

GRADE:	L11-15
ACCOUNTABLE TO:	Head Teacher
RESPONSIBLE FOR:	Standards and student progress within a specified centre. To contribute towards the strategic direction and development of WSAPC.

MAIN PURPOSE

To contribute to the overall strategic direction of WSAPC, overseeing and acting as the operational lead for specified centres across the county. The key responsibilities will be to ensure the specified centres are fully compliant with, and can respond positively to, all external auditing and inspection requirements, including Ofsted.

The post-holder will be responsible for ensuring a full range of suitable and challenging learning opportunities are available, consistent with the overall WSAPC curriculum offer, including full-time education for pupils permanently excluded from school.

KEY RESPONSIBILITIES

Leadership and Management

1. Work with the Head Teacher to create the strategic vision for WSAPC and take the lead in promoting this vision and the beliefs, values and actions that go with it, to all pupils, parents, staff and the wider community in the identified Centre(s)
2. Support the development and implementation of a full range of policies, plans, systems and procedures that translate the College’s strategic vision into a deliverable set of objectives, outcomes and actions to be reviewed on a regular basis
3. Manage, appraise and supervise all Centre(s) staff to ensure that a suitably skilled and motivated workforce is in place with the knowledge and capability to deliver the College’s strategic and operational goals
4. Be responsible for robust financial monitoring and reporting arrangements to control spending in the identified Centre(s) and maximise the efficient use of College funds
5. Support the delivery of local commissioning in conjunction with West Sussex schools, FE Colleges and other schools beyond the County to provide high quality alternative provision.
6. Manage and organise Centre(s) environments efficiently and effectively to ensure that the school buildings meet the needs of the curriculum, are conducive to the wellbeing of pupils and staff and meet all health and safety regulations
7. Be fully informed and have responsibility for safeguarding and promoting the welfare of children and young people, and ensure strict adherence to the safeguarding and child protection procedures adopted by the College



8. To be responsible for developing closer, more constructive and collaborative local partnerships with Mainstream Schools, FE Colleges and other AP providers
9. To work closely with the Head Teacher and Governing Body in setting the vision, standards and culture for the entire College and to ensure that these qualities permeate those aspects of the organisation for which responsibility is held
10. To be responsible for the safety, wellbeing and achievement of pupils at the identified Centre(s) by maintaining a discernible presence, providing effective leadership, keeping skills and knowledge up to date and adhering to robust policies, processes and procedures as prescribed by the law or agreed local and national guidance
11. Demonstrate awareness and understanding of the expectations for teachers, including personal and professional conduct, as contained within the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards>)

Teaching and Learning

12. Work with the senior leadership team to provide management that will enable the Centre(s) to give every pupil a high quality education, which promotes the best possible standards of achievement and unlocks pupils' full potential
13. Have in place a high quality curriculum, including where appropriate vocational and academic options, capable of maintaining standards that can also offer a framework for pupils to be reintegrated back to their mainstream schools or academies
14. Support models of outstanding practice in teaching, assessment, recording and reporting to ensure that high standards of achievement are maintained and good quality relationships exist between staff and pupils
15. Ensure all teaching and learning in the Centre(s) is monitored regularly and effectively and that suitable plans are in place to retain improvements and resolve shortfalls in the performance and progress of individual or groups of pupils
16. Support the recruitment, retention and effective deployment of the Centre(s)'s teaching and learning workforce to achieve agreed educational goals and priorities
17. Support the development and implementation of a highly effective policy for the management of pupils' behaviour and their social and emotional growth, centred on a whole College Code of Conduct that promotes and rewards the healthy and desirable
18. Create a place of learning open to all and develop WSAPC as a wider resource accessible to the whole community offering a diverse range of extended and wrap around services

Professional Partnerships

19. Support the senior leadership team and Governors to be effective in exercising their duties and responsibilities in full, offering them regular advice and support, in addition to the production of coherent and accurate records, plans and other detailed information as required



20. Support the development of closer, more constructive and collaborative partnerships with Mainstream Schools, FE Colleges, AP providers and other provision in support of the achievement of all pupils in the locality and beyond
21. Support effective and efficient partnerships with the local authority through regular professional contact and a commitment to on-going dialogue and information sharing
22. Be fully informed and involved in regional, national and governmental plans by attending meetings, conferences and training with national partners, the DfE, and Ofsted as required and is reasonable
23. Perform any other duties, which are reasonably required by the Governing Body

Personal Development

24. Actively engage with a full range of CPD opportunities, particularly those that relate to the advancement of alternative provision, the education of children with special needs and the development of personal leadership qualities
25. Keep abreast of local and national initiatives, guidance and legislation that relates to alternative provision and education as a whole with a view to implementing and developing as necessary
26. Arrange for regular reflection on personal practice, including the setting of personal targets within performance management, seeking advice and support from others
27. Attend all formal supervision sessions with the Deputy Head Teacher

Key Relationships

- ✦ DfE Representatives and Ofsted Inspectors.
- ✦ Senior Local Authority Officers including the Director and Assistant Directors, lead SEN and inclusion personnel
- ✦ Senior non-education agency personnel, including those from Social Services, Police, Fire & Rescue, Youth Offending, voluntary groups and other agency professionals
- ✦ Head Teacher and the senior management of all West Sussex Schools
- ✦ Principals of FE Colleges
- ✦ Heads of other AP schools or provision
- ✦ The Head Teacher
- ✦ The Governing Body
- ✦ Senior Leadership Team
- ✦ The WSAPC Workforce
- ✦ Parents, Carers and Pupils



N.B. Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Signed: (Post holder) Date:

Signed: (Line Manager) Date:

The particular duties assigned to this post are set out above but should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. These duties may be reviewed and amended in consultation with the post holder in light of any changes in the requirements and priorities within the school. Such variations are a common occurrence and cannot of themselves justify a re-grading of the post.



PERSON SPECIFICATION

Qualifications and Key Experiences

- ✦ Qualified teacher status (QTS/QTLS)
- ✦ First Degree or Certificate of Education
- ✦ Relevant experience of middle or senior management
- ✦ Substantial and relevant experience with Special Educational Needs, preferably SEMH
- ✦ Relevant experience in managing an education budget
- ✦ Relevant and recent professional development conducive to the post
- ✦ Experience of contributing to successful Ofsted outcomes

Generic Skills and Abilities

- ✦ Demonstrates emotional intelligence
- ✦ Communicates effectively with self-awareness and social perception
- ✦ Adaptable to changing circumstances and new ideas
- ✦ Approachable and enjoys being highly visible to children and parents
- ✦ Demonstrates personal impact and presence
- ✦ Demonstrates creativity and imagination to anticipate and solve problems
- ✦ Demonstrates good judgement
- ✦ Demonstrates commitment, reliability and integrity
- ✦ Demonstrates the ability to be resilient, robust and calm under pressure

Leadership

- ✦ Experience of successfully formulating and delivering good quality planning
- ✦ Ability to articulate and implement a clear vision for aspects of a Centre's immediate future and its development over the next three years
- ✦ A record of providing management in a relevant setting, judged successful by inspectors and/or other external auditors
- ✦ Experience of leading by example to promote the College's vision and values to pupils, parents, staff, governors, local authority personnel and other Head Teachers
- ✦ Evidence of a collaborative and distributed approach to leadership that is recognisably supportive and empowering of colleagues
- ✦ An understanding of the statutory framework for education and the legal framework that underpins school management and the ability to make accurate judgements against agreed criteria

Teaching and Learning

- ✦ Sound understanding of how children learn and effective teaching methods.
- ✦ Up to date knowledge of the specialised curriculum for young people with SEMH



- ✦ Track record of assessing, monitoring and evaluating the quality of teaching standards and the delivery of the curriculum across a range of providers
- ✦ Strong evidence of using progression data, benchmarks and feedback to monitor progress in children's learning
- ✦ Evidence of a sound knowledge of the current major curriculum issues, legislative changes and their significance for the management and leadership of all schools
- ✦ Strong understanding of multi-agency working with young people with complex SEMH needs including that of the voluntary sector

Workforce Development

- ✦ Ability to build and motivate strong teams that enable all staff to carry out their respective roles to the highest standard
- ✦ Experience of supporting staff to work effectively together to deliver improvement within their own settings and across other provision
- ✦ Experience of recruiting, managing and developing a workforce
- ✦ Supportive of continuing professional development and providing opportunities for growth and development of all staff
- ✦ Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews

Finance and Resources

- ✦ Experience in managing financial and human resources to achieve educational goals
- ✦ Experience of setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control
- ✦ Ability to demonstrate effective previous use and integration of a range of technologies to promote learning
- ✦ Experience of using ICT (SIMS) effectively for College management, curriculum development and pupil progress

Partnerships and Collaboration

- ✦ Ability to create and implement a strategy that will ensure parents are involved with the College, contribute to their child's learning and have confidence in the staff team
- ✦ Capacity to keep partner organisations fully informed and engaged in meeting the needs of pupils for whom they share responsibility
- ✦ Track record of multi-agency working and collaborating with other providers in responding to the diverse needs of vulnerable groups of learners

Safeguarding and Equal Opportunities

- ✦ Evidence of a commitment to promoting the welfare and safeguarding of children
- ✦ Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the College

