**Job Description**

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| **Job Title** | Key Stage Phase Leader KS3 AP  |
| **Academy** | The Harbour School |
| **Reports to** | Deputy Head Teacher  |
| **Line Management of** | Support Staff |
| **Salary / Grade** | L 4-7 |
| **Date Last Evaluated** | January 2024 |
| **Core Purpose** | To lead a key stage phase provision and be accountable for overall performance, development and operational day to day running of this phase. |

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| **Key Responsibilities** |
| * To be accountable for student pastoral welfare for the key stage
* To lead on behaviour for the key stage, so students (if appropriate) can successfully reintegrate into a mainstream school or other specialist settings
* To be part of middle leadership of The Harbour School, contributing to the school evaluation (SEF) and school development plan, ensuring the ongoing development and improvement of the key phase. Contributing to the school’s behaviour ethos of **‘ready, respectful, safe’**

To line manage the organisation and supervision of support staff within Key stage as required. To be responsible for the appraisal of named members of staff * To lead on and oversee the induction process for the key stage, ensuring that student profiles are in place and shared with all staff
* To manage all professional relationships with individual students and their families through transition processes
* To lead on and monitor risk assessments for each student, ensuring all staff are aware of any updates
* To work alongside the Safeguarding and Attendance leads, parents, carers and families in order to support student attendance and safeguarding
* To provide accurate termly reports on: attendance; behaviour incidents; progress; reintegration; safeguarding, and other information as required to Senior Leadership Team or other stakeholders
* To work with the SENDCO(s) contributing to EHCP annual reviews and needs assessment requests as required
* To work alongside the DHT to monitor and review (2- 6 weekly) any student who requires bespoke provision
* To organise and lead on key stage parent review meetings
* To set up and lead on ‘Student Voice’ for the key stage
* To lead or support sessions as required
* To work with and feedback to the Subject leader for PSSHE & Careers on contextual issues at the campus
* Work with subject leads and DHT to ensure that progress is being made in subjects and identifying barriers to learning
* To lead regular and effective reflective practice meetings for staff under the therapeutic thinking strategy and keeping to date with local/national strategies and research in improving outcomes for students with social, emotional and mental health needs and other specialist areas relevant to the current cohort
* To have a teaching requirement (as discussed during the interview process)
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| **General Responsibilities** |
| * Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* The post holder will be required to undertake duties that contribute to the work of The Harbour school and some flexibility in role is implicit within the job description
* To represent as a middle leader, the values, ethos and policies of the Trust and The Harbour School
* Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
* Be aware of the School’s duty of care in relation to staff, Students and visitors and to comply with all health and safety policies at all times.
* To engage with appropriate training opportunities to promote professional effectiveness in this role.
* Participate in the ongoing development, implementation and monitoring of the school improvement plans.
* To undertake any other reasonable tasks as required by The Harbour School
* To provide or organise the safe transport of Students between site where necessary
* To treat all information acquired through employment, both formally and informally, in strict confidence.
* To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
* Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
* Be aware of and comply with the codes of conduct, regulations and policies of the Trust and school and its commitment to equal opportunities.

**\*\*\*\*\*\*\*\*\*\*\*\*\*Full training will be offered to the successful candidate\*\*\*\*\*\*\*\*\*\*\*\*** |

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| **The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Headteacher approval.** |

**Note: Every job description in the organisation will be subject to a review either:**

 **• On an annual basis at the time of the annual appraisal meeting, or**

 **• As a result of a change in strategic direction, or**

 **• As a result of a team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

**Assessment methods**

 **A – Application I – Interview T – Task/Activity R – References**

**Person Specification**

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| **Attribute** | **Essential or Desirable** | **Assessment**  |
| **Qualifications & Experience** |
| Minimum A\*-C GCSE in Maths & English (or equivalent). | **E** | **A** |
| A professional qualification in a relevant area (Social Work, Teaching, Youth Work, NVQ level 3/4 in Social Care) or NVQ level 4 HLTA status | **E** | **A** |
| Qualified teacher status | **D** | **A** |
| Evidence of recent professional development, in respect of effective practice for Students with SEMH and other complex needs. | **E** | **A** |
| **Knowledge and Understanding** |
| An extensive understanding of issues facing those with SEMH needs, including risk factors relating to substance misuse, offending behaviour, relational trauma, self-esteem, social skills, risk taking behaviour and/or medical. | **E** | **A/I** |
| A good understanding of effective approaches to behaviour management and teaching and learning for Students with SEMH needs. | **D** | **A/I** |
| A good understanding of effective interventions and support for Students with SEMH and other complex needs | **E** | **A/T/ R** |
| Some knowledge of recent legislation related to permanently excluded, vulnerable and Students with challenging behaviour. | **D** | **A/I** |
| A commitment to inclusion and inclusive practice. | **E** | **A/I** |
| **Skills and Abilities** |
| Successful teaching experience, ideally in a range of environments, of which a significant period has been with Students with a range of special educational needs. | **D** | **A/I/R** |
| Ability to lead a team | **E** | **A/I/R** |
| Ability to line manage staff in accordance with Trust and school policies and hold people to account | **E** | **A/I/R** |
| Ability to carry out appraisals and set appropriate targets | **E** | **A/I/R** |
| Ability to manage staff sickness and absence in line with Trust policies | **E** | **A/I/R** |
| Ability to lead the induction of new staff and students into a key stage phase | **E** | **A/I/R** |
| Ability to manage a phase budget | **D** | **A/R** |
| Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participation and empowerment | **E** | **A/I/T/R** |
| Ability to plan interventions strategically in order to meet identified needs | **D** | **A/I/R** |
| Effectively implement relational behaviour management processes and procedures in accordance with school Policy | **E** | **A/I/R** |
| Ability to organise parent consultation meetings | **D** | **A/I** |
| Ability to use Arbor, CPOMS and Microsoft programmes  | **E** | **A/T/I** |
| Ability to use ICT effectively and appropriately, with high accuracy levels. | **E** | **A/T/I** |
| Able to produce accurate and well-presented reports  | **E** | **A/I/R** |
| Ability to ensure tasks are seen through to completion, ensuring all stakeholders are kept up-to-date with progress. | **E** | **A/I/R** |
| Ability to communicate appropriately at all levels within the school, and with parents, visitors and external organisations. | **E** | **A/I** |
| Ability to build good working relationships with colleagues and to be an active team member. | **E** | **A/I/R** |
| Ability to multi-task within own remit and other areas. | **E** | **A/I** |
| Ability to work as part of a team and be an active team player.  | **E** | **A/I/R** |
| Ability to work at pace and meet deadlines. | **E** | **A/I** |
| Patience, tolerance and sensitivity | **E** | **A/I/R** |
| Enthusiasm | **E** | **A/I** |
| Ability to adapt to change and the introduction of new working practices. | **D** | **A/I** |
| Ability to work without direct supervision. | **D** | **A/I** |
| Resilience to work in a trauma informed environment, supporting those with social emotional and mental health needs  | **E** | **A/I** |
| **Experience** |
| Experience of working with young people with social emotional and mental health issues and/ or Alternative provision and their families in a professional capacity  | **E** | **A/I/R** |
| Experience of working with data and undertaking data quality assurance activities  | **E** | **A/I/R** |
| Proven experience of forward thinking and excellent organisational and planning skills. | **E** | **A** |
| Experience of working with students, staff, parents and external agencies. | **D** | **A/I** |
| Experience of identifying needs, setting targets and evaluating the effectiveness of learning for students with social, emotional and mental health needs | **D** | **A/I** |
| **Personal Commitment**  |
| Demonstrate and adhere to the school’s Core Values. | **E** | **A/I** |
| Commitment to equality and diversity in the workplace. | **E** | **A** |
| Adhere to GDPR guidelines and the school’s internal procedures. | **E** | **A** |
| Adhere to the school’s Safeguarding and Prevent policy and procedures. | **E** | **A/I/R** |
| Adhere to the schools Health and Safety policies and procedures. | **E** | **A** |

**Assessment methods**

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