CURRICULUM MANAGER AND DEPUTY DSL

JOB DESCRIPTION AND PERSON SPECIFICATION

Post: Curriculum Manager

Reporting to: Business Development Manager

Hours of work: 37.5 hours per week/ 41.5 hours per week

Pay: £27000 per annum

Monday, Thursday and Friday 9- 5pm and Tuesday and Wednesday 9-7pm =

 (41.5 hours per week) Term time. Banking an additional 156 hours TOIL (4.2 weeks holiday to be taken during the school holidays).

\*The above holidays are inclusive of bank holidays.

JOB ROLE

The Curriculum Manager will work as a senior member of the Swindon Tuition Centre team. S/he is responsible for developing, implementing and monitoring the curriculum and measuring academic progress of pupils.

For the role, s/he will ideally have experience of dealing with complex education needs, with the ability to connect with our young people – understanding strategies to motivate programme engagement and remove barriers to learning. The Curriculum Manager will promote the use of teaching and learning processes that enable students to achieve their full potential whilst also raising standards of teaching practice across the team of tutors. The post-holder will have an understanding of how educational achievement empowers young people to enhance their future life opportunities and seeks creative ways to champion this.

S/he will lead by example and will be expected to work directly with pupils, providing one to one or group tuition sessions to pupils who have been, or are at risk of being, permanently excluded from mainstream school. The Curriculum Manager will demonstrate best practice in their daily delivery of academic interventions and will work in partnership with the Service Delivery Manager to ensure the smooth day to day running of our services.

The post holder will be expected to lead on what will be a new Post-16 Provision which is currently still in the planning stages so experience of working with the post-16 age group is desirable. This role will also include fulfilling the duties of the Deputy Designated Safeguarding Lead.

DUTIES

Curriculum Duties:

• To lead, manage and monitor the work of the Team of Tutors - in specific relation to their curriculum understanding and teaching processes.

• To have the ability to create engaging lesson plans for shared staff use and to inspire the Tutor Team think creatively when planning and preparing lessons.

 • To develop, implement and review Curriculum and Assessment processes so that they are fit for purpose and meet the needs of our various Providers.

 • To be responsible for devising, implementing and monitoring the centre’s Curriculum and Assessment Policy and Strategy, gaining staff and pupil feedback to improve procedures and raise academic outcomes for young people.

• To direct the Team of Tutors in curriculum matters such as regularly marking written work, setting challenging but achievable targets for pupils and meeting deadlines for assessing their key pupil’s academic progress.

• To act as the first point of contact to staff, parents and Providers for all issues relating to the Curriculum and pupil’s academic progress.

• To submit Curriculum data and a written report on a termly basis to the Business Manager.

• To meet with Providers on a regular basis to review the Curriculum and Academic Progress of their pupils.

• To prepare paperwork for and attend pupils Annual Reviews, making sure the reports are concise and detailed.

 • To undertake lesson observations and facilitate 1:1 Feedback Sessions for staff, providing constructive feedback and recommendations for improvement, making sure these are documented, E-signed and uploaded to staff member’s profiles on the Capsule CRM database.

 • To identify and respond to the training and development needs of staff in their delivery of the Curriculum and teaching methods, including devising and facilitating group training in this area.

 • To maintain and develop stocks of teaching materials.

 • To work in partnership with the Service Delivery Manager to incorporate PSHE themes into the Curriculum.

 • To maximise the resources available within and beyond the centre to ensure that pupils who present with challenging behaviour access appropriate teaching and support.

•To be able to analyse and interpret data effectively.

To complete training so that the organisation can become a Unit Award Scheme Registered Centre. The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification.

To lead on the administration and assessment of the UAS and promote the added value of this to Providers and Parents.

To check evidence of completed units before sending off for certificate issuing and to write new modules if needed.

To oversee the development and implementation of the Forest School Curriculum.

To oversee the development and delivery of Post - 16 qualifications and work experience placements.

Line-Management Duties

• To directly line-manage Private/Evening Tutors on 0-hour contracts, including their recruitment, induction, observations and facilitation of their 6-week supervision sessions (face to face, visual on via an E-Form).

• To promote accountability of Private/Evening Tutors by ensuring questions relating to their job description are asked and answered efficiently during the recruitment process. To also make sure 0-hour contracts are signed before commencement in employment.

• To involve the Private/Evening Tutors in centre life, making them feel more connected as a team working towards a common goal.

 • To work in partnership with the Business Manager to set up a new Post-16 Provision and, once up and running, to lead on the Service Delivery of that provision and line management of staff.

 Behaviour Management Duties:

 •∙To apply appropriate and effective measures in cases of misbehaviour and ensure these are consistent across staff practice. This includes the use of de-escalation procedures and conflict management approaches.

 • To work with parents/ carers to promote positive behaviour and to manage and monitor the behaviour of pupils. This includes the joint facilitation of Restorative Meetings with the Service Delivery Manager.

 • To act as a point of advice to staff and aid staff in behaviour management decisions by referring to the Behaviour Management Policy.

• To have the skills and abilities for effective decision making. This will include planned provision decisions as well as responding to challenging situations that might arise on a day to day basis.

• To lead on the promotion of strategies to encourage positive attitudes towards learning and remove barriers to accessing the curriculum.

• To work in collaboration with the Service Delivery Manager and Business Manager to devise ways to monitor and evaluate the impact of personal, social and emotional interventions by implementing the use of psychological assessment scales.

Senior Leadership Duties:

• To attend quarterly SLT Meetings to measure the overall progress against company KPI targets and the company’s Annual Strategic Plan.

• To facilitate staff meetings (on a rota basis) that cover pupil discussion, safeguarding updates, and have a focus on curriculum procedures/ policy /practice.

•To report staff misconduct and to take part in disciplinary investigations, hearings and outcome meetings.

• To work in collaboration with the Senior Leadership Team to make sure all policies and procedures reflect up-to-date changes in legislation and are fit for purpose.

• To liaise and work effectively with the full range of support services to ensure marketing, enrolment and support enhances the curriculum offering and recruitment including supporting planned marketing and promotional events.

• To ensure recruitment, retention and achievement of learners are fully supported and facilitated.

• To use their own initiative and work at times with minimal supervision (after an initial settling in period)

•To be an effective team leader – able to use high levels of interpersonal skills to empower and develop staff to the best of their potential.

•To promote the ethos of the Centre and be passionate about improving standards.

Deputy Designated Safeguarding Lead:

•To have the ability to identify the signs and symptoms of neglect and abuse.

•To deputise for the Designated Safeguarding Lead, advising staff on child protection matters and reporting concerns to Providers and appropriate agencies.

•To attend Early Help/Chin and CP Meetings in the absence of the DSL.

General Duties:

• To work directly with pupils with challenging behaviour in a variety of settings including one to one, small group and in class support as well as in -off-site’ premises.

To tutor two times per week in the evening on a 1:2 basis in English and Maths.

• To have a personal level of resilience and high level of empathetic skills to be able to relate to individual young people from various backgrounds and circumstances and develop positive relationships with them.

• To record details of safeguarding concerns and actions made on the Capsule CRM database.

• To participate in and organise extracurricular activities, such as outings, social activities and sporting events, completing necessary risk assessments beforehand and sending them to the Health and Safety Officer.

•To encourage and support the delivery of staff team building activities and celebrations of national awareness days at the centre.

• To undergo observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).

• To bring the vision, passion and drive to raise standards in all aspects of tuition centre life.

• To undertake additional duties as required by the business needs.

For Full-Time Position Candidates

As our Alternative Provision Service runs during term-time, candidates applying for the full-time position will be required to participate in the following duties:

• To work when needed as a team member of the Dream Wild Forest School Holiday Club - this involves outdoor activities in all weather conditions.

• Under the direction of the Business Manager, to use their creativity and skills to promote financial sustainability through the development of new initiatives.

In partnership with the Business Manager, to take part in promotional and marketing events.

Essential Training

This position will include the mandatory completion of the LSCB Level 3 Safeguarding Training (if not already completed) which will be expected to be completed within 3 months of appointment.

This position will also include the 3 hour online course for becoming a UAS registered centre within the first few months of appointment.

It is essential that the candidate has suitable qualifications in English and Maths at Grace C and above.

Person Specification

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| Criteria  | Essential  | Desirable  |
| ∙ A commitment to raising standards for all young people at Swindon Tuition Centre | X |  |
| ∙ Experience of working successfully with young people with challenging behaviour, between the ages of 5- 16.  | X |  |
| ∙ A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment.  | X |  |
| ∙ Proven ability to manage and motivate young people of all abilities.  | X |  |
| ∙ To have experience in developing curriculum processes, setting academic targets and monitoring academic progress.  | X |  |
| ∙ To have completed training to Level 3 or above in one of the following Children’s Workforce, Children’s Residential Care, Youth Work, Education, Psychology, Childhood Studies /or to have completed recent relevant CPD training in working with young people with challenging behaviour. |  | X |
| ∙To have a working knowledge of child safeguarding practices and following an organisation’s Policy and Procedures.  | X |  |
| ∙To have the skills and abilities to fulfil the role of Deputy Designated Safeguarding Lead which will include the completion of referrals to appropriate agencies in the absence of the Designated Safeguarding Lead. |  | X |
| ∙ Proven ability to communicate effectively with adults and young people including through written and verbal communication.  | X |  |
| ∙ Ability to work sympathetically yet purposefully with challenging young people. | X |  |
| ∙ Experience of working successfully as a team member.  | X |  |
| ∙ Experience of successfully managing and monitoring the work of others. |  | X |
| ∙ Experience of identifying needs and targeting academic intervention.  | X |  |
| ∙ Experience of a team approach to problem solving. |  | X |
| ∙ Ability to take the initiative and work at times with minimal supervision.  | X |  |
| ∙ Ability to provide constructive feedback in regards to teaching methods.  | X |  |
| ∙ Ability to use basic ICT (word processing, spreadsheet, data input).  | X |  |
| ∙ Ability to analyse and interpret data.  | X |  |
| ∙ Ability to represent the Company and the needs of young people in multi professional meetings.  | X |  |
| ∙ To bring the vision, passion and drive to raise standards in all aspects of tuition centre life.  | X |  |