



Job Description

POST:	Alternative Learning Provision Manager
GRADE:	Leadership Group (L1-5)
RESPONSIBLE TO:	Deputy Principal/Assistant Principal
WORKING PATTERN:	Full-time and as described in the Secondary Teachers' Pay and Conditions document
KEY RELATIONSHIPS:	Academy Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents. Other Oasis Academies and Oasis central staff.
DISCLOSURE:	Enhanced

JOB PURPOSE:

- To lead the development, monitoring and continuous improvement of the Alternative Learning Provision for students with behaviour and SEMH needs.
- To maintain clear vision, purpose and high expectations, focused on students' achievement.
- To provide expert and innovative leadership of teaching and the curriculum; inspiring, motivating and influencing staff and students and facilitating effective teamwork.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment across the Academy.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To develop links with other agencies, post-16 providers and careers services, where appropriate
- Promote the Oasis Way
- To develop re-integration programmes which support & encourage students to modify their behaviour & successfully access all learning opportunities.

AREAS OF ACCOUNTABILITY:

- Student achievement and progress within the Alternative Provision
- Performance of team members for whom you have line management responsibility
- Cross-curricular input and interface of the specialised areas.

RESPONSIBILITIES:

A Knowledge and Understanding

1. Maintain and develop broad and current knowledge of teaching and learning and use these to enable all students to make effective progress.
2. Maintain knowledge and understanding of the Academy's aims, priorities, targets and action plans.
3. Understand and promote the benefits and effective use of ICT.
4. Understand and promote links between the subject and the wider curriculum including literacy and numeracy.
5. Be responsible for accommodation in order to promote high standards and innovative approaches to learning.
6. Lead risk assessments and keep appropriate records.
7. Ensure best value for money by following Academy financial regulations.
8. Ensure the effective deployment of all resources.

B Teaching and Assessment – Planning

1. Plan and prepare appropriate syllabuses, resources, schemes of work and appropriate programmes to enable the students to be successful.
2. Ensure the team is aware of the needs of inclusion of all students and groups and make provision for this in their planning.
3. Adapt and refine the Oasis curriculum to ensure that it is appropriate for all students.
4. Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies within the designated area.
5. Assist in the implementation of Academy policies and procedures where appropriate.

C. Teaching and Assessment – Teaching

1. Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
2. Observe colleagues teaching (through performance management arrangements and/or subject monitoring) and provide evaluative feedback on their teaching strategies.
3. Identify and promote innovative and effective teaching strategies in the Alternative Provision to meet the needs of all students.
4. Co-ordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to students' learning.
5. Ensure the effective and efficient management and organisation of learning resources including information and communications technology within the Alternative Provision.

D. Teaching and Assessment – Monitoring Progress

1. Analyse and interpret relevant national, local and Academy data, research and inspection evidence to inform policies, expectations and teaching methods.
2. Monitor and evaluate assessment data across the Alternative Provision to identify trends in student performance and issues for development.
3. Define intervention strategies to address issues for development that are identified.
4. Evaluate and report on the effectiveness of intervention strategies used to address identified issues and use assessment data to make comparative evaluation of students' performance.
5. Promote student voice and keep records for the purpose of evaluation.
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E. Student Outcomes:

1. Identify quantifiable and challenging student progress objectives within the Alternative Provision.
2. Support all staff in the Alternative Provision in ensuring that agreed student progress target levels are achieved or exceeded.
3. Encourage students' motivation and enthusiasm in the Alternative Provision, developing positive responses to challenge and high expectations.
4. Lead all educational enhancement activities in line with Academy requirements, e.g. Academy transition activities, trip and visits and extra-curricular learning activities.
5. Monitor the objectives and targets for students with SEN and all other relevant sub-groups.
6. Work within child protection procedures in line with Academy policy.
7. Produce, or assist in the production of, reports as necessary.
8. Assist in the identification of exam entries where appropriate.
9. Ensure effective appropriate communication with the parents of students.
10. Liaise with partner Academies and other relevant external bodies and professional agencies.

F. Wider Professional Effectiveness – Personal Development:

1. Maintain 'leading edge' knowledge through reading, INSET, research and other relevant Oasis development opportunities to inform own practice, demonstrating impact in teaching and on students' learning.
2. Assimilate and implement new curriculum guidance to lead change within the Academy.
3. Identify own personal and professional development needs and achieve own challenging professional objectives.

G. Wider Professional Effectiveness – Academy Development:

1. Co-ordinate strategies to achieve relevant Academy improvement priorities.
2. Provide reports as and when required for appropriate groups.
3. Oversee the performance management of the staff in the Alternative Provision and their subsequent professional development plan.
4. Maintain and develop Area Development Plans in line with Academy SEF/The One Plan.
5. Evaluate and report on the effectiveness of practice in the Alternative Provision annually.
6. Lead professional development in the Academy through example and support and co-ordinate the provision of high quality professional development for staff.
7. Build effective links with the local community.
8. Participate where necessary in the selection of staff.

H. Professional Characteristics:

1. Create a climate which enables staff to develop, challenge and support each other.
2. Mentor and coach staff and students to develop confidence and maintain positive attitudes.
3. Communicate effectively and with professional integrity within and beyond the Academy community.
4. Build and maintain effective teamwork with high expectations of outcomes.

I. Marketing and Liaison:

1. On behalf of the Academy to attend relevant meetings in order to promote collaboration within LA and the Oasis Community Learning family of Academies.
2. Contribute as required to the Academy's liaison and marketing activities.
3. To co-ordinate relevant aspects of the Academy's work with other schools and external agencies.

J. Pastoral Support:

1. Monitor and support the overall progress and development of students.
2. Help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
3. Liaise with pastoral managers to ensure the welfare of students in the Alternative Provision.
4. Contribute to PSHCE, citizenship and Work Related Learning.
5. Assist in the implementation of the Behaviour for Learning system.

K. Other specific duties:

1. Play a full part in the life of the Academy community.
2. Support the Academy in meeting its legal requirements for worship.
3. Promote actively the Academy's corporate policies.
4. Lead on a dimension of whole-school development which will be negotiated in line with Academy need and individual's interest and expertise
5. Other such duties as may from time to time be reasonably required.

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
4. Oasis Academy Wintringham is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Leader of Standards Person Specification

Our Purpose

Oasis Academy Wintringham exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence. By encouraging a 'can do' culture we will nurture confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our Academies. This is foundational to our belief that all people are created and loved by God and to our commitment to model inclusion and compassion throughout all aspects of the life and culture of the Academy community. It is vital, therefore, that our staff own¹ our Christ-centred ethos and the values which flow from it.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which can be downloaded from www.oasiscommunitylearning.org/about_ocl.html.

	Essential	Desirable
Qualifications	- A Degree + PGCE (or equivalent teaching qualification) - SENCO Qualification (or willing to work towards a SENCO Qualification)	Further completed professional study
Leadership and management	- Evidence of success in leading a team initiative in education - Experience in effectively deploying and managing staff. - Evidence of working with students who are challenging and impact in this role.	- Team leadership experience in schools - Experience of leading an aspect of whole school development
Experience, skills and knowledge	Evidence of excellent teaching ability	Experience of collaborative work

¹ This applies to all new Oasis Community Learning staff. In the case of staff members' employment being transferred (by TUPE) from a predecessor school to Oasis Community Learning, the expectation will be that these staff should 'respect and honour' the ethos, if unable to fully 'own' it.

	• Evidence of raising achievement • Excellent communication skills • Competent in ICT and willing to be trained as required	with other educational institutions • Experience of teaching in more than one secondary school
Experience, skills and knowledge (contd.)	• Commitment to extended learning • A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action. • Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively.	
Personal qualities	• Willingness to own Oasis Community Learning ethos and values (see footnote) • A good role model for other staff and students - relentlessly enthusiastic, reliable and committed. • A demonstrable commitment to the performance management and development of staff. • Able to prioritise and manage own time effectively, balancing the demands made by teaching, subject or team management and involvement in Academy development. • Able to demonstrate diplomacy, credibility and stature • Creative thinker • Team player who is able to work collaboratively in a diverse team • Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally • Comfortable when working in uncharted territory • Sound personal judgement and discretion.	

