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| Post Title | Director – Brighter Futures |
| Salary | L11 – L14 |
| Reports to | Headteacher, Three Ways School |
| Post holder |  |

## Overall Purpose:

**To inspire and lead the Brighter Futures Outreach Service in taking forward its vision, mission, values and strategy in collaboration with the Headteacher and Trust Board of Threeways school and other stakeholders**

##  Strategic Leadership

## To work with the Trust Board, Headteacher and Brighter Futures team, and other key stakeholders to:

1. develop and refine the vision, mission and values for Brighter Futures
2. set, implement and review strategy for the organisation
3. seek new opportunities and partnerships to enrich the work of Brighter Futures and develop its ethos, practices and impact on outcomes for children
4. continuously review and refine the services and programmes that Brighter Futures offers to its stakeholders and schools beyond to ensure that they are of the highest quality
5. maintain and develop working relationships with key stakeholders, ensuring reputation for quick and effective response to enquiries and requests for support

## Operational and Financial Management

1. To provide inspirational and clear leadership for all staff and practitioners involved in service design and delivery
2. To ensure efficient Contract Management Systems for delivery and review
3. To ensure that staffing structures and deployment meet operational needs
4. To ensure quality assurance processes are fully effective to deliver Brighter Futures contract commitments to the highest standards
5. To ensure strategies are in place to build and motivate staff working for Brighter Futures and develop their capabilities and performance
6. To ensure that all staff understand the vision, procedures and requirements of service delivery and share a commitment to providing high quality services
7. To ensure that the organisation is in a healthy financial position and manages its finances and resources prudently and effectively with support from the Business Management team

## Specialist Practitioner

1. Able to work as a specialist practitioner to support young people with Social, Emotional, Mental Health needs and SEND support needs, for example providing consultancy, training or individual/group interventions to contribute to, and role model high quality service delivery (for approximately 20% of working hours)
2. Ensure that own specialist practice is kept up to date through consistent classroom-based delivery and ongoing professional development
3. To directly lead at least one of the Brighter Futures services as Team Leader
4. To ensure a trauma informed approach to the delivery of services

## Governance

1. To develop and maintain excellent working relations with commissioners, schools, and other services providing support to children and young people
2. To work with the Trustees, Threeways and Brighter Futures Leadership teams to agree priorities for business plans, review progress and ensure accountability processes are robust
3. To provide accurate and high-quality written reports on the Project Delivery outcomes
4. To lead safeguarding for the Outreach Team in partnership with the Three Ways School Designated Safeguarding Lead

## External Communications

1. To articulate Brighter Futures vision and core values with key stakeholders
2. To anticipate potential opportunities and business threats through active connection with local, regional and national education and health networks
3. To monitor and review the processes for sending and receiving communication with key stakeholders
4. To represent the organisation effectively with external agencies including Schools, Local authority, other funding bodies and other key stakeholders
5. To develop Brighter Futures as a centre of excellence for innovation and research and development in the arena of Inclusion, SEMH and SEND

**Physical Effort**

The post holder will not be expected to undertake any physical effort over and above what would normally be incurred in a day-to-day office environment.

**Working Environment**

The post holder will not be exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in an office environment.

**General**

Brighter Futures is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service Certificate is required for this post prior to commencement.

The post holder will be expected to undertake any appropriate training provided by the school to assist them in carrying out any of the above duties.

The post holder will be expected to contribute to the protection of children as appropriate in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.

**English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

**Note**

This is an outline Job description and may be subject to change, according to the needs of the school, in consultation with the post holder. This job description details only the main duties & responsibilities of the post, it is not intended as an exhaustive list, the duties will be discussed at your performance management review and you are required to consider its content as part of any self-review process prior to a performance management interview.

This job description forms part of your Terms and Conditions of Employment and should be kept with a copy of your contract.

This job description is not exhaustive and amendments and additions may be required in line with future changes in policy. It will be reviewed annually during the performance management process.

Postholder Signature: …………………………………………………………………..

Date: ……………………………………………………………………………………………..

# Person Specification

## Essential Qualifications Experience and Skills

* Qualified Teacher Status
* Recent senior leadership experience in an educational setting
* Proven successful experience of strategic leadership including financial management and quality assurance, and risk management.
* Proven experience of leading successful funding applications.
* Evidence of specialism as an SEMH/SEND practitioner with experience of designing and delivering services for learners with additional needs in school settings including learners with SEMH and a wide range of special educational needs
* Considerable experience of lead professional and partnership working with parents, schools and agencies
* Excellent knowledge of current education policy and practice
* Excellent leadership skills, including experience of managing organisations at points of transition, change and/or growth
* A strategic thinkerwho can work with the Trust Board and others to develop a compelling vision for the organisation, underpinned by clear values, aims and feasible plans
* An effective leader who can build a positive Organisational culture, delegating responsibility effectively, building teams and inspiring staff to achieve their full potential
* A leader with a commitment to excellence who is open-minded, encourages reflection and debate and strives for continuous improvement and is committed to Equality and Diversity
* A versatile learner who can analyse and process information quickly and rigorously in order to make the best of opportunities
* A networker who can strengthen and facilitate collaborative working and bring new ideas to the table
* Evidence of training and in depth understanding of the ways in which trauma impacts children and young people

**Desirable Qualifications and Experience**

* Evidence of other relevant professional qualifications e.g. Masters, Senco Award, NPQH
* Evidence of recent ongoing professional development relating to Inclusion for learners with additional needs
* Current Thrive Practitioner accreditation or willingness to undergo training
* Experience of leading Safeguarding policy and procedures within educational settings
* Experience of leading and evaluating innovative programmes or projects to promote inclusion across a number of schools
* Ability to stay calm under pressure and lead creative problem-solving approaches