, you will have Sports and Activity Instructors. In London centres where there are no sports you will have Excursion and Activity Leaders. The number depends on the size of the centre. The CM and EAM will agree a rota and the planning of all sporting and evening activities. In large centres offering a lot of sport, the EAM will also be supported by a **Sports Coordinator (SC)** who will oversee the delivery of the sports programme.

### Homestay Co-ordinator (HSC)

In some centres where we offer a homestay option, there will be a Homestay Coordinator to deal with this. They will liaise with the homestay provider and maintain contact with the hosts. It is important to keep them well informed of any changes as they will communicate these to homestay hosts who will not be pleased if they turn up to pick up their student only to be told they are delayed on an excursion and not due back for an hour!

### House Parents

In some centres, there will be House Parents. The role of the house parent is to assist the management team in safeguarding the students. They will be responsible for familiarising themselves with the students within their boarding house. Ensuring that the students wake up, arrive to class and activities on time and are generally happy during their stay. Duties also include making sure all students are in their rooms ready for bed and overnight supervision where necessary.

## 2.5 The Group Leaders

The Group Leader is one of the most important people that you will deal with. Therefore, getting them on side from the start will make your life much easier. Group Leaders are there to both help their students and ensure that they have a good time. It is important to remember that they are our clients just as much as the students. Establishing a good relationship early on will help if any issues arise.

We want to encourage all Group Leaders to feel that they are part of the team, working with us in order to produce the best possible programme for their students.

As many of these leaders are teachers of English themselves, the Course Director will organise a Group Leader lesson during the first week in which they will explain our methodology. This goes a long way to winning them over, so you must **ensure that it has been organised!**

## 2.6 The Students!

The most important people at the centre. You will be very busy organising everything for them but do not forget to interact and engage with them when you can.

We currently work with agencies in Italy, France, Spain, Portugal, Turkey, Uruguay, Senegal, Ukraine, Latvia, Lithuania, China, Hong Kong and more. Generally speaking, the students arrive in groups organised either by an overseas school or travel agency and are supervised, with our help and support, by a Group Leader during their stay. In some centres we also accept a handful of individual students. In these centres, where the number of individuals is low, the SWC will take on Group Leader responsibility for them. Where there are more than 10 individual students enrolled, a UKLC Group Leader will be employed to fulfil the role.

Our students are generally aged between 11 and 17. We generally avoid accepting 18-year-olds unless by special arrangement (for example Italian INPS programmes). If we accept 18-year-olds then we ensure that they are not accommodated or put in class with under 16-year-olds. Often, we will run separate classes and activities for them. We also have occasional groups of younger students (aged 8 -11) at specified centres. Where this is the case, just be aware of the needs of younger students and assess the risk as necessary (e.g. in our Fire safety policy there are different procedures to follow for this age group). You can enlist the help of your SWC in this or discuss it prior to the group's arrival with the SSLT.

We know relatively little about the students prior to arrival other than their name, age, nationality and medical issues. We often have no idea regarding their level of English.

All students are enrolled through their agents who send us all the information regarding their length of stay and choice of programme to be followed. The French and Spanish agents also send an individual form for each student giving their personal details. Due to Italian privacy law our Italian agents do not do this. Other nationalities have a variety of ways that they communicate with us. This being the case, we need to ensure that we have all necessary information on every student. Therefore, on the first day of the course before completing the placement test, students must complete our **Student Enrolment form**.

You must make sure that the teachers supervise this and that all completed enrolment forms are kept filed, in alphabetical order and **securely locked away** in the UKLC office. The SWC will give support in this task and will ask the Group Leader to double check the forms against the information they hold on each student and sign off to them. The forms need to be easily accessible as in cases of emergency they may be the quickest way of finding the students' home numbers.

### **NON-EU students**

In accordance with UKBA regulations we **MUST** take a photocopy of the passports of ALL non-EU students (except students from South Korea). Please ensure that you do this within the first couple of days of the group arriving and explain to the Group Leader that it is UK procedure. Please file these photocopies with the students' enrolment forms (photocopying them onto the back is the easiest way!). **It is essential that these copies are scanned and sent to Head Office as we may be subject to UK Border Agency checks.**

It is imperative that you check ALL information you are given about the students before they arrive. If there are any medical issues or dietary requirements that have been communicated to us in advance, they will be put onto your student database. The SWC must read through the onsite **enrolment forms** to check that nothing new has been flagged up by the students themselves. Occasionally, we will have a student or group of students with special needs and where this is the case, you will be given extra information about their needs and support in how to address them.

## 2.6 Visitors

Occasionally, you will receive visitors to your centre. They may be British Council inspectors, parents or relatives of students or new potential agents wishing to book with UKLC in the future. It is important that you log all these visits on the visitors log and we also have a **visitor's information sheet** per centre that you need to give them. On arrival to the centre, they need to receive a UKLC visitors lanyard, which must be visible at all times.

## 3. What is a UKLC summer programme?

### 3.1 The Programme

Students buy a package including lessons, activities, full board accommodation and excursions.

At all centres outside of London, students are given the choice of enrolling on an English plus course. English Plus courses are: English plus Multi-Activity, English plus Drama, English plus Football, English plus Dance, English plus Intensive English, and English plus Life Skills. You will find which students have chosen to do which activities on your student database.

We sell a standard 14 night programme with 15 hours lessons, sports/activities on three afternoons, two half-day excursions and one full day excursion per week.

However, there are always exceptions to this to watch out for where other programmes or durations have been agreed. For example, many Italian groups have opted for 13 night programmes, some groups are coming for just one week, the French agents Telligo and Nacel have a different programme of excursions and a different number of hours that you need to be aware of. Also, in the London centres – we will not operate English Plus options but instead follow a programme of excursions every day.

You will be fully briefed on which groups are coming from which agents and what they have been sold and we will cover a lot of this at management training. It is then your job to ensure that the correct number of hours teaching is done and the correct amount and type of activities are offered.

***Here is a typical programme for the general English plus Multi Activity course we offer:***

Date Wk1	Morning	Afternoon	Evening
<b>Sunday</b>	ARRIVAL	Site orientation & Settling In	Welcome games
<b>Monday</b>	Testing	Half day walking tour of York with a visit to the Railway Museum	Blind Date
<b>Tuesday</b>	Lessons	Sports and Activity afternoon	York Quiz Night & Film Night
<b>Wednesday</b>	Lessons	Half Day excursion to York Dungeons	Welcome Disco
<b>Thursday</b>	Lessons	Sports and Activity afternoon	Treasure Hunt & Drama
<b>Friday</b>	Lessons	Sports and Activity afternoon	Disco & Karaoke Evening
<b>Saturday</b>	Full day excursion	Full day excursion to Whitby including the Bark Endeavour	Round the World

The first day will involve arrivals throughout the day so that the group or groups are in residence ready to take the placement test the next morning. Sometimes, due to flight restrictions, groups arrive a day early or late. This means that they must be tested separately and integrated into the lessons and activities with the least fuss possible. Within 24 hours all groups **MUST** be given a comprehensive **Welcome Talk** and an **orientation** of the site.

On the first morning, the students will already have been divided into age groups by the Course Director who will oversee their testing. The first morning while the testing is going on is the ideal time for CMs and EAMs to organise their first Group Leader welcome meeting and training. We also arrange for them to have a guided tour of the town or city where they are staying during this first day so **make sure to find out what has been booked and that all leaders take advantage of this.**

Here is an example of a typical day at a UKLC summer school (times may vary from centre to centre depending on the package that has been sold to groups).

<b>Lessons:</b>	Lesson 1 =	9:00 until 10:00
	Break =	10:00 until 10:15
	Lesson 2 =	10:15 until 11:15
	Break =	11:15 until 11:30
	Lesson 3 =	11:30 until 12:30
	Lunch =	12:30 until 13:30

<b>Afternoon Sports / Activities:</b>	Activity 1	14:00 until 15:00
	Break	15:00 until 15:15
	Activity 2	15:15 until 16:15
	Break	16:15 until 16:30
	Activity 3	16:30 until 17:30
	Dinner	18:00 until 19:00

When there is a **half-day excursion**, the coaches normally leave at approx 13.15 so as to give them maximum time on their trip. They return for dinner. On a **full day excursion**, coaches leave at 9.00 and usually return for dinner. For a longer trip (e.g. London) you may need to organise a cold buffet instead of dinner - as long as this suits everyone. If only some groups are going out on an afternoon excursion at 1.15pm, organise a lunch rota to ensure that these students have enough time to eat before they have to leave.

**Afternoon activities:** On two or three afternoons a week (depending on the centre) there will be "Sports and Activity afternoons" for students on the Multi Activity programme or English Plus choice sessions (in Drama, Dance, etc) or for those students who have chosen English Plus Intensive English, there will be more lessons. These are structured sessions divided into three slots (there may be occasions when a shorter session is implemented over four slots or longer sessions are implemented over two slots). There will need to be three one hour sessions with a short break between that will start at 14.00 and end at approx 17.30. These activities are obligatory and registers must be taken. After 17.30 students have free time until dinner. The time of dinner varies from centre to centre.

**Evening activities:** usually start between 19.30 and 20.00 and should last until at least 22.00, if not 22.30. Then students must be accompanied back to their boarding houses and no one should be out of their house after 23.00. When there is a Disco and it ends at 23.00, all students must be in their houses by 23.30.

This is a general guide however we must take the students' age into consideration and so we suggest the following bedtimes:

- Students aged 10 and under – finish activities at 9pm and are in bed by 9.30pm
- Students aged 13 and under – finish activities at 10pm and are in bed by 10.30pm
- Students aged 14 to 17 – stay up a little after evening activities and are in bed by 11pm



To ensure that all students have returned safely to their rooms and are going to be bed, we ask the Group Leaders to message the UKLC Duty phone once this is the case. **If you are on duty, you must check that all messages have been received.**

### 3.2 Exceptions

As mentioned above, in some of our sites (London) we run INPS course where the students are subsidised by the Italian government. These courses are very specific and the programme is agreed beforehand. If you are managing an INPS course or if you have some INPS students attending your course, then you will be given separate information regarding what has been agreed and a copy of the contract we have agreed with the Italian provider.

### 3.3 Zig Zag

In some centres it is necessary to run a **zigzag programme** where some lessons take place in the morning and some in the afternoon. If this is the case in your centre then you will be given detailed information about it and the impact it will have in terms of rotas etc. Ask at management training whether your centre will operate a zig zag programme or not.

## 4. Your UKLC team

### 4.1 Staff harmony

It is up to you to create a sense of team spirit amongst the staff at your centre and to deal with any problems that they may have. You must get them on side and encourage them to interact well with each other and also with group leaders. You will be able to find out about appropriate styles of leadership at the management training weekend. We generally operate an informal atmosphere where all management, including senior management, are approachable and available. Getting the right balance where your team respects you and trusts you and will perform their best for you is tricky, but if you show them you know what you are doing, and you support them, it will pay off.

It is very important, especially in large centres, for everyone to know and understand who everyone else is and what roles they play. Sometimes in larger centres there can be a division between the teaching team and the sports team. It helps if you initially inform them of each other's roles and the value and challenges they face. The teachers may feel the sports team are younger and have an easier role as there is not much obvious preparation involved. However, there is always preparation needed for every activity and excursion. Likewise, the sports team should respect the extra work the teachers have outside the classroom in terms of planning and writing certificates and reports.

If the team can see that their management team are working well together and respecting and supporting one another then this will set a good example for them. The team pulling together will really help in the smooth running of the course.

### **Please insist that all UKLC team members wear their name badges and uniform whenever they are on duty.**

On day one, ask everyone if they have any requests for days off in advance and try your best to accommodate them. Obviously, if somebody wants every Saturday night off, that is not possible. Make sure when organising the rota that everyone is allocated equal amounts of time off. If someone comes to you to ask for more time off because they are tired or having trouble planning lessons, then please try to help them. Equally for the Course Director, try and match teachers to the levels they request and ensure they are comfortable with the classes they have been given. The course will be much more successful if they feel supported and if their needs are taken into consideration.

### **Suggestions for ways to help maintain a good team spirit:**

- The three of you should run a proper induction for the whole team when they arrive at a centre (see induction guidelines and power points). **Most importantly, anyone who arrives after a centre opens**

**should also receive a detailed induction from you so they have not missed anything. You can enlist the SWC to do part of this.**

- Occasional team drinks (more specifics on this later). Take treats into the main office from time to time
- Regular team meetings: listen to your team and make them feel supported and valued (remember to record on a **Minutes of meetings** form)
- Remember to treat your team as individuals.
- Provide positive feedback – encourage and compliment – make sure to pass on any good feedback you receive from Group Leaders and thank everyone and specific people for their input.
- Monitor the rotas, making sure people are utilised sensibly and fairly so they do not become exhausted.
- If you treat your team with respect and go out of your way to keep them happy, they will be more than willing to work well and do little favours for you if you ask them.

#### **4.2 Meetings**

- Hold regular team meetings and keep records of every meeting (see **minutes of meetings** form). Sometimes just a quick five minutes after breakfast or just before lunch when you can get everyone together will suffice.
- Keep it brief (no-one likes long meetings!) Decide together who is needed and what you want to discuss. It may be that you have weekly full team meetings but that the EAM has more frequent meetings with the SAIs/EALs or the CD with their teachers.
- Take affirmative action wherever appropriate, be seen to implement suggestions from your team if possible and maintain records of action taken. It is important that people feel that their feedback is taken into consideration especially when it concerns situations where they find themselves on the frontline, e.g. lessons, excursions etc.
- Make your team aware that any problems they may encounter can be discussed and dealt with accordingly.

Make sure that you interact with the team informally; you need to be aware of any difficulties that they may be facing and have a good overall impression of how they are performing.

You will need to work together to complete appraisals (**Team Appraisal form**) for all everyone giving a clear indication of how they have performed and whether, in your opinion, they should be considered for reemployment by UKLC. If you wish, you can arrange brief interviews with each person at the end of their contract to discuss any issues. This may help you in the completion of the appraisal forms. However, please remember that all forms are confidential and you must hand them to a member of the Senior Leadership Team on the last day of the course or email them to Head Office. These forms provide an official record of performance. You must monitor your team constantly and flag any important issues to the SSLT immediately.

For all employee policies, please refer to the company Culture book and Employee Handbook. If you are having any issues at all then call the Senior Leadership Team for advice.

#### **4.3 The Uniform**

Everyone will be issued with UKLC uniform which they are expected to wear when on duty i.e., when teaching, when involved in activities and when on excursions. In addition to a uniform shirt, teachers are expected to dress professionally. This means nothing too high above the knee (for men and women) and proper footwear should be worn, i.e. no flip-flops. Teachers may wear jeans to teach, but they must not be patched or ripped. As management, please set a good example and wear your uniform when you are working. Make sure that your team has access to washing facilities and that uniform is regularly washed! In all centres where excursions will be to large cities, we also provide high vis jackets and you must insist they use these (they are unpopular!) and understand they are a safety precaution.

#### **4.4 The Residential team**

After evening activities are over, make sure that those on duty encourage students back towards their boarding houses and that some have been available earlier to take any younger students back. There will need to be someone on the rota to supervise and ensure that all is quiet up until 23:00. This can be divided between the members of the management team but will mainly fall to the CM.

Please encourage them to be discreet if they decide to go out after this time and make sure that you know who is offsite. We ask you to create a Fire list what's app group where everyone can check in and out if they are leaving the premises at night. This is to avoid trying to find them if there is a fire and not a checking mechanism for what time people came in on their night off!

Please make sure to insure your belongings and recommend the team do the same. It is best not to keep anything of any value with you, especially in boarding school sites where the doors do not lock in the residences. You may use the safe/lockable space if you need to and make it available to the team. We cannot be held responsible for anything that goes missing.

#### **4.5 Alcohol**

It is an area to be very wary of. We need to be aware of our responsibilities and encourage everyone to be sensible when it comes to alcohol.

Where members of the team are residential, they are often being accommodated near students so you need to remind them that they are responsible for setting a good example even on their time off.

In their handbook it says for residential teachers and sports team:

*"Alcohol: You are likely to be accommodated near students and so we ask that you are aware of your responsibility to set a good example to our students. Please be responsible and sensible. We do not mind people having a quiet drink if they are off duty but any drunken behaviour will not be tolerated and will result in disciplinary action being taken."*

We ask that you monitor your team and set a good example yourself.

Having said this, it is a nice idea to organise an initial team social before the students arrive to get everyone to relax and get to know each other. Also, you can have final team drinks at the end of the course in order to thank them for their hard work.

It is worth noting that UKLC have a zero-tolerance policy when it comes to drugs. Whether on duty or not, no UKLC team member should partake in any drug use and if found doing so, will be instantly dismissed.

#### **4.6 Overnight guests**

This comes up regularly as those on longer term contracts ask for partners to visit and stay in their rooms. We have to say no to these requests based on safeguarding. We go to great lengths to vet all our employees, we receive confirmations from agents of police checks on Group Leaders in the relevant countries and we ask our hosting venues to confirm that all their staff on site are checked (even down to contract workers). This being the case, we cannot then allow unknown adults to come into the residence and sleep over. Please explain this to your team and suggest that where they have a night off and a partner is visiting, that they make alternative arrangements for accommodation. (CM - Remember to ask them to tell you in advance of any night they will not be resident, so you know for your fire lists!)

## **5. Induction**

All employees are required to attend the induction. It is made up of four sessions. The first is an online introduction induction by the Summer Senior Leadership team prior to the courses starting. Next there is a company induction held at the centre one to two days before the students arrive, also run by SSLT. It involves a full orientation of the site including all areas at UKLC's disposal. These inductions will cover in full detail the following elements:

- Warm up games / ice breakers / team building
- Full health and safety/ Safeguarding / Child protection briefing
- Training on “What to do if...”
- Administration (ID checking, certificate checking)

There will also be a further, separate briefing for teachers (lesson plans and testing) with the Academic Director (or Academic Managers) and for the sports team (session planning and communication).

The aim of the inductions are to fully inform the teams of what is expected of them, create a team spirit and deal with any questions or concerns that they may have.

Finally, you will be able to run your own centre specific induction. This first meeting with your team will establish your relationship with them and your authority. Most people are eager for information, instruction and help. You will want to work together to prepare this induction to provide all three elements and incite the enthusiasm of your team.

## 5.1 Agenda

Be well prepared, appear in control and work to an agenda. It is essential that you cover the following:

1. A description of the course participants: nationalities, ages, number of classes, expected levels.
2. Practical elements: the first day, testing, timetable, activities, excursions, and supervision.
3. Allocation of duties for the first day – e.g. arrivals (airport couriers, help with carrying cases, directing groups, bed allocation), orientation (small groups being walked round the site).
4. You will want to allocate jobs to them to help set up the Centre such as making the notice boards in residences or classrooms
5. Give the rota for the first week.
6. It is appropriate to mention matters of team discipline: punctuality, appropriate dress and smoking areas and alcohol.
7. Explain our policies regarding student supervision, student to teacher ratios, abusive behaviour, team feedback and complaints procedures and student welfare.
8. Talk to them about being part of the team and being responsible for: talking to Group Leaders and introducing themselves, being ready to help, finding out what is happening when and if they are needed, finding out extra information about the excursions and using it in lessons, passing on ideas to other members of the team and keeping the office areas tidy.

Remember to:

- Outline your expectations for how the centre will run
- Be in control and be very organised
- Lead by example regarding punctuality, dress, enthusiasm (you have to earn their respect)
- Tell them what you expect from them – their commitment must be 100% because the courses are very short. Everything must be done well from day 1. Don't give them the opportunity to come to you later in the course and say “you didn't tell us we had to do X”
- Find out people's strengths. As regards the teaching, the Course Director will need to ask them which levels, ages they prefer etc. But then find out if who is interested or skilled at art, singing, drama, sports, dance, computers etc. You must play to people's strengths and use the skills of your team in every way possible. It is also important to find out what they really don't want to do! If someone is very shy then don't rota them on to help out at a Karaoke evening for example.
- First day procedure – make sure everyone knows what they will be doing on the first day. Explain the hectic nature of a first day and ask them to be flexible and willing
- Plan out how you would like your induction to go in advance and talk it over with the Summer Senior Leadership Team. You can include any warm up games or exercises you think may help
- Organise a brief orientation of the site for the team. They will be much more use on the first day if they know where they are going

- Emphasise how important it is for everyone to get to know one another. Make them aware that Group Leaders are the clients and it is part of their job to make sure that they are happy

## 6. Petty Cash/Expenses

### 6.1 Travel

UKLC does not normally pay any travelling expenses to and from interview or to and from the Centres. Where team members are asked to use their car for work purposes, they will be required submit a receipt for the petrol in order to be reimbursed.

### 6.2 Airport Transfers

Team members accompanying airport transfers will be provided with a packed meal. In the event of a delay where a team member spends an unexpected amount of time at the airport, expenses may be justified in the following way:

0 – 4hrs = No expense necessary

4 – 8 hrs = £7

For every further four-hour period an additional £5 will be acceptable.

### 6.3 Mobile Phones

In the event of having to use a phone for work purposes, for example during an airport transfer delay or an excursion, we encourage people to communicate via text or what's app and ask the Centre Manager (who will be provided with a company phone) to call them back. This should alleviate the need to incur costs on personal phones. However, in the event of an emergency in which they have to use their mobile phone, the costs will be reimbursed.

### 6.4 Budget

Centre Managers are given a float of money and a preloaded debit card for petty cash. This is to be spent on emergencies and any purchases that the Centre Manager deems necessary to enhance the programme. Any unexpected expenditure will be subject to discussion with a member of the Senior Leadership Team.

All expenditure **MUST** be validated by a receipt. All spends will be recorded by the Centre Manager on the online Equals platform (electronic transactions) and on the petty cash tab on the Master Spreadsheet for cash transactions. Money spent by anyone who is not in possession of a receipt cannot be reimbursed.

## 7. Duty phone and time off

The Centre Manager will be given a duty mobile for the duration of the course. This phone will be on 24 hours a day and will have a messaging service. Depending on the size of the centre there will then be one or two more duty phones. However, it is the CM phone that is considered to be the duty phone for that centre and must remain on 24 hours a day. The emergency line number that we give to all students is directed to this duty phone! The CM (or member of the management team on duty) must go to bed with the fire lists and the duty phone. This means that if there is a fire, you know who is in which room and residence and which team members are offsite. **Remember that on the fire lists we need to indicate the dates of birth of any younger students (under 11) as they may not wake up with an alarm and may need to be woken and carried out.**

Each member of the management team is entitled to a full 24-hour period off duty per week which will be managed by the CM (good communication and flexibility are essential here). You may take this all in one go or break it down into smaller periods. We ask that you use your common sense when deciding when to take time off. For CMs, quiet weekends are preferential and obviously any days when there are arrivals or departures would not be advisable. For EAMs, quiet days where all activities are planned and there are no or few excursions out. For CDs, weekends

where there are no lessons work best. In general, it will be hard to take time off in the first week, so it may work to have shorter periods of time off over the first week to make sure you keep your energy up and then plan your first full day as soon as things settle down. N.B the first week will seem mad and the days long but it will calm down once everyone knows what they are doing.

When the CM is going off duty, they must hand over the duty phone and fire lists to another member of the management team (CD or EAM). **It is essential that you inform the SSLT when you are doing this and it is imperative that the person on the end of the duty phone is sober and able to deal with any issues that arise.**

## 8. Important Policies

### 8.1 Student behaviour

UKLC operate a 'Ground Rules' policy. If a student behaves badly, the Centre Manager can decide to give him/her a first warning. If it happens again then we organise a telephone call home to the student's parents. If this fails to work and the student continues to misbehave, then we will ask them to leave and contact their agent to organise their transport. Other punishments for poor behaviour include missing activities or other similar penalties as appropriate to the centre. Equally, a serious first offence could result in the parents being called immediately.

We have a Code of Conduct for students that will be covered in their first lesson and shows them what we expect.

A key point is insisting that all students wear their lanyards and wristbands at ALL times. If they are found without then they can face an on the spot fine of £1.

### 8.2 Student feedback and complaints

You should be trying to get student feedback continuously during the course. Take time to chat to students and find out if there is any activity that they would really like to do. Set up a suggestions box in the office. It would be good to establish a weekly **student forum** that you invite a mix of nationalities to and ask them to share their views on how the course has gone so far. It may be good to use the initial on-line student feedback form in this forum. In addition, students will be asked to complete end of course on-line feedback forms, the Teachers should take them through these forms and the CD oversee this.

We do have a complaints form, but as our students are all minors and they all come in groups, this form can only be filled in by a Group Leader. If you hear any useful feedback from students, then please report it to the Centre Manager.

### 8.3 Policy on student absences

All students enrolled on a UKLC course must attend a minimum of 90% of the lessons, activities and excursions in their course in order to receive their certificate for having completed the course.

Absence for any reason other than illness will not normally be accepted. Absence from lessons must be reported by the student's Group Leader to the Course Director and then on to the CM. Absence from activities and/or excursions must also be reported by the Group Leader to CM. If a student is absent due to illness for more than three days, they must be attended to by a medical professional and a record of this must be kept.

## 9. Safeguarding our students

As you know, and we will hear again and again in our training and documentation, keeping the students safe is always the most important thing. Managing a summer centre is a huge task whether you are the CM and trying to think of everything, the CD with hundreds to test and place and teachers to placate or the EAM with coach bookings flying left, right and centre! We understand this. It can be hard to keep on top of it all and to

know what to do first. This handbook, your role specific handbook and the role specific checklists are aimed to help you prioritise and understand the huge task lists. However, if you feel overwhelmed and you are not sure if you are doing a good job then just ask yourself one question "are my students safe?". If the answer is yes, then you are doing a good job and you can quickly move to asking yourself "are my students happy?!"

But how can you know if your students are safe?

- 1. Registers:** Do you know where they all are? It is a simple question but in a centre of 400 students it can be hard to answer. This is where you must work together. Once the students are allocated a class then the first registers are for the lessons. However, we also take registers for all organised activities and out on excursions. Your student database will facilitate the making of registers, but it is your responsibility as a team to create and supply correct registers for your team and then ensure that they take them, and they are collated and filed in the office. Remember to tell your team that if a student fails to show after **15 minutes**, they must let one of you know immediately.
- 2. Are they recognisable?** All students get their wristband and lanyard from you when they arrive, but you need to create a culture in your centre where they ALL wear them, ALL the time. We have implemented a £1 on the spot fine for students found without. You can make this clear at the welcome talk and maybe even have a big jar in the office for fines collected.
- 3. Are they safe where we cannot see them?** The students' internet access is always a concern. They are away from home and impressionable. We have created posters about **SIS, our Safest Internet Student**, and you need to make sure that they are all aware of her and how she behaves online.
- 4. Are all the adults briefed and behaving properly?** All your team are vetted and they all take an online safeguarding course. Further training is delivered at induction. You need to ensure that the SWC conducts the Group Leader training and that all members of the team are aware of and adhering to the Code of Conduct for Adults.

## 10. Code of Conduct for Adults

We are committed to establishing an atmosphere of trust between the students in our care and all adults they come into contact with. This document describes the standards of conduct and practice that UKLC employees and group leaders should follow. Our aim is to protect all young people and adults connected with UKLC.

### Terms

<i>Young person:</i>	Any student or young person enrolled on a UKLC programme
<i>Adult:</i>	Any UKLC team member, group leader, employee of hosting institution

- All students and adults must be treated with respect at ALL times.
- Working at a UKLC centre as a team member or a group leader means you have a duty of care towards the students, this is a legal obligation.
- You are in a position of trust, this cannot be abused\*
- Be a good role model for the students, this means demonstrating integrity, maturity and good judgement.
- In all activities, UKLC team members and group leaders are required to be aware that physical contact with a young person may be misinterpreted. It is especially important to note the different cultures present at a UKLC centre. Whilst we understand that in some other cultures physical contact may be viewed differently, we ask all adults at our centres to understand that we are operating based on British culture and we expect them to as well.
- Any physical or manual touching required should be provided openly and if this is in a sporting situation, it should be in accordance with the guidelines provided by the appropriate National Governing Body.

- All adults are expected to dress appropriately at all times. For the UKLC team this means wearing their uniform when on duty, but for off duty team members and group leaders we would ask you to be considerate to the sensitive age of our students and any cultural sensitivities, avoid revealing too much flesh (low tops / shorts / miniskirts). This is especially important for residential staff in accommodation with students.
- In all lessons and activities, UKLC team members should recognise that special caution is required when discussing sensitive issues with young people.
- In all lessons and activities, feedback should be constructive rather than negative. Adults should not show favouritism or accept gifts (beyond limit) from students

In all dealings with young people, adults should never:

- play rough physical games or sexually provocative games
- share a room with a young person
- enter a young person's room unless it is absolutely necessary and if entering a young person's room, do so accompanied
- allow or engage in any form of inappropriate touching
- be alone with a young person
- allow a young people to use inappropriate language without challenging it
- make sexually suggestive comments even in jest
- reduce a young person to tears as a form of control
- allow allegations made by a young person to go unchallenged, unrecorded or not acted upon

In all dealings with young people, adults must:

- set a good example by behaving appropriately at all times and maintaining professional boundaries
- ensure that their own behaviour is beyond reproach
- promote core British values
- be vigilant and act immediately if they become aware of any behaviour that gives cause for concern
- never access or share inappropriate sites, images or content at work
- avoid giving any personal contact details to young people, including their mobile number, home phone, personal e-mail address, social media handles
- never accept requests from students via social media
- not use internet or web-based communication channels to send messages to students
- be sensible during any time off, especially with regards to socialising and alcohol consumption and especially when returning to sleep in accommodation where there are students lodged

[\\*in accordance with latest legislation](#)

Finally, all adults must understand their legal duty to voice any concerns. If this involves a child's welfare or safety then you must speak up. Please understand that whether it concerns a colleagues' behaviour, a group leader's behaviour or company policy, you may speak without fear of repercussions and in the knowledge that confidentiality will be maintained.

## **11. Feedback**

We are committed to improving our courses every year and so UKLC value your feedback and suggestions. Please make sure that all students, team and Group Leaders complete their online feedback questionnaire and that you do too. We welcome your opinion as the course is happening and appreciate that you are the ones on the front line, so to speak, and so can offer us a proper insight into what we are offering. The SSLT is always available to hear your thoughts and comments.



## 12. End of the course

The end of the course can sometimes cause as much confusion as the start. Everyone is tired and ready for it all to finish, including you!

However, you must make sure that everything is being left as we found it including the office, staff room, classrooms and sports facilities.

Check the sports equipment and make a list of anything lost or damaged, as we will be invoiced for this later. Check all the academic materials have been collected too.

Make sure all your paperwork is in order for your role and that you leave enough time to complete it.

### Overall points to remember

1. As if we haven't stressed it enough already, **preparation** is the key to a well-run centre. Always know what is happening the next day and keep a few steps ahead of the game. This is the same advice for each role.
2. **Teamwork:** Summer courses can be great fun and it usually depends on whom you are working with. We do try and recruit people for their enthusiasm and so you should hopefully have a team of likeminded people ready to help you. You carry a lot of responsibility and so it is easy to feel stressed. But try and keep your calm. It is difficult sometimes when you have planned something to the very last detail and then someone messes it up. You are the person who has to deal with irate Group Leaders. However, it is inadvisable to lose your temper with your anyone. Let them know you are displeased but never lose your cool.
3. Remember you are not alone. We cannot stress this enough! We are a growing company that is building up a reputation for offering a high quality service. We are not an anonymous organisation running 50 centres. If you have a problem or just want to relay the events of an eventful day then call Jamie, Laura, Davide or Raff. Often two heads are better than one in a problem situation and they need to be in the loop regarding all aspects of the course, good and bad.

Enjoy yourself! Establish your boundaries and times when you are not available. E.g. don't get into discussions in the dining hall or you will never eat. Tell the Group Leader to come to the office at a specific time. Use quieter time (lesson time, excursion days, scheduled time off etc) to catch up on work but also to relax and take a well-deserved rest.

**Have fun!**

**We are looking forward to seeing you soon at training and we hope this information will help you to have to be well prepared and enjoy a fantastic with us!**

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