

HEAD OF EDUCATION JOB DESCRIPTION

Post Title: Deputy Head Teacher, Kylloe House School			Office Use
Group Size:	Workplace: Kylloe House, Secure Children's Home		JE ref:
Responsible to: Head of Education	Date:	Manager Level: Leadership scale 1-5 +Secure and Community Homes Allowance	
<p>Job Purpose: To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for young people and to lead a designated curriculum area as appropriate.</p> <p>To be responsible for the management of the school in the absence of the Head of Education</p> <p>The post holder will work as a the senior member of a team of teaching staff, work in partnership with Residential Social Workers to provide a high quality, broad and balanced education to young people who are resident of Kylloe House Secure Children's Home.</p>			
Resources	Staff	Teachers, Support Staff	
	Finance	Set school budget	
	Physical	School Rooms / Resources / Health & Safety / Safeguarding / Staff & Pupil Records	
	Clients	Pupils from Placing Authorities	
<p>Duties and key result areas:</p> <p>Disclosure and Barring Service Subject to DBS Enhanced disclosure</p> <p>Listed below are the responsibilities this role will be primarily responsible for:</p> <ul style="list-style-type: none"> • monitoring and supporting the overall progress and development of young people as a senior teacher; • facilitating and encouraging a learning experience which provides young people with the opportunity to achieve their individual potential; • contributing to raising standards of student attainment; • sharing and supporting the school's responsibility to provide and monitor opportunities for personal and academic growth. • lead practice and monitor the quality of teaching and outcomes • to lead the practice of other teachers and offer positive challenge to ensure education outcomes are achieved <p>Teaching</p> <ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. 			

- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that Literacy, Numeracy, ICT and the schools Special Needs strategy is reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to young people's needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To undertake assessment of young people as requested by external examination bodies, departmental and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required.

Operational And Strategic Planning

- To development appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within an identified Curriculum Area(s).
- To contribute to the Curriculum Area's and whole school development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning, recording and monitoring systems.
- To contribute to the systems which inform the SEF and SDP.
- To lead practice of others and develop whole school approach with the direction of Head of Education

Curriculum

- To assist the Head of Education to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of young people.

Staffing

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management Appraisal process for self and others.
- To ensure the effective and efficient deployment of any classroom support.
- To offer supervision and direction to teaching staff when required

Quality Assurance

- To help to implement school quality procedures and to adhere to them.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the secure unit.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to date information for recording systems.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To produce necessary data from their curriculum area that will contribute to the SEF and any other reports.

Communications and Liaison

- To communicate effectively with staff as appropriate.
- To communicate and co-operate with other professionals.
- To follow agreed policies for communications in the school.
- To take part in whole school events and activities
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To directly assist the Head of Education to identify resource needs and to contribute to the efficient and effective use of physical resources.
- To co-operate with and directly lead other staff to ensure there is positive sharing and effective usage of resources, and agreed good practice to the benefit of the secure home, and young people.

Pastoral System

- To act as a personal tutor to a group of young people.
- To promote the general progress and well-being of individual young people.
- To liaise with residential staff to ensure the implementation of the young peoples' incentive scheme (PSP and RACE)
- To assist in the induction of young people as they are admitted
- To evaluate and monitor the progress of young people and keep up-to-date records as may be required within the tutor group.
- To contribute to the preparation of Personal Education Plans and Individual Education Plans and EHC plans and other reports as required.
- To alert the appropriate staff to problems experienced by young people and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with outside agencies after consultation with the appropriate staff.

- To apply behaviour management systems so that effective learning can take place

School Ethos

- To maintain and contribute to the overall aims of the school.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To be aware and comply with Child Protection Procedures

General Duties

- To work in accordance with the schools agreed policies and procedures in relation to teachers pay and conditions.
- To ensure that all activities are carried out in accordance with Equal Opportunities legislation.
- To comply with Health and Safety legislation
- To undertake any other duties that are reasonably assigned to you commensurate with the level of the post.
- To review and develop personal professional practice
- To be aware and comply with Safety and Security Procedures as they relate to Kyloe House.
- To be aware and comply with rules relating to confidentiality
- To support the principles of Inclusion as they relate to the Secure Unit

The above outlines the main duties and responsibilities of the post but may not identify each individual task to be undertaken.

Quality Assurance

- To set, monitor and evaluate standards so that the user and the Service's requirements are met and that the highest standards are maintained.
- To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

Communication

- To establish and manage the team communications systems ensuring that the Service's procedures, policies, strategies and objectives are effectively communicated to all team members.

Professional Practice

- To ensure that professional practice in the team is carried out to the highest standards and developed in line with the Service's stated objectives of continual improvement in quality of its service to internal and external customers.

Health and Safety

- Manage health and safety in their area of responsibility in accordance with the relevant section(s) of the Corporate/Service Health and Safety Policy and to ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

Appraisal

- All members of staff will receive appraisals and it is the responsibility of each member of staff to follow guidance on the appraisal process.

Equality and Diversity

- As an organisation we are committed to promoting a just society that gives everyone an equal chance to learn, work and live free from discrimination and prejudice. To ensure our commitment is put into practice we have an equality policy which includes responsibility for all staff to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.
- These policies apply to all employees of Northumberland County Council.

Confidentiality

- All members of staff are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.
- All members of staff must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using Council information assets. The Council has a Personal Information Security Policy in place.

Induction

- Kyloe House has in place an induction programme designed to help new employees to become effective in their roles.

Other Relevant Information

In carrying out the duties and responsibilities set out within the job description and in the context of developing working relationships with others the post holder will be expected to demonstrate commitment to and comply with the specific requirements and the spirit of the County Council's Equal Opportunities and Diversity Policy. This principle applies equally to all aspects of the role including any responsibility relating to the provision and development of services.

A teacher at Kyloe House School would be expected to take a lead responsibility in one or more subjects. They would be expected to deliver a range of subjects. This would include being proactive in curriculum development and maximising opportunities for accreditation for all learners from Foundation to Level 2 courses.

Each teacher will prepare differentiated and adapted curriculum opportunities, materials and resources to meet the complex needs of all learners and to offer curriculum advice and guidance to colleagues in relation to specialist subject areas.

Each teacher will contribute to the teaching, assessment, recording and planning for all young people placed within the secure unit and take specific management responsibility for areas of the curriculum as directed.

The teaching team consists of six teachers including the Head of Education.

The teaching team amongst them will be responsible for delivering an education service which will provide the following:

- 1 An individualised education programme for each young person which is broad, balanced and differentiated according to his/her age, ability, aptitude and any special educational needs the young person might have.

- 2 Within the above context, young people will be given the opportunity to access:
- The National Curriculum
 - A curriculum which takes account of the National Qualifications Framework and when relevant the offender learning journey – juveniles
 - A range of appropriate, externally accredited qualifications including GCSE
 - Vocational educational provision when appropriate to the young person and whenever possible within the boundaries and confines of the service which will include practical work whenever possible
 - Career education and guidance
- 3 The curriculum will be provided within a well maintained, safe and secure learning environment, and will be supported by high quality teaching materials. Within the curriculum each young person's general progress and well-being will be promoted by teaching staff through:
- Guidance and advice on education, social and careers matters
 - Recording and reporting on the personal and social needs of the young person
 - Communication and co-operation with persons and/or bodies outside the establishment
 - Participating in meetings arranged for any of the above purposes
- 4 A full educational assessment will be provided for any young person admitted to Kyløe House together with a provision of a report on educational progress and attendance as required for reviews and case conferences.
- 5 Importance is attached to providing continuity of education for each young person with a carefully planned and smooth transition into Kyløe House and back into the community or the young person's future placement.
- 6 Importance is also attached to assessing, recording and reporting on the development, progress and attainments of the young people at the unit, with recognition of each young person's achievements.
- 7 Good order and discipline will be promoted among the young people in Education in a way which is consistent with the establishment's behaviour management strategy and programmes, and safeguarding their health and safety both when they are inside the Education facility and when they are engaged in organised activities elsewhere.
- 8 Young people with statements will have their arrangements reviewed in accordance with the SEN Code of Practice. Appropriate arrangements will be made by Northumberland LEA in appropriate circumstances when a young person without a statement may require a statutory assessment in advance of leaving Kyløe House

Each teacher will act as a 'Personal Tutor'. He/she will act as a 'mentor' offering guidance and support to specific young people.

The personal tutor responsibilities of any part time teacher would be shared with another teacher.

Personal tutors will be responsible for:

- Collecting any information about the young person's previous education

- Making and maintaining contact with any present or recent school that the young person has attended.
- Identifying any key requirements of the young person's placement
- Meeting and sharing information with the young person's link worker on the unit
- Completing the 'Personal Tutor Proformas'
- Daily monitoring of the young person's progress
- Participate in daily joint feedback with the unit on the young person's performance.

In addition to the "Statutory Conditions of Employment" relating to teachers the following will apply:

Risk Assessment

The existing protocols for assessing risk within subject areas and room areas will be followed and the Education staff will contribute to the risk assessment process.

CALM

Education staff will be required to be trained and verified in CALM (Crisis and Aggression Limitation Management) techniques and will meet all of the requirements of the application of CALM in Kyoie House. This would also mean the ability to respond to any need for physical restraint of young people

This is an essential requirement of the job and would require good physical fitness and mobility to participate in all aspects of CALM.

Other Responsibilities

Any duties consistent with the nature, level and grade of the post. These duties are neither exclusive nor exhaustive and the post holder may be required to undertake other duties and responsibilities without changing the general character of the post.

Work Arrangements

Transport requirements: <i>Able to meet the transport requirements of the post.</i> Working patterns: <i>As required by the structure of the school day and academic year</i> Working conditions: xxx	
--	--

PERSON SPECIFICATION

Post Title: Deputy Head Teacher Kyoee House School		Ref:
Essential	Desirable	Assess by:
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of relevant continuing professional development • Clear commitment to on-going professional development • Knowledge of the National Curriculum as it relates to KS3 and KS4 • Knowledge and understanding of the needs of pupils with social, emotional and behavioural difficulties • Knowledge and understanding of the needs of pupils experiencing special educational needs • Knowledge and understanding of the principles of Every Child Matters • Knowledge and understanding of the principles of Safeguarding Young People • Knowledge of leading staff and monitoring practice of others • Conversant with the full range of accreditation options appropriate for Key Stage 4. • Effective planning by providing a clear structure to individual lessons and sequences of lessons in the long and short term which motivates and challenges pupils • Understanding, experience and high awareness of the requirements and contribution towards the school Self Evaluation process and its implication for school improvement and Quality Standards • Identify and prioritise developmental needs within a chosen subject in a consistent way that improves outcomes for young people. 	<ul style="list-style-type: none"> • Further/Higher qualifications in this area or related field • Leadership qualification • Knowledge of Key Stage 2, post 16 curriculum • Additional subjects to add to the curriculum 	A
Experience		
<ul style="list-style-type: none"> • Recent teaching experience of groups within the 11-17 age range • Recent successful experience of teaching 'disaffected' young people. • Recent successful experience in teaching groups of pupils recognised as presenting social, emotional and behavioural difficulties • Experience of an education setting offering the National Curriculum • Working with pupils experiencing Special Educational Needs • A proven track record in leading on the development of curriculum pathways linked to the chosen subject. • Has developed a range of teaching styles that fosters a learning environment where the goals of education are achieved through effective teaching and a full understanding of pupil learning styles • Sharing information and practice with colleagues and other professionals. 	<ul style="list-style-type: none"> • Experience in a post which carried specific responsibility or leading in a subject area 	A I R

<ul style="list-style-type: none"> • Has supported pupils through the demands of courses to raise their levels of attainment. • Has supported junior staff in meeting the needs of young people • Is able to motivate and direct staff. • Is able to motivate disaffected young people and raise attainment from an assessment point. • Commitment to quality, evaluation and continuous improvement, by supporting the systems which inform and monitor. 		
Skills and competencies		
<ul style="list-style-type: none"> • Proven Skills in motivating and encouraging participation from reluctant pupils • Proven effectiveness in forming and sustaining good working relationships with pupils presenting social, emotional and behavioural problems • Recognising strengths in pupil management and teaching skill • Ability to teach across the curriculum • Ability to lead a subject area within the unit • Ability to teach to a consistently outstanding standard • Ability to prepare and present work in a differentiated and imaginative way to pupils of varying interests, abilities and levels of commitment • Able to manage workloads in light of conflicting demands <p><u>Social Skills</u></p> <ul style="list-style-type: none"> • Ability to relate to all staff within the secure unit, young people, parents, LEA and other appropriate agency representatives and members of the community • Ability to manage and organise self • Flexible, resilient, creative • Positive Thinking, resilience to demands • Positive attitude towards young people experiencing a range of difficulties • Good personal presentation • Good communicator with young people and college <p><u>Motivation</u></p> <ul style="list-style-type: none"> • Commitment to raising pupil's achievements • Commitment to working with pupils with problems • Someone who accepts the opportunity of challenge and change as an on-going natural process • Ability to work collaboratively with a variety of partner agencies • Is sensitive to the needs of pupils, parents and staff • An openness to extend support to pupils beyond the classroom 		A I R

<ul style="list-style-type: none"> • Flexibility in delivering learning experiences that will improve achievement • A personal presence and teaching style that can motivate creativity and commitment. • Is able to remain resilient, committed and enthusiastic in the face of challenge, change and development 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Good physical fitness and mobility to participate in all aspects of CALM 		I R
Other		
<ul style="list-style-type: none"> • Committed to equality of opportunity in education • Sensitive to the needs of all young people with awareness of the needs of those in a minority because of their gender, race, religion, sexual orientation or because they are disabled. • Ability to treat staff and colleagues with equal respect regardless of differences in gender, race, culture, abilities, sexuality or professional discipline 		A I R

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.