

May 2020 – Centre Manager

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| Employer | hopespring |
| Job title | Centre Manager (Senior Lead in School) |
| Project | hopespring Therapeutic School Newcastle |
| Contract | Permanent |
| Pay | £26,000 |
| Hours | Full Time |
| hopespring background | <p>hopespring is a charity working throughout Tyne and Wear that seeks to serve the various physical, emotional and spiritual needs of the region.</p> <p>With highly committed team of trained staff and full-time volunteers, we provide support and care for some of the most vulnerable people in society through our people-based interventions. We have various full-time projects that seek to bring interventions wherever they are needed the most.</p> <p>hopespring helps a vast spectrum of people throughout the region, from the education of vulnerable teenagers, teenage mothers and their babies to care leavers, to those waiting for benefits or work to start and families wanting to learn to cook together.</p> <p>The charity focuses largely on children, mental health and the therapeutic education of the most vulnerable.</p> |
| Project Context | <p>hopespring has operated an independent therapeutic school in Newcastle since the spring of 2013 with places for 12 of the most vulnerable and emotionally/behaviourally complex young people who are at risk of, or have already been, excluded from school or from their alternative provision.</p> <p>The school has been running for 7 years and is independently registered with Ofsted, having an outstanding reputation working alongside schools, local authorities and other supporting agencies to help bring about transformation in the lives of young people who have experienced serious difficulties in mainstream education.</p> <p>As well as achieving academic success, therapy is embedded within the curriculum with qualified therapists working in dual</p> |

hopespring

recruitment@hopespringcharity.org

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| | <p>roles as teachers/therapists within the 'schematic model' of the person, which focuses on cognitive behavioural therapy and attachment theory with emotional regulation so our young people can be helped to success post school and perhaps prevent a cycle of care or offending.</p> <p>Pupils studying at our schools benefit from fully modernised learning and recreation facilities. The classroom is a multifunctional teaching and learning base, specially designed to facilitate a relaxed, but structured, environment. They are encouraged to re-write their story through specialised behaviour and motivation management, enabling them to face challenges in their lives, and to raise their academic expectations.</p> |
| Main purposes of job | <ul style="list-style-type: none"> • Taking senior leadership responsibilities of a small KS3 and KS4 alternative provision school. • Blending classroom and relational skills together to help build an active learning community, resulting in students feeling safe and successful. • The work is predominantly with young people of secondary school age (11-16) who, often due to crisis, are disengaged with education, their families, and supporting agencies – you will lead the staff team to bring about positive changes for the young people on roll at the school, looking to further support them in their journey into Post 16 training and education. |
| Key tasks | <ul style="list-style-type: none"> • To work in partnership with the hopespring Education centre team and the Strategic Manager in the planning, resourcing and delivery of a curriculum that includes: personal social development; functional skills (English and Maths) and a broad range of knowledge and skills-based competencies. • Lead the hopespring Education centre development through regular school-evaluations in liaison with the Strategic Manager and other members of the Management Committee. • Marketing with clients and stakeholders, including processing new student referrals. • Being inventive around curriculum, ensuring that learning is of the highest standard and utilising best practice and current teaching methods. • Ensuring that the hopespring Education centre team differentiates learning to so that it is accessible and sequenced (short term and long term) for students. • Lead the effective operation of school systems, encourage and support young people to engage fully in all aspects of their individual programmes including extra curricula activities. • Responsibility for ensuring that all administration tasks such as: registration records; reports; exam portfolios; moderation procedures and DfE/Ofsted standards are adhered to or completed. • The Centre Manager is to promote and safeguard the welfare of young people with whom they may come into contact with and ensure the suitability of the environment, facilities and premises in line with health and safety policy and procedure. • Lead staff in tackling issues such as: emotional support; behaviour/relationship management; child protection and other social issues that |

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| | <p>prevent holistic development.</p> <ul style="list-style-type: none"> • Represent the hopespring Education centre in meetings and public events. • Identify and implement appropriate training for staff, with the support of the Strategic Manager, in order to aid the holistic development of young people. • Foster and develop relationships with parents or carers and the referring organisation to encourage active involvement with the individual young person. • Oversee ICT support, liaising with other staff or outside support services. • Oversee H&S management of the site. • Have responsibility as a named first aider. • This role requires flexible use of time: it is paramount that the manager is present during times that students are participating in education. Planning and preparation takes place after school hours. In addition to attend celebrations; after school activities; student interview; review; school or referrer meetings and any other event that would ensure excellence of service. • Take on additional responsibilities for specific tasks as your role develops. |
| Key results/objectives | <ul style="list-style-type: none"> • Independent School Standards (See DfE Guidance) are fully adhered to and completed in a timely manner. • Young people feel safe. • OFSTED standards are maintained at 'Good', working towards 'Outstanding' through processes of development (See: https://www.gov.uk/government/publications/independent-schools-inspection-handbook-eif) • The school roll is maintained at a minimum level of six students. • To develop and maintain the relationship between the Management Committee and the hopespring Education centre staff through building understanding and commitment for all stakeholders. |
| Responsible for staff/equipment | <ul style="list-style-type: none"> • The Centre Manager leads the hopespring Education team, consisting of teachers and possibly interns and volunteers, to provide education and transformation to a group of young people. |
| Reporting to | <ul style="list-style-type: none"> • Working with & alongside the Management Committee to establish new hopespring Education centres or further improve established registered independent schools. • The Centre Manager reports to the Strategic Manager and Chair of the Management Committee who will support progress against objectives. |

Person Specification

| Criteria | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • A relevant degree or level 3 Qualification (or other equivalent). • Good general standard of education including English, Mathematics GCSE or equivalent. • Full Driving Licence and be willing to travel to meetings and transport young people to external activities as appropriate. <p>Provide evidence of suitability to work in the UK and appropriate qualifications.</p> | <ul style="list-style-type: none"> • Teaching qualification, typically a PGCE, GTP or equivalent and has completed probation or an appropriate teaching or tutor qualification or be willing to work towards one. • Child Protection Designated Persons Training. • First Aid Qualification. |
| Skills/competencies | <ul style="list-style-type: none"> • Managing a small team and being willing to undertake ongoing leadership training/coaching. • Demonstrate good communication including effective written, verbal and listening skills – maintaining a professional tone and approach in all aspects of communication. • Understand broad issues impacting a young person's ability to participate in learning and self-improvement. • Possess proven skills and strategies for engaging young people within a classroom setting and in informal situations. • Can work with Care Teams and other professionals in achieving recognisable outcomes – having a confident and humble approach in working out solutions. • Ability to relate to people from a variety of backgrounds and put them at ease. • Knowledge or skills of pastoral/emotional support for young people in crisis – especially those who have had a traumatised past. • Behaviour management experience which is based around understanding the needs of young people and building effective relationships. • Ability to act as a positive and inspiring role model. • Effective time management and ability to organise and prioritise own work load and that of team, and to keep to deadlines. | <ul style="list-style-type: none"> • Some knowledge of the issues facing the community in which the school is based. • Considerable experience using G Suite and online learning tools/apps, including the use of Chromebooks. • Experience in therapeutic approaches/models for supporting young people in crisis. • Experience working with social care and health care professionals, such as social workers and education psychologists. • Extensive experience of contributing to safeguarding solutions for young people. • Experience with positive handling of young people in crisis (Team Teach, training or similar). |

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| | <ul style="list-style-type: none"> • An interest and competency in using ICT, including cloud-based solutions (such as G Suite.) | |
| Previous-role experience | <ul style="list-style-type: none"> • A minimum of two year's relevant teaching and/or leadership experience. • Experience of delivering lessons and learning in inventive and creative ways. • Experience of working with disaffected young people and can demonstrate successful progress with them. • Experience in managing young people in emotional-crisis and resulting challenging behaviour. | <ul style="list-style-type: none"> • Proven track record of working with young people aged 11-16 years. • Delivery of alternative education programmes. • Experience in being a Designated Safeguarding Lead/Officer. |
| Personal qualities | <ul style="list-style-type: none"> • Commitment to actively pursue ongoing personal, professional and spiritual development (being understood as reflective and compassionate practise) of themselves in order to enhance the vision and ethos of hopespring Education. • Motivated to strive for excellence. • Attends and participates fully in morning reflections and staff conferences to enhance the relationships within the team. • Able to work sensitively with those of different cultures and faiths whilst having their own strong sense of self-reflection, and commitment to Equal Opportunities. | <ul style="list-style-type: none"> • Working closely with team members, fostering a culture of trust and experimentation, where you can acknowledge mistakes and learn/improve approaches. • In the context having a supportive team, willing to take risks. |
| Additional Requirements | <ul style="list-style-type: none"> • Applicant plays an active part in promoting the work of hopespring • Complete an enhanced DBS check prior to employment and disclosure reveals no reason the applicant is unsuitable to work with young people. • Provide 2 referees. References will be taken up after short listing. | <ul style="list-style-type: none"> • Applicant lives within a reasonable travelling distance • Track record of contributing to or leading on school improvement projects. |

To apply, please email us at recruitment@hopespringcharity.org