Job Description

Head of School: Sixth Form, English, Maths and ESOL

Grade: HRUC Academic Pay Scale pt. 41 - 45

Reporting to: Assistant Principal, Quality & Curriculum

Base: Richmond

Purpose of the Job

The main purpose of the job is to maximise student recruitment, retention and achievement. Heads of School line manage members of staff organised in curriculum teams who design, deliver and develop a portfolio of programmes within a subject and/or vocational area. In this School there are four main curriculum teams – Sixth Form, English, Maths and ESOL.

Curriculum teams also support students through disciplined academic and pastoral support processes.

Heads of School are also responsible for developing and maintaining links with employers in their sector to support work related learning to ensure learners are well prepared to reach strong destinations. This correlates with an expectation of maintaining an up-to-date knowledge of local skills gaps and ensuring curriculum design is linked closely with that need. Each School has a commercial portfolio in their curriculum area and agree to deliver targets for income generating activities including commercial short courses.

Duties

Marketing and Recruitment of Students

- To develop a marketing plan for the School.
- To understand market needs associated with their respective industry and employment sector.
- To liaise and strengthen links with industry/employers and the community to ensure student access to learning and recruitment.
- To manage the recruitment and guidance of students onto the correct courses, including the use of initial and diagnostic assessment and agreements for learning support.
- To provide staffing for open evenings, recruitment events and summer guidance and enrolment.

Design and Delivery of Programmes

- To ensure that course handbooks are available and up-to-date for all courses.
- To ensure the availability of schemes of work and planning for effective teaching, learning and assessment.

- To ensure that i-learning technology and e learning is increasingly used as a tool for learning in all programmes.

- To ensure that assessment plans are consistent with College policies and that students have information about what standards and work are expected of them.

- To ensure that post exam evidence is uploaded by the relevant curriculum team to the relevant awarding body platform effectively and within the specified time frame.

- Where relevant ensure that learning support strategies are integral to the design and delivery of programmes.

- To develop new and innovative methods of delivery relevant to learner needs and which maximise the use of flexible and open, distributed distance learning.

- To contribute a School programme of short courses, fully costed provision and income generation.

- To ensure attendance across the span of control remains above the minimum college expectation (86%).

- To ensure curriculum design is geared towards local and national skills gaps to ensure learners reach ambitious outcomes.

Quality and Evaluation

- To ensure the completion of programme reviews on an annual basis, using evaluation and student information to inform action plans which are monitored throughout the year.

- To prepare the School's Self-Assessment Report and monitor the implementation of any improvement activities.

- To ensure that arrangements are in place to induct and support staff in the management of teaching and learning, including the observation of all teaching staff.

- To encourage staff in the development of teaching and learning strategies, and the up-dating of skills and knowledge relevant to their subject or employment sector.

- To ensure that student evaluation is sought and used to effect improvements and to ensure student satisfaction through a high-quality student experience

- To use data on performance (achievement, retention and attendance) to set and achieve targets for the maximisation of improvements and to assist in measuring success.

- To liaise with external awarding bodies.

Student Support and Tutoring

- To provide an appropriate Tutoring structure within the School consistent with College policies and the needs of students, ensuring that strategies are in place to monitor and promote student attendance.

- To provide reports for parents/employers on a regular basis and organise parent/employer events to provide feedback on student progress.

- To ensure that students are fully aware of their progress through clear, active and purposeful academic tutoring based on target setting principles.

- To ensure the effective discipline and management of students, including the keeping of records and provision of information.

- To ensure that all learning agreements and profiling documents are recorded and kept in accordance with the College's requirements.

Planning and Change

- To prepare the School's Development Plan/Business Plan that responds to the regional skills need, on an annual basis in discussion with course teams.

- To communicate effectively with all staff to engage them in the planning process and develop the School's portfolio of work.

- To use a number of communication strategies to inform and be informed (team meetings, team briefings, social events).

- To develop the School's portfolio, including commercial courses and Apprenticeships

- To contribute to the development of application for funding and new initiatives and where appropriate lead and manage projects.

- To prepare staff and course timetables in liaison with Assistant Principals, Section Managers and Course Leaders.

Resources

- To manage a designated budget for part-time staffing and consumables, staying within budget and providing services according to an agreed Service Level Agreement.

- Establish, maintain & effectively manage Service Level Agreements with outside parties as deemed appropriate

- To ensure that teaching resources are fit for purpose and accessible to teaching staff.

- To deploy staff effectively and efficiently to maximise resources and minimise expenditure, ensuring that staffing resource allocations are not exceeded.

- To ensure that accommodation under the Head of School control meets the College's accommodation standards and is managed efficiently.

Staffing and Development

- To line manage and implement all relevant staff policies including discipline, grievance, etc.

- To ensure that all staff within the School are effectively appraised and are developed as required.

- To coach and support staff to achieve, improve and develop to their full potential.

- To induct, train and develop staff, giving access to relevant knowledge and information necessary for them to do their job.

- To induct and support agency teaching personnel and any other casual or temporary staff so that they can carry out their duties effectively.

Other

- To promote Equal Opportunities and Safeguarding and implement the College's Equal Opportunities and Safeguarding policies.
- To provide a secure, safe and friendly learning environment including implementation of the College's Health & Safety Policy.
- To complete all documents necessary to comply with College HR policies, e.g. agency lecturer booking forms, sickness forms, appraisal forms, etc. and ensure all staffing records are kept up-to-date.
- To carry out any other duties commensurate with the scale and grade of the post.

Safeguarding Children and Vulnerable adults

- Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.
- Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.

Head of School: ESOL, Sixth Form, English & Maths
Person Specification

	Essential	Desirable	How assessed?*
Qualifications			
• Degree or equivalent level qualification in a relevant subject	✓		Cert/AF
• Minimum Level 5 level teaching qualification recognised by the FE sector (PGCE, DET or equivalent)**	✓		Cert/AF
Knowledge and Experience			
• Minimum of 3 years relevant teaching experience in Further Education	✓		AF/IV
• A skilled practitioner in teaching, learning and assessment, and experience of implementing strategies to improve attendance and retention	✓		AF/IV
• Up to date knowledge of curriculum developments and recent initiatives in an area relevant to the school programmes.	✓		AF/IV
• Significant experience of driving a range of programme types, and high volumes of student numbers, towards achievement rates significantly above national benchmarks, consistently across a curriculum area and across students f rom varied backgrounds	✓		AF/IV/T
• Knowledge and experience of quality improvement processes	✓		AF/IV/T
• Understanding and practical application of inclusive learning strategies and a proven commitment to equality and diversity	✓		AF/IV
• Successful experience of managing a team, including coaching and developing staff	✓		AF/IV
• Successful experience of curriculum management	✓		AF/IV
• Understanding of the education market, including regional and community influences	✓		AF/IV
• Experience of managing change and implementing new initiatives including curriculum developments	✓		AF/IV
• Understanding of awarding body regulations	✓		AF/IV
• Understanding of FE funding requirements	✓		AF/IV
• Experience of efficient resource management	✓		AF/IV
Other Skills and Personal Qualities			
• Understanding of , and commitment to Equality and Diversity and Safeguarding	✓		AF/IV
• A commitment to student success and the development of the curriculum to meet funding and employability agendas	✓		IV/T
• Strong leadership skills, respect f or others and ability to enthuse staff and students	✓		AF/IV
• Good communication skills, written and verbal	✓		AF
• Commitment to continuous professional development	✓		IV/T
• Good IT skills and an understanding of the use of technologies f or learning	✓		AF
Competencies Heads of School should be able to demonstrate competency in all of the following areas: Communication; Planning and Organising; Interpersonal Sensitivity; Strategic Vision; Motivating Others; Problem Solving and Decision Making; Developing Self and Others	✓		AF/IV

Evidence of criteria will be established from:

AF = Application Form; IV = Interview; T = Test (Micro-teach/skills test)
Cert = Certificates checked on induction

**Qualifications that are equivalent to the Diploma in Education and Training (DET) include: DTLLS (Diploma in Lifelong Learning Sector); 7407 Stage 3/FE Certificate Stage 3; older Certificates in Education; Post Graduate Certificate in Education (PGCE) – FE and/or Secondary; any qualification that is recognised as fully qualified f or the FE sector.