****

|  |
| --- |
| Head of Education Pathways and Foundation Learning |

|  |  |
| --- | --- |
| **Reporting to:** | Assistant Principal (Student Support) |
| **Working Hours:** | Full time (37.5 hours per week) |
| **Salary:** | Salary scaleM2 (Specialist) point 39-43 on the Plumpton College payscale currently £39,762 - £44,755. |
| **Annual Leave:** | 30 electable days, 8 statutory days and up to 5 efficiency closure days at Christmas |

**Job Purpose**

The Head of Education Pathways and Foundation Learning will provide the strategic leadership and management for the Division and be responsible for designing an ambitious curriculum which promotes high standards of teaching and learning, student achievement, progression and value added.

The postholder will provide outstanding leadership and management of staff, students, curriculum and resources.

The postholder will lead the strategic growth of the curriculum area in all areas of provision to include funded and non-funded courses, in order to position the college as a regional lead in schools and Supported Learning provision within a land based context

The postholder will promote a strong and positive reputation of the Division through relationships with external stakeholders, schools, employers and parents.

The Head of Education Pathways and Foundation Learning will lead on the cross-college development and implementation of quality assurance and processes in partnership with key internal and external keyholders. This will include identifying and recommending best practice to raise cross college standards and ensure compliance with legislation.

.

1. *Management*

|  |
| --- |
| 1. Lead an annual strategic review of the provision to ensure it is continuously adapted to meet labour market and prospective student needs and is established as a regional centre for excellence in its field.
 |
| 1. Lead and develop all aspects of the Division, including line management and mentoring (with support from the Assistant Principal (Student Support) and Head of HR) in accordance with the curriculum structure. Ensure that all aspects of responsibilities covering deputy head and curriculum lead roles and quality systems are adhered to at all times. Maintain and develop this structure through effective induction, monitoring, appraisal and performance management of all staff.
 |
| 1. Exploit opportunities, working with the Assistant Principal (SS) and SMT, to generate income from a variety of sources and manage the delegated budgets against agreed income and expenditure targets. Adhere to the college financial regulations at all times with support from the Finance Team.
 |
| 1. Design, develop and implement a range of adapted college policies and procedures which are better aligned to the Schools and EHE cohort.
 |
| 1. Develop and implement bespoke learner and parent voice strategies for the Schools and EHE cohort
 |
| 1. Work with the Head of Inclusion and Development to ensure that ALS Funding requirements are accurately documented and recorded to comply with ESFA/LA funding requirements.
 |
| 1. Exercise strategic, curriculum led financial planning to ensure the appropriate and equitable deployment of budgets and resources
 |
| 1. Monitor the cost-effective utilisation of staff resources and salary spend within the Division to ensure that all staff have the appropriate skills set, training and knowledge to deliver an outstanding provision.
 |
| 1. To manage the relationships with partner schools and the wider community to ensure a joined up approach which contributes to providing the best educational experience and informs growth and development of the curriculum
 |
| 1. Deputise for and undertake the professional duties of the Assistant Principal (Support) in their absence as required.
 |

1. *Pastoral, academic and learning support*

|  |
| --- |
| 1. Ensure cohesive assessment plans are in place for all students to ensure effective student progress across the curriculums.
 |
| 1. Develop and promote a culture for student participation in all aspects of college activities
 |
| 1. Oversee tracking of individual student progress across the divisional provisions and ensure action is taken to improve progress where possible.
 |
| 1. To sustain an up to date knowledge development in SEN procedures and matters appertaining to SEN, both locally and nationally
 |
| 1. To support line management reports to implement systems to effectively monitor, track and record Supported Internships in line with ESFA, LA and Ofsted requirements
 |
| 1. Contribute to the vision and plans for ASPIRE courses, supporting the development and implementation for students within the division
 |
| 1. Lead relevant teams to adopt a holistic and cohesive approach to the management of vulnerable learners across the college.
 |

1. *Quality Management*

|  |
| --- |
| 1. Collate and monitor student voice information across the curriculum to support the continuous development and implementation of the quality improvement plan.
 |
| 1. Produce the annual self-assessment report for the department and quality improvement plan within the area of responsibility
 |
| 1. Contribute to cross college and curricular-based forums as part of the college quality management procedures and governance arrangements.
 |
| 1. Work with the line management reports to manage the delivery of appropriate arrangements for evaluating, planning, delivering and monitoring of student support.
 |
| 1. Represent the college at meetings with external agencies to review and plan student support needs.
 |
| 1. Monitor student support needs through the admissions process and plan delivery of appropriate support for all students.
 |
| 1. Work closely with the Head of Inclusion and Development to review the support needs of students and plan adjustments to improve effectiveness.
 |
| 1. Manage clear and robust contracts with schools for agreement, delivery and payment of funding for students
 |
| 1. Ensure robust documentation and procedures are in place to provide a clear audit trail of all expenditure
 |
| 1. Design, develop and oversee the recording of evidence of job coaches to ensure funding from external sources is maximised.
 |
| 1. Ensure that all line management reports retain records of all support and intervention measures, best utilizing college systems to enable efficient and effective partnership working.
 |
| 1. Ensure that best practice is celebrated and shared across all teams.
 |

1. *Continuous Professional Development*

|  |
| --- |
| 1. Participate in staff development activities to support Continuous Professional Development (CPD) and keep a Professional Development Portfolio (PDP) to evidence personal development and impact on practice.
 |
| 1. Actively participate in the college performance management processes, including appraisals to support personal and professional development and enhance student experience.
 |

1. *College Management Team*

|  |
| --- |
| 1. To contribute to the wider College Management Team and undertake any further duties commensurate with the grade and responsibilities of the post allocated by the Head of Faculty or a member of SMT.
 |

**Qualifications / Skills / Knowledge / Qualities**

At Plumpton College we are:

1. Ambitious and Progressive
2. Enterprising
3. Professional
4. Passionate about everything we do
5. Supportive

|  |
| --- |
| **Essential criteria for the post** |
| Demonstrate a proven track record of leading strategic curriculum development in a related field  |
| Demonstrate a proven track record of leading whole team improvement resulting in significantly increased attainment  |
| Demonstrate significant experience of curriculum development resulting in substantial student number growth |
| Demonstrate extensive experience of successfully overseeing Key Stage 3 and 4 provision in a schools environment |
| Have extensive experience of developing Supported Learning curriculum and be able to demonstrate resulting growth and improvement in student outcomes and progression |
| Demonstrate effective skills in leading management of change.  |
| Capacity to challenge teams and individuals to improve performance  |
| Understanding of high quality pedagogy and evidence of success in developing this across a team  |
| Extensive sector/industry experience and evidence of specialist subject knowledge in key areas. |
| Hold a relevant professional/vocational qualification, or a degree. |
| Hold a teaching/assessing qualification. |
| Demonstrate a clear understanding of the factors affecting student welfare and best practice in maintaining and enhancing student safeguarding. |
| Have a strong desire to see students succeed, evidenced by good or better on key performance indicators for your programme(s). |
| Demonstrate a strong desire to work collaboratively as part of a high performing team.  |
| Be a highly effective and well organised teacher evidenced by consistent achievement of good / outstanding observation grades with an ability to role model good practice. |
| Be an excellent communicator with highly developed interpersonal skills. |
| Have effective skills in problem solving. |
| Have excellent ICT skills to include the production of MI and reports at all levels. |
| Have a sound understanding and ability in budgetary management. |
| Demonstrate evidence of raising standards. |
| **Desirable criteria** |
| Hold a management qualification. |
| Hold a Masters degree or PhD. |

**CONDITIONS OF EMPLOYMENT**

**Working Hours**

Basic working hours are from 08.30 to 17.00 Monday to Friday but some flexibility will be required to meet the needs of the business. This is an all year round post. There will be some evening and weekend working required to support faculty activities, and whole college recruitment and promotional events.

**Annual Leave**

The holiday year is from 1 September - 31 August each year. The annual leave entitlement for this role is 30 working days, plus 8 bank holidays and up to 5 efficiency days when the college closes at Christmas. Annual leave is bookable subject to business needs and should be planned and agreed with your Line Manager. Annual leave sheets will be available from the start of the new holiday year (1 September).

**Continuous Professional Development (CPD)**

This post will be entitled to CPD for industrial updating, personal and professional development. All CPD must be planned, agreed and booked with your Line Manager.

**Benefits**

The candidate appointed to the post will automatically become a member of the Teachers’ Pension Scheme and pay contributions as determined by annual salary levels. The pension scheme includes life assurance cover, and the College will also pay a contribution towards your pension. There is also free car parking and a competitively priced dining room service.

**Equality and Diversity**

Plumpton College is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and eliminating unfair discrimination on any basis. This means that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

**Criminal Record Check via the Disclosure Procedure**

The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of certain old offences when asked about their criminal record as they may be defined as ‘spent’.  There are exemptions to this if the individual is offered a post which involves contact with children or regular work at an establishment exclusively or mainly for children.

The post you have applied for falls into this category and, therefore, requires a criminal background check.

If a job offer is made, you will be asked to apply for a DBS Disclosure Certificate. The Disclosure Certificate will contain details of current and “spent” convictions, cautions, reprimands or warnings held on the Police National Computer, excluding certain specified old and minor offences.

The DBS Disclosure will also indicate whether information is held on government faculty lists of those individuals who are barred from working with children or vulnerable adults (if applicable).

The post-holder cannot begin employment with the College until the DBS Disclosure Certificate is received and considered by the Principal.