Dysart School – Discovery House Site

Job Description:

Job Title:	Head of Centre
Reporting to:	Principal
Line Manages:	Teaching staff
Responsibilities:	Undertake professional duties of a Head of Centre. Duties include on site Designated Safeguarding Lead
Working with:	Leadership team and all satellite staff

Main Purpose of the Job

- To be responsible for the day-to-day running of the Dysart satellite provision based at Latchmere school and Apollo North Kingtson sites, ensuring that a high quality educational environment for pupils with severe learning difficulties and complex needs as their primary SEN need, which will include pupils with Autism Spectrum Conditions, is created, developed, and maintained across the satellite provision
- To be responsible for ensuring that the vision and ethos at the satellite provision is aligned with the vision and ethos of Dysart school and of OHCAT
- To play a full and active role in supporting and promoting every aspect of the life of the satellite provision as well as the wider school, having due regard to the school's aims, objectives and schemes of work, and school policies.
- To accept the collective responsibility of the SLT and respect its confidentiality as required.
- To keep abreast of developments within education and the special sector at local, national and international level.
- To share in the corporate responsibility for the wellbeing and pastoral care of all pupils.
- To carry out any reasonable instructions given by the Principal or Vice Principal.
- To work alongside other OHC&AT academies to foster strong relationships and improve partnership working.

Specific Duties

1) Leadership and Management

- Promote best practice in inclusion across the school.
- Lead and support the staff team at the satellite provision (SP).
- Work as a member of the wider school team, planning co-operatively, sharing information, ideas and expertise.
- Consult and plan with multi-agency colleagues.
- Establish and promote good relationships with parents and carers to improve pupils' learning and development ensuring co-productive approaches.
- Effectively deploy and line manage staff working in the SP to support pupil progress and promote independence.
- Working with the Principal to ensure that access arrangements for national tests and examinations are in place for pupils who can access them.
- Ensure that access arrangements to mainstream integration opportunities are in place where appropriate.
- Provide performance management for SP staff in line with school policy.
- Alongside your appraiser analyse a variety of progress and attainment data to inform priorities and self-evaluation.
- Work closely with senior leaders regarding inclusive policies and practices.
- Contribute to policy writing as required.
- Work closely with the school's Leadership team, governors and staff from OHCAT
- Maintain confidentiality with regard to information gained in the course of professional duties.
- Work closely with the Principal and the SLT to coordinate admissions to the provision including responding to requests from the SEN team.
- Lead on the recruitment to support any future growth plans for the SP.

2) Management of Learning, Teaching and Resources

- Have clear intentions for children's learning and to use knowledge of school policy and National Curriculum requirements to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and quality of learning.
- Use a variety of suitable teaching and learning styles and to communicate clear learning objectives and expectations.
- Use relevant classroom management strategies to ensure that a purposeful environment for teaching and learning can take place.
- Whilst not timetabled to teach, the Head of Centre may need to on occasion cover absence and PPA time.
- Organise and maintain a stimulating working environment appropriate for the range of activities taking place.
- Ensure that resources are organised and readily available to promote learning.

3) Management of People and Pupils

- Support behaviour taking into account the MHWB needs of pupils.
- Establish and maintain a positive regard towards both pupils and staff.
- Work as a member of a team, planning co-operatively, sharing information, ideas and expertise.
- Consult and plan with multi-agency colleagues, as appropriate.

4) Safeguarding and Child Protection

- Take lead day to day responsibility for all safeguarding and child protection matters including attendance, arising at the SP and provide advice and support to all staff in dealing with any safeguarding and child protection concerns that arise.
- To be available for staff to discuss any safeguarding concerns at the SP.
- To work alongside the schools DSL to refer cases of suspected abuse and neglect to the local authority children's social care and/or designated officer.
- To support staff who make referrals.
- To work alongside the schools DSL to refer cases to the channel programme where there is a radicalisation concern.
- To work alongside the Principal and OHCAT HR and safeguarding team to refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- To work alongside the schools DSL and SLT to identify training needs to ensure appropriate safeguarding training is in place for all staff and training records are maintained.
- To ensure that record keeping is timely, accurate, comprehensive and securely stored.
- To lead on the SP's families programme to ensure families have a voice, are heard and have opportunities for further guidance and support to better support their children.
- To maintain and regularly update and disseminate the school's safeguarding and well-being offer.
- To provide comprehensive insights into the effectiveness of the school's safeguarding processes and procedures, identifying patterns and trends and an analysis of the effectiveness of specific interventions.
- To promote and safeguard the welfare of all students.

5) Evaluation and Quality

- Consistently and accurately assess pupils' **attainment** in English, maths and science.
- Monitor and assess pupils' work and use assessment data effectively to inform planning and identify individual needs. Use these assessments to set appropriate targets.
- Keep effective and in-depth records of pupil progress and report overall **achievement** in lines with school policy and statutory requirements.

- Support teachers with reports for Annual Reviews of EHCPs, ensuring that high quality video/photo evidence is consistently presented at review meetings.
- Gather evidence of work for the purposes of moderation.

6) Management and Administration

- Attend and lead assemblies as required.
- Ensure timely registration of pupils at the beginning of the morning and afternoon sessions.
- Supervise pupils in the playground and at lunch according to the rota.
- Support the SLT in leading bi-weekly staff meetings.

7) Professional Development

- Attend school based in-service training.
- Deliver in-service training to colleagues as appropriate.
- Take an active part in identifying and working on one's own professional development needs, and the wider development needs of the SP in liaison with the Principal.

8) Whole-School Responsibilities

- To contribute to the school improvement planning and school self-evaluation process as appropriate.
- To be an active member of the teaching team, supporting and at times leading on new initiatives.
- Participate in the performance management process agreed in school, in line with national guidelines.
- To play a full and active part in the life of the school.

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General notes

(1) Job descriptions are to be reviewed annually.
(2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

Person Specification for the Head of Centre

Please state, **in numerical order**, how you meet the following selection criteria. Candidates will be short listed entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Please ensure that your supporting statement is no more than two sides of typed A4.

AREA	REQUIREMENTS
Qualifications	1) Qualified Teacher Status (or QTS anticipated or GTP place secured) 2) Additional qualification and/or training in relevant fields of SEN
Teaching/Leadership Experience	3) Recent experience of (minimum of 3 years) teaching pupils with special educational needs within a school setting. 4) Recent leadership experience (minimum of 2 years) through leading a school department (Primary or Secondary)or at Assistant Principal level or above.
Statutory or Role Specific Requirements	5) Level 3 Safeguarding Training
Professional Skills	6) Proven ability to demonstrate excellent classroom practice. 7) Proven ability in working successfully as part of a staff team. 8) Evidence of knowing how to evaluate one's own strengths and weaknesses. 9) Evidence of effective partnership working with parents/carers and multi-agency working. 10) Proven ability to perform high level administrative duties commensurate with a senior leadership post. 11) Proven ability in building and leading a staff team. 12) Proven ability in delegating responsibility and supporting team members with effective follow-up to ensure tasks are completed well. 13) Evidence of successful experience in developing and leading initiatives and managing change. 14) Evidence of effective contribution to the School Development Planning process. 15) Evidence of knowing how to evaluate a school's strengths and weaknesses.
Knowledge	16) Knowledge and experience of current good practice and curriculum developments in special and mainstream education provision. 17) Knowledge and understanding of the EYFS and national curriculum.

	18) Knowledge of early child development and teaching methodologies for pupils with moderate to severe learning difficulties and complex needs, including ASC. 19) Ability to measure and monitor progress outside academic success. 20) Knowledge and experience of current legislation with reference to SEND. 21) Firm commitment to one's own continuing professional development
Personal Skills	Proven ability to: 22) Generate enthusiasm for new ideas in both pupils and staff and inspire others with confidence. 23) Communicate effectively to groups and individuals, both orally and in writing. 24) Demonstrate a flexible approach to a variety of issues and a willingness to actively listen to others. 25) Analyse situations, to prioritise and to help to implement realistic solutions. 26) Provide advice and guidance to parents in a positive and clear manner. 27) Remain calm when working under pressure.
Philosophy	28) Commitment to the provision of high-quality education and pastoral care for all pupils. 29) Expectation of high pupil achievement. 30) Evidence of understanding and commitment to equality of opportunity and respect for pupils' individual differences. 31) Commitment to parental partnership in education and developing links between school, home & the community.

Signatures:
The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current on the date below but will be reviewed on an annual basis and following consultation with you may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.

Signed…….
Signed …….

Date……..……
Date……