

INVICTUS

Education Trust

JOB DESCRIPTION

JOB TITLE:	Centre Manager
DEPARTMENT:	Inclusion Kinver High School
SALARY RANGE:	MPS/UPS
REPORTING TO:	Deputy Headteacher
RESPONSIBLE FOR:	Resource Base Provision Centre
LIAISING WITH:	Headteacher, Senior Leadership Team, Middle Leaders, SENDCO, Governors, teaching and support staff, outside agencies, and the Trust's central team

Main purpose:	<ul style="list-style-type: none">• To lead and operationally manage a site delivering a personalised curriculum for young people who require an alternative curriculum or may refuse school due to a range of barriers to learning.• Be a role model for inclusion and promote strategies for inclusion across the Centre and Mainstream School.• Create and maintain a climate and ethos within which inclusion can flourish and grow.• To lead within a context of nurture and care with an overall aim to enable small step changes to build into positive transformations in individual young people's lives.• To liaise with a range of stakeholders to manage the transition of students from mainstream settings or elective home education into alternative provision.• To promote and secure the commissioning of alternative provision places for young people.• To lead and promote a culture of high expectations, excellent education, unique opportunities and elite experiences.• Ensure appropriate academic provision and progress for all AP Students and establish clear procedures for monitoring student progress and outcomes against targets.• Establish and maintain high standards of behaviour, discipline, attendance, safeguarding, ensuring that the school wide Behaviour Management system is implemented so that effective learning can take place.• Promote and adopt a restorative approach to behaviour management in supporting students how they can adopt the Kinver 3R Way to become 'mainstream school ready'.• Provide appropriate briefings on pupils causing concern• To provide a range of information, advice and guidance to support and enable pupils, tailored to their specific needs, to make choices about their own learning and behaviour.
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	<ul style="list-style-type: none"> • Promote high levels of student participation and engagement in activities and events within the main school, local community and beyond. • Monitor and review student participation in Centre activities • Ensure that all AP students' progress and outcomes are systematically monitored, reviewed and evaluated, keeping detailed electronic records of pupil behaviour using agreed whole school system. • Ensure clear knowledge and understanding across all staff in the Centre of students targets and their role in achievement and standards. • Establish clear systems for addressing issues arising from the monitoring process and Establish and maintain an Intervention Programme to ensure targets are achieved. • Work in conjunction with and under the direction of the Senior Team and members of the Support Strand Team (DSL/SENDCO) to identify appropriate support for individual students by: <ul style="list-style-type: none"> ○ developing and leading intervention strategies across AP liaising with both DHT Inclusion & Safeguarding, Mental Health Lead, SENCO and external agencies/support workers/schools. ○ developing outstanding Careers Information, Advice and Guidance for all students in AP to ensure appropriate and successful progression at key transition points. • Manage, plan and oversee suitable support packages/timetables for pupils in their alternative provision setting. • Ensure a safe and well-ordered learning environment so that all students are effectively safeguarded and engage proactively with their learning opportunities and restorative practices. • Contribute to individual pupil records ensuring they have up-to-date details of the curriculum support and alternative intervention that has been provided. • Empower a culture and ethos of support where all pupils can achieve success and become engaged in their own learning whatever their challenges. • Ensure the professional development of AP staff so that all staff are equipped with skills and expertise to maximise the learning, progress and holistic development of all students. • Ensure effective communication and support for parents/carers. • Ensure effective communication is regular and timely with all external stakeholders/agencies and mainstream staff. • Ensure high standards of pupil presentation and uniform across the Centre. • Initiate projects to promote high standards of behaviour and provide guidance and support on their management and development.
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MAIN DUTIES:

<p>Teaching Duties</p>	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, specifically: <ul style="list-style-type: none"> ○ Plan and deliver KS3 Humanities Project Based Learning programme in accordance with SOW. ○ Plan and deliver KS4 RSHE in accordance with SOW. ○ Plan and deliver KS3 Citizenship/RSHE in accordance with SOW ○ Plan and deliver KS3/4 a range of enterprising, volunteering and charity / community engagement activity experiences for young people in alternative provision. ○ Oversee, lead and plan the PLP sessions, Personalised Learning Pathway / CEIAG programme of study at KS3 to incorporate Unifrog careers exposure and develop work ready skills in preparation for KS4 WEXP. ○ Facilitate and oversee use of PLP for external support agencies meetings, bespoke support and interventions programmes.
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	<ul style="list-style-type: none"> ○ Oversee, lead and plan the KS4 PLP Wednesday afternoon to incorporate long-term and short-term WEXP placements, volunteering or community work. ● Provide cover for any absent colleagues as and when required.
Operational / Standards	<ul style="list-style-type: none"> ● Lead and manage AP Centre – system, routines, caseloads, incidents, communications and events. ● In conjunction with AHT B&A lead and manage the Behaviour Management Systems for AP Centre. ● Manage the monitoring of academic progress of all students in AP. ● Liaise with Heads of Department to initiate projects to promote raising achievement across the Centre ● Lead, plan and manage vertical registration ‘Crew’ programme and morning induction process. ● Lead and manage morning ‘Crew’ leads. ● To attend and oversee the management of all AP Parents/Carers Evenings. ● To attend all school / house / ‘Crew’ celebratory events ● To write relevant references for students in the Centre. ● To oversee and manage induction process and mid-year school admissions. ● To oversee and manage the ‘blended’ mainstream/Centre programme and co-ordinate and manage the ‘phase and return back to mainstream’ process for students, as the key advocate and point of contact for all external stakeholders, including the management of all onward referrals. ● To undertake screening of incoming alternative provision referrals and lead subsequent interviews and reviews. ● Manage all matters relating to attendance and punctuality for those in the Centre. ● To reward and celebrate achievement of young people in the Centre both formally and informally. ● Undertake risk assessment relating to individual students and their needs. ● Be a visible presence within the provision. ● Carry out home visits as and when required. ● Ensure the days are well planned for each individual to suit their needs. ● Monitor and support vulnerable students within the provision being responsible for their attendance, performance and wellbeing. ● Compile and write professional reports on students as requested by your line manager. ● Attend meetings relating to each individual or at the request of your line manager. ● Adhere to safeguarding procedures and take a lead role within Early Help action planning. ● Maintain upkeep of the provision with engaging displays and materials. ● Ensure that relevant school policies are understood and implemented by all Centre staff. ● Liaise as required with your line manager regarding achievements of the provision and plans for development.
Communication & Community	<ul style="list-style-type: none"> ● To ensure effective communication/consultation as appropriate with colleagues, students and their parents. ● To represent the school and Centre’s views and interests in relevant areas. ● Work effectively in partnership with external agencies in particular local family solutions. ● Work with any commissioning school or local authority to support transition and reintegration models. ● Secure learning opportunities with the students to promote community cohesion. Including organising sales, pop up shops and events where students can showcase/sell their work. ● Arrange and promote activities for the provision to help develop positive community involvement.

	<ul style="list-style-type: none"> • Be a professional advocate for all young people in alternative provision • Meet with the Leadership Team and Governors (on occasion) to monitor and evaluate Centre's provision, shape priorities and support school improvement. • Meet with Centre staff and mainstream colleagues to discuss, monitor and evaluate provision and share good practice. • Act as a means of communication between the Headteacher, Leadership Team and Centre staff. • Represent the Centre at appropriate meetings in school and with other agencies. • Support cross phase liaison (e.g., primary-secondary, KS3/KS4 and secondary-post-16) • Liaise with colleagues in all other matters concerning timetable, curriculum, pupil groupings, examinations and related matters. • Conduct meetings and communications with parents to report student progress, discuss issues and encourage partnership working; • Liaise with external partners including primary schools to access information and share good practice. • Provide input to the planning and development of the school's CPD programme. • To contribute to the school liaison and marketing activities, e.g., the collection of material for press releases, termly contribution to the school newsletter, regularly contribution to the school Facebook page. • To lead the development of relevant effective links with partner school and the community, attendance where necessary at liaison events in partner schools and the effective promotion of the Centre at Open Days/Evenings and other events. • To actively promote the development of effective links with external agencies.
<p>Quality Assurance</p>	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems in the Centre. • To establish common standards of working practice within the Centre and 'Crew Teams'. • To prepare for Centre quality assurance visits including 'health checks', observations and book scrutiny. • To liaise with facilities and operations manager to ensure the provision is compliant with AP health and safety standards. • Provide relevant information relating to student performance. • Ensure the behaviour management system is implemented and effective learning can take place. • Evaluate the impact of all improvement activities and to report on the outcomes
<p>Staffing and Resources</p>	<ul style="list-style-type: none"> • The Centre Manager is responsible for the deployment of non-teaching staff allocated to work in the Centre. They are ultimately responsible to the Headteacher. • The Centre Manager will ensure that additional posts within the site are used effectively to co-ordinate subject provision, actively support improvement in teaching and learning and raise standards and progress. • The Centre Manager also interacts on a professional level with their Line Manager and other members of the Senior Leadership Team/ Heads of Department with the aim of shaping and driving Centre and whole school improvement. • The Centre Manager is expected to act as a reviewer for staff as part of the school's Appraisal process and will also be involved in coaching and/or mentoring staff within the Centre to build capacity and improve provision. • The Centre Manager will ensure that there is effective communication within the Centre and cross site with the main school and through the line management system and meetings cycle will help to provide opportunities for staff within the Centre to communicate issues, thoughts and ideas.
	<ul style="list-style-type: none"> • Ensure that the Centre's learning area provides a supportive, stimulating, ordered environment for learning. • Manage effective use of the Centre area budget

	<ul style="list-style-type: none"> • Ensure that stock and equipment are accurately recorded and economically and effectively used; • Support the Health and Safety of students and staff within the Centre and communicate any issues to the Facilities and Operations Manager.
Other professional requirements:	<ul style="list-style-type: none"> • Establish and maintain regular communication in the Trust • Communicate with parents/carers and outside agencies where appropriate • Attend professional meetings as required • Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the Trust and specifically in relation to Teaching and Learning • Attend Governance meetings as and when required • Actively engage in the Trust's appraisal process • Take part in the Trust's staff development programme • Attend and contribute to meetings • Work as a part of a team and positively contribute to effective working relationships • Take part in Trust events as directed by the CEO • Undertake the professional duties of a teacher and leader as set out in the school teachers pay and conditions document • Be a role model of the Teachers' Standards
Other Specific Duties	
<ul style="list-style-type: none"> • Play a full part in the life of the Trust community, to support its vision, mission and values • Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example • Be courteous to colleagues and be welcoming to visitors • Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate <p>Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request 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 following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary</p>	
Support for the Trust	
<ul style="list-style-type: none"> • To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust • Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection • Comply with the Trust's dress code • Attend and participate in meetings as required • Participate in training, other learning activities and appraisal as required • Recognise own strengths and areas of expertise and use those to advise and support others • It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people. 	
Safeguarding Requirements	
<p>We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertake can be found at: Keeping Children Safe in Education, 2023</p> <p>This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.</p>	

It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website.

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 5 A*-Cs at GCSE including English and Maths. • Level 3 qualification or other relevant post-secondary qualification or evidence of relevant work experience. • Evidence of Continuous Professional Development. • A teaching qualification together with Qualified Teacher Status (QTS) or willing to obtain QTS 	<p>A teaching qualification together with Qualified Teacher Status (QTS)</p> <p>An honours degree in a relevant subject</p>
Experience	<ul style="list-style-type: none"> • Experience of working with children and young people in an educational setting. • Experience of working with children and young people to support them in overcoming barriers to their personal, social or learning development. • Experience of making assessments of children and young people to identify their individual needs. • Experience of alternative curriculums or accreditation schemes. • Experience of managing a small provision or support base. • Experience of undertaking clerical and administrative tasks as part of record keeping. • Experience of leading others. 	<p>Familiarity with current national strategies</p> <p>Ability to use and promote a range of teaching & learning strategies</p> <p>Experience of using student level data to raise standards</p>
Skills and Knowledge	<ul style="list-style-type: none"> • Knowledge of the GCSE curriculum, exam processes and alternative curriculum content. • Knowledge of the Young Enterprise Scheme and it's method of delivery. • Knowledge of adverse childhood experiences and suitable mentoring interventions. • Maintain positive relationships with pupils and other adults. • Effective communication and interpersonal skills. • An understanding and willingness to engage in restorative practices. • Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision. • Communication skills to influence, persuade, motivate and engage with students where school is a barrier for them and their families. • Ability to communicate a vision and inspire others in your working remit. • Work effectively and sensitively with these students. • Can build effective working relationships. • Be able use own initiative and make appropriate decisions. • Can address sensitive matters with a caring approach and appropriate confidentiality. • Ability to use ICT confidently to communicate, review data and present information to others. 	<p>Knowledge and understanding of the National Curriculum requirements across Key Stage 3 and 4</p> <p>Awareness of the strategies available for improving the learning and achievement of students who are underperforming at any ability level or stage.</p> <p>A good understanding of curriculum developments in the specific subject area</p> <p>Ability to plan and deliver schemes of work to match the needs of learners</p> <p>Ability to use student level data to raise standards</p> <p>An understanding of how assessment for learning can improve student performance</p>

	<ul style="list-style-type: none"> • Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach. • Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process. • Knowledge and understanding of the range of barriers to learning and attending school faced by children and young people you are likely to work with. • Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people. • Knowledge and understanding of data protection and confidentiality issues. • A basic understanding of promoting commissioned AP. 	
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm and a positive outlook • The ability to lead and motivate colleagues • Able to work under own initiative. • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the Trust. • Creativity in problem solving, together with a willingness to take on or try new approaches and ideas • A positive attitude towards professional development and their own learning • Reliability and integrity • Excellent personal organisation • Ability to work under pressure and prioritise effectively. • Hold a patient, approachable disposition. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality. • A strong work ethic 	
Flexibility	<ul style="list-style-type: none"> • To work flexibly to meet the needs of the Trust and its educational establishments. Can be required to work in any location within the Trust. • To work occasionally out of school hours • To be willing to take part in adventurous/enterprising or residential activities. 	

This job description/person specification may be amended at any time in consultation with the postholder.

Job Title:	Centre Manager		
Chief Executive Officer's signature:		Date:	
Postholder's signature:		Date:	