



## PHOENIX SCHOOL

### JOB DESCRIPTION

#### ASSISTANT HEAD SECONDARY: TRANSITIONS AND WORK RELATED LEARNING

*At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.*

**JOB TITLE: Assistant Head Secondary Transitions and Work Related Learning**

#### **JOB PURPOSE**

To manage the key transitions from KS4 to KS5 and destinations into adulthood. To manage and oversee work internship, Project Search, work related learning, community links and enterprise in the secondary school. To liaise with the Head of School and external agencies to ensure students are supported towards the most appropriate pathway for adult life.

#### **KEY ACCOUNTABILITIES**

**1. Strategic direction and development: Lead, develop and implement learning policies, plans, targets and practices to ensure contribution to the whole school development plan.**

- A. To evaluate long term plans and schemes of work based on the KS5 and Project Search curriculum, to ensure that they contribute effectively to transition to a fulfilling adult life
- B. To oversee accreditation at KS5.
- C. To develop initiatives for enterprise and work related learning across the school.
- D. To lead on the café initiative for the training suite.
- E. To support the leadership of Project Search supported internship.
- F. To work with the Deputy Headteacher in the analysis of student tracking within KS5 and the Project Search supported internship.
- G. To lead on Person Centred Planning Meetings for students transitioning from Year 14 to adult services and further education.
- H. To link with outside agencies and other learning centres within the local area to develop opportunities for work experience and a more functional curriculum.
- I. To manage and monitor the students' transitions from KS5 and influence the variety of destinations once they leave school.
- J. To identify relevant school improvement issues.

**2. Teaching and Learning: Set high expectations, which inspire, motivate and challenge students. Secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high outcomes.**

- A. To demonstrate good knowledge of autism, the secondary curriculum and Preparation for Adulthood outcomes by keeping up to date with pedagogical and curricular developments and initiatives.
- B. To monitor and evaluate standards of teaching, identifying areas for improvement and appropriate interventions within KS5 and Project Search.
- C. To contribute to overall school self-evaluation.

- D. To monitor Person Centred Planning documents, PEPs and home school communication.
- E. To develop vocational profiles within KS5.

**3. Leading and managing staff: Lead, develop and enhance the teaching practice of others.**

- A. To demonstrate consistently high standards of personal and professional conduct and act as role model of good practice for other teachers, modelling effective strategies with them.
- B. To provide regular feedback on staff performance in identified areas so that achievements and good practice are recognised and targets for development agreed and monitored.
- C. To ensure induction and support for new staff.
- D. To lead staff inset as appropriate for vocational and functional learning.
- E. To line manage the work related learning team.
- F. To work with the Head of School on the planning, organisation and deployment of staff including timetabling within KS5 and the Project Search supported internship.
- G. To provide reports and data on destinations for SMT and Governors.

**4. Staff and resources deployment: Identify and monitor appropriate resources to ensure that they are used efficiently, effectively and safely.**

- A. To promote teamwork to ensure effective professional working relationships.
- B. To oversee the KS5 and Project Search budgets to ensure best value for money.
- C. To develop an integrated approach to work experience within the school.
- D. To manage the work related learning and enterprise budget.

## **TEACHING**

To undertake an appropriate programme of teaching in accordance with the duties of a class tutor and subject specialist teaching enterprise projects and leading options.

## **ADDITIONAL DUTIES**

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and students.

Staff are 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.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade

## PERSON SPECIFICATION

All post holders are expected to demonstrate a commitment to Equal Opportunities, a proven ability to work effectively in culturally, and linguistically diverse classrooms.

### APPLICANTS MUST HAVE:

#### TRAINING AND QUALIFICATIONS:

1. A teaching qualification recognised by the DfE.
2. Training – special educational needs including autism or other relevant specialism.
3. Experience of 14-19 curriculum.

#### EXPERIENCE AND EVIDENCE OF:

1. Successful classroom teaching including partnership teaching and working with additional adults.
2. Experience of working with students with SEND and of raising standard of teaching and learning.
3. Managing and leading an area of the curriculum (preferably vocational).
4. Managing and leading on accreditation, work related learning and enterprise.
5. Evidence of experience at management level including monitoring of teaching and learning and leading a team.

#### KNOWLEDGE AND UNDERSTANDING OF:

1. Successful SEND practice within the secondary age range and knowledge of post 16.
2. Factors that influence the achievement of all students and how to raise levels of attainment for students with SEND to adulthood.
3. The role of assessment and monitoring student progress in raising the achievement of all students.
4. Practices to create an inclusive environment for learning.
5. Developing partnerships with parents and the wider community including the world of work and outside agencies.

#### SKILLS AND ABILITY TO:

1. Assess and monitor students' progress, maintain records and analyse data.
2. Support all students through a range of teaching styles and approaches and interventions appropriate to individual need.
3. Communicate effectively and work as a member of various teams within the school.
4. To be self-motivated, effectively manage your time, be able to assess situations and take appropriate action, often under pressure.
5. Understand the principles and practices of an effective ASD approach to learning and the teaching of a broad relevant curriculum.
6. Support parents with an understanding of their child's transition to adult services.
7. Research and identify suitable vocational programmes and life skills qualifications for adult learners.