

JOB DESCRIPTION

Post Title: Head of 19-25 Learning at Rotherham Opportunities College

Grade: L8 - 10

Responsible to: Assistant Head NAR & ROC / CEO / Directors

This position is as a member of the Senior Leadership Team and as such there will be responsibilities as appropriate to the level of role, with a particular focus and responsibility for overall performance and standards, the effective day to day operations and an oversight of student welfare.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

1. Key Duties and Responsibilities

- (i) To ensure the smooth running of the college
- (ii) Co-ordination of day to day staffing
- (iii) Overview of the curriculum, together with the development and implementation of effective measures to secure quality learning and teaching
- (iv) Assessment, analysis and reporting of student progress and other college wide key performance indicators
- (v) Designated Safeguarding Lead – ensure policy is effective and follow the requirements of the role
- (vi) Ensure up to date and effective development and implementation of student Education, Health, Care plans including the annual review process
- (vii) Ensure that all staff hold relevant training to meet the requirements set out and agreed in Education, Health, Care plans and to update if needs develop or change
- (viii) Build and develop an outstanding climate for learning and teaching through an active regard for everyone's mental health and wellbeing
- (ix) Work with the Assistant Head and CEO to develop and actively implement the Quality Improvement and Development Plan
- (x) Support the evaluation of the quality of the college's current offer, using criteria set in the Self-Assessment Report (SAR)
- (xi) Support the admissions process for student consultation
- (xii) Attend and actively participate in Senior Leadership meetings
- (xiii) Support and prepare students transitioning into and from College
- (xiv) Report on an accurate account, both written and verbal of the College's performance for a range of audiences, including but not limited to; Assistant Head, CEO, Directors and Ofsted.
- (xv) As and when required to undertake teaching duties
- (xvi) Monitor attendance, report on and plan effective resolutions, with home visits when required
- (xvii) Where appropriate work in collaboration with colleagues or professionals to plan, update and implement behaviour management plans

- (xviii) Be familiar with all medication, making sure that it has been administered each day by an appointed person with responsibility and appropriate training for medication
- (xix) Ensure that records are appropriately updated in relation to any medical situations within college (such as seizures) and that all appropriate action is taken and the situation reported to the relevant / identified individuals
- (xx) Lead on all Health and Safety matters for College, contributing to policy updates, contributing to premises meetings, safety walks and writing and updating Risk Assessments as required (for example in college activities, visits and staff)
- (xxi) Ensure high quality provision and the achievement of at least good Ofsted outcomes.

2. Support for Students

- (i) Take the lead in securing and sustaining effective learning and teaching
- (ii) Establish effective partnerships with parents/carers and other stakeholders to involve them in the students learning
- (iii) Monitor home/college communication and College links
- (iv) Ensure that parents/carers and students are well informed about the curriculum and that channels of communication are used effectively
- (v) Establish constructive relationships with students and interact with them according to individual needs
- (vi) Encourage students to interact with others as appropriate and engage in activities
- (vii) Set challenging and demanding expectations and promote self-esteem and independence
- (viii) Promote and safeguard the welfare of children and young people in accordance with legislation and policy.

3. Leading and Managing Staff

- (i) Lead staff to secure improvement, including acting as mentor for staff who may need additional support
- (ii) Lead, monitor, motivate and support staff to ensure effective practice
- (iii) Plan, allocate support staff and evaluate work, ensuring effective delegation of tasks and responsibility
- (iv) Audit, manage and monitor staff expertise to identify development and training needs, agreeing action and identifying success criteria in respect of targets
- (v) Lead in teacher appraisals
- (vi) Support the recruitment and deployment of staff and resources efficiently and effectively to both ensure the students' needs are fully met and that it is in line with College's vision and strategic plan
- (vii) Set appropriate priorities for expenditure, in agreement with the Assistant Head and CEO, to ensure that funds are appropriately and effectively allocated
- (viii) Manage and organise site resources to ensure that they meet the needs of students, the curriculum and Health and Safety regulations

4. Support for the College

- (i) As a Designated Safeguarding Lead this role must ensure records are kept up to date and that all College staff are effectively using the systems as directed, for example in CPOMS etc. to ensure the timely and accurate recording of information

- (ii) Analyse and use information from systems to inform/highlight any safeguarding concerns, staff development requirements etc.
- (iii) Lead by example in all areas of the curriculum, with a particular focus on Preparing for Adulthood
- (iv) Monitor and evaluate the quality of education and standards of students achievements and outcomes
- (v) Monitor the provision received by all students and liaise with stakeholders to ensure needs are appropriately met
- (vi) Establish and maintain effective working relationships with colleagues, professionals and parents/carers
- (vii) Participate and contribute to meetings as required and in respect of the duties and responsibilities of the post
- (viii) Be responsible for own professional development, attend staff meetings, Inset Days/twilight courses as appropriate
- (ix) Demonstrate skills and knowledge as per the Professional Standards for Teachers
- (x) Develop, monitor and evaluate assessment, recording and reporting systems to inform future learning and teaching
- (xi) Analyse data effectively to ensure student progress and college improvement
- (xii) Develop and monitor related policies
- (xiii) Promote equality for all individuals, recognising and encouraging anti-discriminatory behaviour, respecting confidentiality (unless there is a child protection implication), recognising their rights and choices and respecting personal beliefs and identity
- (xiv) Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- (xv) Lead by example on the upholding of policies and modelling good practice.
- (xvi) Contribute to the life of Newman school and Rotherham Opportunities College and support its agreed ethos and policies as directed by the CEO
- (xvii) To actively promote working in a professional, integrated and evidence based way with all stakeholders
- (xviii) Any other duties commensurate with the duties/responsibilities/grade of the post

5. Designated Safeguarding Lead

- (i) As Designated Safeguarding Lead for College, and as part of the wider Newman School safeguarding team, develop and promote a consistent culture of safeguarding within College.
- (ii) Encourage a culture of listening to students and taking into account their wishes
- (iii) Have up to date knowledge of practice and legislation, with particular regards to Keeping Children Safe in Education, Working together to Safeguard Children and Safeguarding of Vulnerable Adults (SOVA)
- (iv) Keep detailed and accurate records of concerns and referrals using designated software (e.g. CPOMS)
- (v) Understand the assessment process for Early Help and intervention
- (vi) Understand and support with the requirements of the Prevent duty, including supporting staff on protecting students from the risk of radicalisation

The duties of the post could vary from time to time as a result of new legislation, changes in technology or policy changes in which case appropriate training may be given to enable the post holder to undertake this new/varied work. It is liable to variation by management to reflect or anticipate changes required in order to meet with the evolving/devolving needs and demands of the role itself.

Child Protection and Safeguarding

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons with whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the Establishments Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to the safety or welfare of children or young people in the School or College s/he must report any concerns to the Designated Safeguarding Lead - CEO.

PERSON SPECIFICATION

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<u>Area</u>	<u>Essential Criteria</u>	<u>Desirable Criteria</u>	<u>How this will be assessed</u>
Qualifications	Qualified Teacher Status or Level 5 Diploma in Education & Training	Level 5 Diploma of Teaching in the Lifelong Sector	A / CQ Documentary evidence will also be required
		PGCE in Further Education or Post-Compulsory Education	A / CQ Documentary evidence will also be required
Experience	Experience of leading a team	Experience of working with other non-educational agencies in supporting Learners with SEND	A / I
	Significant experience of working with Children with SEN / Disability / ASC	Experience as a Lead or Deputy Lead for Safeguarding	A / I
	Experience of teaching Children with SEN / Disability / ASC	Experience of successful middle leadership related to a SEND provision	A / I
	Knowledge and experience of Preparation for Adulthood	Experience of working in Post-16/18 provision	A / I
	Experience of the Education, Health, care Plan responsibilities and process		A / I
Leadership	Ability to inspire and motivate staff, students, parents and Directors		A / I
	Ability to support and implement Policies	Knowledge of the statutory framework for education, SEND code of practice and other related statutory regulations and legislation	A / I
	Knowledge of what constitutes		A / I

	quality in educational provision, the characteristics of effective educational organisations and strategies for raising the achievement of all learners		
	Ability to articulate and share a vision of successful SEND education		A / I
	Evidence of successfully translating vision into reality at a whole organisation level	Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress	A / I
Leading & management of staff	Experience of working in and leading teams	Experience of appraisal and supporting the continuing professional development of colleagues	A / I
	Ability to delegate work and support colleagues in undertaking responsibilities		A / I
	Experience of effective budget planning and resource deployment		A / I
Knowledge and Skills	Sound knowledge of Child Development		A / I
	Ability to communicate in a variety of formats clearly and effectively, targeted appropriately to different audiences (Student, parent, professional, colleague, etc.)	Experience of whole organisation self-evaluation strategies	A / I
	Secure understanding of strategies for performance measurement and management		A / I
Personal Qualities	Ability to build and maintain good relationships with a variety of people		A / I
	Strong commitment to College improvement and raising achievement for all	A desire to research, analyse and promote current theories of best practice relevant to the students	A / I
	Willingness to undertake		A / I

	residential visits		
	Professional Manner		A / I
	Ability to use own initiative		A / I
	Experience of working within a team to deliver exacting standards		A / I
	Ability to work under pressure		A / I
	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.		I
	A commitment to the provision of anti-discriminatory and anti-oppressive practice.		I
	A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults.		I / R
	Conscientious, honest and reliable.		R
	Ability to organise work, prioritise tasks, make decisions and manage time effectively		A / I
	Ability to reflect on practice		A / I
	Ability to respond to others with emotional intelligence		A / I
Personal Circumstances	A Disclosure and Barring Services records check at enhanced level.		CC
	Exempt from the Rehabilitation of Offenders Act, 1974. (All spent convictions to be declared.)		A
	Hold a current, valid driving licence as this role will require you to travel to other sites and visit prospective/current employers, and students/staff on work placement		A Documentary evidence will be required
Physical requirements	No serious health problem which is likely to impact upon job performance (that is, one		I / R

	that cannot be accommodated by reasonable adjustments).		
	Good sickness/attendance record in current/previous employment, college or school as appropriate (not including absences resulting from disability).		I / R
Further Training	Desire and willingness to update and maintain skills	Evidence of further relevant training	A / I

Car mileage undertaken as part of duties will be reimbursed at casual user rates

Key:

A - Application Form
 R - References

I – Interview
 CC - Criminal Check

CQ - Certificates of Qualification
 P - Presentation

This specification has been prepared in accordance with the requirements of the Council's Equal Opportunities in Employment Policy.

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.

Date: June 2021