**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**JOB DESCRIPTION**

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| **Group:** | EDUCATION AND INCLUSION SERVICES |
| **Section:** | Inclusion Service |
| **Sub Section:** | Ty Gwyn Education Centre |
| **Post Title:** | Deputy Head of Centre  |
| **Vision Post Number:** | 13653 |
| **Grade:** | Leadership L14-L18 |
| **Responsible to:** | Head of Centre |
| **Posts Reporting to this Post:** |  |
| **DBS Required Level:** | Enhanced |
| **Location:** | Ty Gwyn Education Centre, Aberdare |
| **Date of Description:** | January 2019 |
| **Terms and Conditions:** | Teachers Pay and Conditions |

# CORE RESPONSIBILITY

The Deputy Head of Centre should demonstrate the ability to support the Head of Centre to develop a shared vision, which inspires and motivates pupils, staff and all other members of the Centre community. The vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values.

# MAIN PURPOSE

* Take full responsibility for the Centre in the absence of the Head of Centre.
* Carry out the roles and responsibilities of a teacher as required.
* Assist the Head of Centre to:
* Formulate and develop the vision, aims and objectives of the Centre;
* Establish and implement policies and procedures to allow the vision, aims and objectives to be achieved;
* Be responsible for the standards in behaviour and curriculum of all pupils who attend the Centre, including setting targets and monitoring progress towards them;
* Proactively manage staff and resources;
* Take responsibility for promoting and safeguarding the welfare of young people and staff at the Centre;
* Take responsibility for child protection issues in the absence/unavailability of the Head of Centre;
* To remain current in knowledge of safeguarding policies within the federation and LA.
* To enact the policies of the school around safeguarding and be vigilant of the needs of all pupils and staff.
* To attend meetings around child protection and wider safeguarding as deemed necessary by SLT.
* Contribute to, implement and monitor action plans and policy development.
* Manage Centre resources within the policy frameworks and under the direction of the Head of Centre.
* Have excellent standards in professionalism to act as a role model in order to motivate others.
* Work on a multi-agency basis to ensure both academic and wellbeing outcomes for all pupils.
* Implement and manage change initiatives, taking account of all stakeholders involved.
* Be a pivotal figure in developing and implementing self-evaluation and improvement planning procedures to secure continuous Centre improvement.
* Promote and create an inclusive ethos within the Centre where all views are valued.

# SPECIFIC RESPONSIBILITY

1. Ensure that pupils are always engaged in safe and healthy educational activities, promoting motivation in learning and challenging children and young people towards high personal achievement and fulfilment.
2. Ensure that the progress of each learner is assessed, monitored and recorded in such a way that sufficient information is available to make the most appropriate decisions concerning the young person.
3. Maintain a caring environment where there are agreed standards of behaviour, recognition of pupils’ needs and an effective support structure for pupils with learning needs.
4. To support the transition of pupils; including maintaining links with mainstream schools to support the reintegration of pupils.

**Teaching and Learning Assessment:**

1. Support subject leaders in the monitoring, evaluation and development of the curriculum.
2. Develop and implement assessment procedures for all pupils on entry and throughout the placement.
3. Ensure that all KS4 pupils are following an appropriate and high quality learning pathway and achieve the best nationally recognised qualifications they are capable of at the end of year 11.
4. Ensure that all external examination regulations are adhered to.
5. Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
6. Monitor the quality of teaching and learning, in line with the Centre’s performance management policy e.g. through lesson observations, monitoring of short and medium term planning and scrutiny of pupils work.
7. Promoting a culture of self-evaluation within the Centre.
8. Supporting staff to meet personal and professional targets.
9. Develop and deliver training for staff.
10. To be class based (if required) and provide targeted intervention for pupils, to cover for teachers, demonstrating excellence in professional classroom practice.
11. Ensure that the PRU plans for the effective progression of pupils to appropriate learning placements, including reintegration to mainstream settings, alternative leaning or tuition, and post 16 provisions.
12. Ensure that learner outcomes are analysed and reported to the Management Committee in a timely fashion.

**Staff:**

1. Assist the Head of Centre in effectively managing the diverse range of staff employed.
2. Through inspirational leadership, motivate and support staff promoting true team working, co-operation, trust and professionalism.
3. Promote and ensure adequate opportunities for professional development of the whole team.
4. Assist the Head of Centre in ensuring levels of performance necessary to achieve the agreed aims of the Centre and its development priorities as set out in the Improvement Plan.
5. Support Staff in the performance of their work by providing clear expectations and guidance, encouraging a collegiate style of management and valuing each individual’s contribution and responsibilities whilst ensuring that the principles of duty of care, especially Safeguarding, are in place.
6. Participate in the selection and appointment process of staff.
7. Organise and lead the induction of new staff at the Centre.
8. Be accountable for designated areas of leadership, including data analysis and target setting.
9. In conjunction with the Head of Centre, lead the performance management cycle for all staff.
10. With the Head of Centre, lead on staff briefings and de-briefs to ensure the consistent running of the Centre within existing policies, procedures and national frameworks.
11. Assist the Head of Centre in undertaking key activities related to professional, personnel/HR issues e.g. sickness absence, disciplinary and capability.

**Parents/carers:**

1. Develop effective and consistent communications with parents/carers.
2. Ensure that parents/carers have appropriate opportunities to communicate with staff and access information about the provision and their children.

**Leadership and Management:**

1. Contribute to management decisions on all aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the Centre’s Improvement Plan.
2. To assist the Head of Centre in the whole centre self-evaluation and school improvement processes.
3. Support the Head of Centre and staff in the review, implementation, development and monitoring of whole centre policies which promote the centre's values, aims and objectives.
4. Be flexible in a constantly changing work environment and in implementing the centre’s policies. To adapt and change plans at short notice to ensure the smooth day to day management of the Centre.
5. Assist the Head of Centre in ensuring that the programmes of staff development and training, linked to the improvement plan, are implemented and reviewed.
6. Monitor conditions of equipment, buildings and grounds to ensure high standards of maintenance, health and safety and a quality environment.

**Management Committee:**

1. Facilitate the work of the Management Committee by providing all necessary information, advice and support.
2. Contribute to the preparation of the termly report the Head of Centre presents to the Management Committee.

**Partnership Working:**

1. Enhance links with the local community and with local business.
2. Liaise with primary, secondary and special schools, and colleges in the area to promote continuity in the education of pupils and to ensure the effective reintegration of pupils into mainstream school places and alternative learning placements whenever possible.
3. To liaise with schools and colleges and the Access and Inclusion Service in order to support and develop good practice in intervention and preventative work with pupils at risk of permanent exclusion.
4. Access support from other providers, support agencies as appropriate.
5. Maintain positive relationships with departments of the County Council and other agencies.

To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required by the Service Director, or as mutually agreed as a development opportunity.

**This job description will be reviewed periodically and is subject to amendment in the light of operational experience.**

**Protecting Children and Vulnerable Adults is a core responsibility of all staff.**

**All safeguarding concerns should be reported to the Cwm Taf Multi-Agency Safeguarding Hub (MASH).**

**PERSON SPECIFICATION**

This Person Specification sets out the knowledge and/or qualifications, past experience and personal competencies that would be ideal for this particular post.

The Knowledge/Qualifications and Experience sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The Competencies section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

The Special Conditions and Professional Requirements section describes any other qualities appropriate to the particular circumstances associated with this role**.**

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|  | **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **1.** | **QUALIFICATIONS** | Honours degreeQualified Teacher StatusEWC RegistrationCompletion of NQT induction period | Higher degree or equivalentManagement qualification |
| **2.** | EXPERIENCE | Range of teaching experience within SEN services/schools, in particular SEBD18 months experience at senior management, advisory or management posts within an LEAExperience of successful development and implementation of strategies to increase young people’s engagement and attainment | Experience of more than one school/LEAProject management experience |
| **3.** | **KEY SKILLS, QUALITIES AND ATTITUDES** | Evidence of budget management skills and effective resource managementAbility to devise and implement effective measures for Centre self- evaluation, with particular regard to staff performance management strategiesAbility to lead and manage towards common goalsAbility to make decisions and solve problemsAbility to organise, prioritise and delegate effectivelyGood inter-personal and communication skills with a variety of audiencesAbility to remain positive and enthusiastic under pressureCommitment to pupils with additional learning needs and their familiesCommitment to equality of opportunity, entitlement and inclusionCommitment to, and ability to establish and maintain effective partnerships Working knowledge of safeguarding procedures | Welsh Language Level 1 - All employees will be required to undertake a basic Welsh Language Induction to reach this level. Please refer to the Welsh Language Skills Guidance online [www.rctcbc.gov.uk/WelshSkills](http://www.rctcbc.gov.uk/WelshSkills)Evidence of successful partnership workingKnowledge and understanding of the full range of SEN servicesKnowledge and understanding of the regional and national context |
| **4.** | **CONTINUOUS PROFESSIONAL DEVELOPMENT** | Evidence of continuous professional developmentEvidence of participation in recent and relevant training and development | Experience of coordinating training opportunitiesWork with other organisations |
| **5.** | **RESPONSIBILITIES AND ACHIEVEMENT** | Experience of wide range of responsibilitiesEvidence of specific outcomes/achievements | Evidence of responsibility for specific projects/areas of work |
| **6**. | **PLANNING** | Able to articulate a vision and develop a commitment to shared aims and objectivesUnderstanding and experience of implementing aims into practiceExperience of school/servicePlanning in one or more areas:* Strategic management
* Policy formulation
* Target setting
* Monitoring and evaluation
* Data analysis and interpretation

Knowledge and understanding of the use and value of ICT in effective strategic management | Experience of having managed significant change in a whole service/school context |
| **7.** | **OTHER REQUIREMENTS** | This post is exempt from the Rehabilitation of Offenders Act (1974) and a comprehensive screening process will be undertaken on all applicants. This will include an enhanced check with the Disclosure and Barring Service (DBS)Understand and demonstrate a willingness to promote positively the equal opportunities policy of the Council |  |