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##### **Job Description**

# Assistant Director: Foundation & Learning Support

Job Title: Assistant Director: Learning Support & Foundation

###### Grade: Academic Pay Scale pt. 48 - 50

# Reporting to: Assistant Principal Student Aspiration and Projects (Matrix Management with Assistant Principal SEND UC)

Base: Harrow-on-the-Hill and Harrow Weald

## Background

The post holder will have oversight of HCUC’s high needs funding and associated learning support in this regard, in liaison with other HCUC senior and managerial staff. They will also be responsible for ensuring there is high quality of all aspects of learning support, including ensuring high quality Annual Reviews are documented and that student targets reflect EHCP outcomes across HCUC. The School of Learning Support and Foundation comprises of discrete Foundation Studies provision including PMLD, cross college high needs provision, and Learning Support. The discrete provision is predominantly based at Weald with cross college provision spanning both Harrow Hill and Weald campuses and the post-holder will be required to spend time at both campuses.

# Purpose of the Job

The main purposes of the job are, in liaison with local authorities, to ensure that the correct funding is negotiated to meet the support needs for SEND students across HCUC, so that they can achieve their full potential. The Assistant Director will be responsible for the Harrow College high needs funding claims, leading on and ensuring appropriate support is in place for HCUC SEND students. The postholder will also be responsible for ensuring excellent quality of all aspects of learning support, including ensuring high quality Annual Reviews are documented and that student targets appropriately reflect EHCP outcomes. The postholder will have oversight in relation to learning support quality systems across HCUC. In liaison with the Assistant Principals, the postholder will design and deliver a comprehensive training programme to ensure all staff continually update their skills in relation to SEND learners.

The postholder will also lead the Foundation curriculum teams to design, deliver and develop a portfolio of courses relevant to the provision. Curriculum teams also support students through disciplined academic and pastoral support processes. The postholder will also be required to improve teaching, learning and assessment in order to maximise student recruitment, retention, achievement and progression in, Foundation and Learning Support.

# Duties

**Manage SEND provision including associated funding**

* To ensure that the correct funding is negotiated with local authorities to meet the support needs for SEND students across HCUC.
* To maximise funding for SEND students to ensure that learners receive the support that is stipulated in Annual Reviews and EHCPs.
* To ensure that Annual Reviews are undertaken in a timely manner and that all stakeholders are involved in Annual Reviews
* To lead on delivering ensuring appropriate support is provided for SEND learners, maximising the utilisation of learning
* To manage learning support at HC and in conjunction with UC ensure that there are unified systems in place in relation to SEND.
* To advise SLT in relation to key changes in relation to SEND that could have an impact on HCUC.
* To lead and attend partnership meetings in relation to SEND.

**Quality and Cross College Staff Development**

* To monitor the quality of targets for SEND learners to ensure they are consistent with EHCP outcomes, across HCUC.
* To design and deliver a comprehensive training programme, across HCUC to ensure that all staff continually update their skills in relation to SEND learners.
* To lead, manage, support, challenge and develop cross college staff to secure continued curriculum improvement in relation to SEND.
* To liaise with Heads of Schools and provide them with advice and strategies to ensure excellent outcomes for SEND learners.
* 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.
* 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.
* To prepare the 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.

**Marketing and Recruitment of Foundation Learning 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 establish relevant external partnerships to maximise the recruitment of high needs students at Harrow College.
* 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 teaching and learning, including the use of Learning Support where appropriate.
* To ensure that IT is increasingly used as a tool for learning in all programmes where appropriate.
* To ensure that assessment plans are consistent with College policies and that students and carers have information about what standards and work are expected of them.
* 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 the SEND Code of Practice is followed for all students with learning needs.
* To ensure programmes meet all requirements of the study programmes including maths and English and work experience including through liaison with the Head of English and maths and other College departments.

**Management of the PMLD provision**

* To manage a high quality PMLD provision ensuring all health and safety requirements in relation to those with PMLD are met.
* To liaise with the local authorities in relation to PMLD provision and managing an effective transition programme.
* To oversee an effective parental forum for PMLD learners.

# Student Support and Tutoring

* To provide an appropriate tutoring structure within the School consistent with College policies and the needs of students, ensuring that Attendance Co-ordinators are used to monitor and promote student attendance.
* To provide reports for parents/employers/carers on a regular basis and organise parent/employer/carer 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 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.
* To liaise directly with the local authorities on behalf of the College to calculate the correct funding for individual students according to their need
* 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 Team 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.
* To ensure that teaching resources are fit for purpose and accessible to teaching staff.
* To deploy staff effectively, including cross College learning support 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.
* To advise on and ensure the training provided for vocational staff supporting high needs students is current and meets legislation.

**Other**

* To promote Equality and Diversity and Safeguarding/Prevent and implement the College’s Equality and Diversity 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 personnel 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.

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.

**Assistant Director - Foundation and Learning Support**

**Person Specification**

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|  | Essential | Desirable | How assessed?\* |
| **Qualifications** |  |  |  |
| * Degree or equivalent level qualification | **✓** |  | Cert/AF |
| Relevant professional qualification | **✓** |  | Cert/AF |
| An advanced level teaching qualification recognised by the FE sector (e.g. PGCE, DET)\*\* | **✓** |  | Cert/AF |
| Specialist qualification in aspects of SEN including ASD (SPLD) | **✓** |  | Cert/AF |
| **Knowledge and Experience** |  |  |  |
| * At least 3 years relevant teaching experience in Further Education | **✓** |  | AF/IV |
| Extensive knowledge and experience of funding and Additional Learning Support for high needs | **✓** |  | AF/IV |
| A skilled practitioner in teaching and learning, and experience of implementing strategies to improve attendance and retention | **✓** |  | AF/IV |
| * Up to date knowledge of curriculum developments and recent initiatives in SEND or Foundation Learning | **✓** |  | AF/IV |
| * Knowledge of quality improvement processes | **✓** |  | AF/IV |
| * 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 |
| * Experience of working with external partners to deliver specialist provision |  | **✓** | AF/IV |
| * Experience of managing support for students with PMLD |  | **✓** | 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 FE funding requirements | **✓** |  | AF/IV |
| Experience of efficient resource management | **✓** |  | AF/IV |
| **Other Skills and Personal Qualities** |  |  |  |
| * A commitment to student success and the development of the curriculum to meet funding and employability agendas. | **✓** |  | IV/T |
| * Strong leadership skills, respect for 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 for 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 Cert = Certificates checked on induction

IV = Interview T = Test (Micro-teach/skills test)

\*\*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 bearing QTS is recognised as fully qualified for the FE sector.