JOB DESCRIPTION

Director of Education

Reporting to:	Chief Executive Officer (CEO)
Responsible for:	Executive Head(s); Heads of Schools and/or Services; Head of Post-16 & Careers; School Support Team members.
Location:	TCES Central Services (Wimbledon) with regular travel to all TCES sites.
Starting Salary:	£96,545 - £108,247 per annum (TCES Salary Band 1)
Contract and hours:	Permanent, all year round (welcome discussions on part time hours)

Context

The Complete Education Solution's vision is to be recognised as experts in delivering Therapeutic Education, Health & Care solutions for children and young people aged 7-19 years with an Education, Health & Care Plan (EHCP) whose neurodiversity, typically Social, Emotional or Mental Health (SEMH) needs or Autism Spectrum Condition (ASC), plus complex co-morbid needs has made it difficult for them to achieve success in mainstream education. By creating positive opportunities and removing barriers to learning, we strive to enable our pupils to build on a platform for life-long learning and educational success, and life without labels.

With a number of independent schools and services across Greater London, and TCES National Online School (the first DfE accredited online special school), we deliver an industry-leading combination of education, health and care that takes each exceptional pupil on an individual journey that promotes a love of learning and long-term success.

Our vision, in line with our Social Enterprise mission, over the next 3 - 5 years, is to further expand our schools and services, to reach more young people across the UK, and to support them to re-engage with education, with TCES removing barriers to learning and supporting pupil achievement through high quality integrated therapeutic education services and provision. Our Directors are responsible for driving that vision.

Job Purpose

Our Director of Education should empower our Heads, leaders and staff to deliver their very best, ensuring that educational standards are high in each of our schools and services, raising standards and academic outcomes where appropriate.

They hold oversight of strategic leadership and management in our schools, defining and delivering the intent and implementation of our therapeutic education vision and objectives. The role also is accountable for the delivery of quality assurance processes, both internally and external inspectorates, ensuring our education, curriculum and enrichment programmes are meaningful, impactful and subject to continuous improvement.

They ensure that each school and service have a robust School Evaluation Plan and School Development Plan and lead on the provision of appropriate school/service support,

embedding and evaluating impact. They create and support a collaborative, aspirational and innovative culture of pupil and staff learning across TCES, creating an eagerness for learning and a system of monitoring and intervention that enables all pupils and staff to develop and thrive.

The Director of Education is also accountable at an executive level for the development and maintenance of positive and well-managed relationships and partnerships with Parents/Carers, the Department for Education (DfE), Ofsted, all Local Authorities (LA), and external education providers. Collaborating with the Executive Head(s), Headteachers and Heads of Service, Directors, School Support Functions and Central Services Departmental Heads, they ensure that the schools are Ofsted Ready, and at least 'Good' in future Ofsted inspections.

They are the lead and foremost educational expert within the organisation, setting high educational and behaviour for learning standards, for both pupils and staff, holding Headteachers and Deputy Headteachers to account for the implementation of the TCES Big-Picture and Five-Part Curriculum, and its broader impact on the pupil experience, attendance, behaviour and engagement, individual pupil progress, qualifications and pathways across all our provisions.

As an experienced education professional and executive leader, the Director of Education will ensure their visibility at each school and service, supporting Headteachers and Heads of Service in delivering on the organisation's targets for pupil numbers and admissions, sixth form numbers, pupil progress, outcomes and attainment, whilst balancing budgets, providing efficiency savings where possible, in order to allow for reinvestment into and further development of our schools and services.

Main Duties

At TCES, the Director of Education models our Community Values through these main duties:

Expect the very best from each other

- Model and uphold the TCES philosophy through the **TCES Way,** as outlined in our **Six Models of Excellence**, in addressing the complex needs of children and young people ensuring the highest standards of **safeguarding and welfare.**

- Drive the raising of **quality standards of education**, **leadership and management** within our schools and services, working alongside & in partnership with Senior Management and the Board of Governors to improve life chances and academic outcomes for our pupils and young people.

- Provide scrutiny, support and challenge to senior management teams to ensure development, improvement and innovation through our therapeutic education provisions.

Develop a strong work ethic

- Be highly visible across all schools and services, providing a credible and approachable escalation point for all staff, especially those delivering academic provision.

- Make data informed decisions to promote the education strategy through TCES through credible and highly competent actions.

- Support school leaders to ensure they are ***Ofsted ready***, providing expertise and experience in preparing for external accreditations and inspections.

- Lead school improvement, collaborating with senior colleagues to model best practice, efficient timetabling and the best use of teachers' knowledge and skills across the organization.

Respect and appreciate all difference

- Ensure outstanding **Pupil Outcomes** through high-quality delivery against individual Education, Health & Care Plans (EHCP), overseeing and embedding the company's education assessment process.

- Look forward, providing support to academic staff to deliver innovative learning opportunities and an accessible curriculum for all pupils, so that they leave TCES with skills for adulthood, employment and success.

Include everyone and exclude no one

- Build strong organisation-wide relationships and exceptional integrated services across education, health and care staff, monitoring and addressing wellbeing, and developing leadership capacity.

- Lead designated school improvement leaders from a range of functions, including education, clinical and safeguarding; this multi-disciplined team should be a critical friend – accurate in its diagnosis of issues and areas for improvement, alongside effective, meaningful and precise support.

Listen to and involve everyone

- Line manage Executive Head(s), Headteachers and Heads of Service through regular catch-ups, mentoring, half termly supervisions and an annual appraisal cycle.

- This includes successful coaching and mentoring, developing and empowering senior leaders; as well as the setting of individual and school/service strategic objectives and key performance indicators; monitoring and positively managing performance; identifying training and development needs; supporting solutions focused planning, and the maintenance of stakeholder resilience, welfare and wellbeing.

- Ensure that Heads are provided a high standard of leadership and management support to succeed, develop and ultimately thrive.

Never give up on each other!

- Be accountable in ensuring the 'high expectation' value for our exceptional neurodiverse pupils is delivered through the provision of significant curriculum choices, the delivery of a range and depth of opportunities linked to our pupils' strengths and interests in subjects, the provision of examinations and qualifications, future careers, work experience, and destinations as well as opportunities to develop their own identity and grow socially and emotionally as successful young leaders – something that many our pupils will never have had or been provided the opportunity in experiencing.

Role Responsibilities

As an experienced senior leader across different settings, managing a number of schools at the same time, leading on school improvement, educational consultancy and school leadership development, and with the National Headteachers' Standards in mind, carry out the responsibilities and duties of the Director of Education as identified by the CEO and Board of Governors:

Culture and ethos

School culture

Develop, promote, and drive the TCES Vision and modelling of our Values, through the TCES Way and Six Models of Excellence.

Through due diligence, determine the implementation and impact of the practice of therapeutic education and therapeutic principles across TCES schools and services; collaborate with senior leaders to ensure high standards of delivery, and looking forward at strategic developments in education and how they would apply to our provisions, staff and pupils.

Build a shared culture of self-reflection and personal development for all our pupils, young people and staff, to continuously develop life and leadership skills; model by taking responsibility of own professional development, proactively seeking out areas for improvement.

Ensure the maintenance of a safe, calm, orderly and positive environment in TCES schools and services, using TCES Attendance and Behaviour Toolkits consistently to deliver positive impact on the behaviour and attendance for all pupils and staff.

Professional development

Work alongside the Director of People, Culture & Performances on the provision of all TCES education training for staff, including the continued development of the TCES in-house accredited training in Therapeutic Education and Group Process and our qualification sponsorship offer.

Ensure Continuous Professional Development (CPD) for staff has a clear link to the TCES Vision through the Big Picture Curriculum and the changing needs of the TCES Community.

Keep staff up to date in their understanding and delivery in relation to changes to SEND and the SEND Code of Practice.

Hold Heads accountable for their own school/service's up to date training compliance, understanding and delivery of Safeguarding in line with the TCES Safeguarding policy and Keeping Children Safe in Education.

Line manage senior leaders through a consultative and coaching approach, driving development of leadership capacity.

Curriculum and teaching

Teaching and Learning

Raise standards in the quality of therapeutic pedagogy of all staff directly involved with teaching and learning.

Ensure a staff hold a consistent focus on our pupils' and young people's educational outcomes, so that they meet or exceed objectives as written in their Education, Health and Care Plans (EHCP), using scrutiny of data and assessments to monitor pupil progress and pathways.

Identify training needs within and across schools and services to improve the quality of teaching and learning.

Ensure the setting and sustainable delivery of ambitious and stretching targets for our pupils and young people, rigorously evaluating progress across our schools and services.

Curriculum and assessment

Quality Assure and innovate our unique TCES 5-part curriculum and Curriculum Guarantee offer, ensuring it meets the impact statements of our Big Picture Curriculum and appropriate for pupil cohorts and their developing interest.

Lead on the consistent implementation of the TCES Curriculum and Assessment strategy across the schools and services.

Oversee all areas of the MIS for education; its effective use and integrity of the data, identifying and strategically reporting on trends and proactively plan ahead.

Collaborate with senior leaders to develop the TCES LIFE curriculum (Leadership, Independence, Future Options, Employability and Empowerment) outcomes.

Lead on ensuring increased numbers of Peer Mentors, Alumni Mentor Volunteers and Alumni Mentor Employees as part of a rigorous programme to meet the changing needs of our pupils and young people so they are prepared to be active and responsible citizens within their community.

Ensure all TCES schools and services have inclusion, pupil leadership and group work interventions at the heart of its offer.

Post-16 and Careers

Drive key deliverables of our Post-16 Plan through leading and coordinating the 'Preparation for Adulthood' agenda with support from the Head of Post-16 & Careers, the Careers Lead, and TCES Post-16 Lead Teachers.

Oversee the team responsible for the 14-16 Working L.I.F.E. programme, which includes development and delivery of programmes of work experience, apprenticeships & traineeships, college placements, Alumni volunteering and mentoring, independence skill based training; as well as individual pupil's personal development through the Post-16 LIVE LIFE programme.

Head up strategic planning for a future post-16 college: 'TCES Leadership Academy.'

Hold leaders accountable for the delivery of multiple pathway choices for our exceptional neurodiverse young people, ensuring high-quality provision at each stage of their development into young adults.

Oversee activities in the delivery of the Positive Journey of Change: 'From Isolation to Independence.'

Quality Assurance (QA)

Taking into account the 'European Commission's Quality Assurance for school development – guiding principles for policy development on quality assurances in school education – 2020':

Coherence; Professional learning communities; Trust & shared accountability; Support innovation; Shared understanding and dialogue; Networks; Building capacity for data; Different data for balanced view.

Develop a culture of quality assurance utilizing these 8 guiding principles, starting with internal school and service QA processes and internal reporting using data and its analysis.

Build upon all QA systems, processes and assessors to also ensure that the six TCES Ofsted Standards are continually monitored and evaluated, ensuring each school/service is Ofsted Ready.

Evaluate and develop the Executive Heads' Peer Inspection processes and ongoing quality assurance, through regular audits, high quality data analysis, teacher assessments, and supplemented by School Support Team (SST) reporting.

Be responsible for the highlighting and escalation to appropriate senior managers of any high, medium and low risks as early as possible, providing solutions to mitigate and reduce risk.

Develop systems and processes to measure school/service effectiveness, efficiency and quality of impact on all aspects of pupil academic and social outcomes.

Organisational effectiveness

Leadership and management

Lead on ensuring high quality standards of therapeutic education provision across TCES and supporting leaders to implement these and other key linked improvement initiatives within each school and service.

Advocate and promote the delivery of the TCES Ways and its Six Models of Excellence.

Alongside the Founder, CEO and Commercial Board translate the company vision & mission into strategic and operational objectives, linked to our Excellence Programme of priorities and KPIs, embedding throughout each school and service's SEF/SDP and within the Vision, Innovation and Priority documents (VIPs).

Work strategically with the Commercial Director and Head of Finance to maintain commercial stability, directing Heads to take actions when required so that TCES can hit sustainable and targeted growth plans.

Ensure that senior leaders understand their responsibilities and are appropriately held to account through regular review and evaluation.

Work closely with Central Services departments to ensure appropriate support is provided to each school and service in the most effective and timely way.

School improvement

Lead on cross-company development and initiatives related to education.

Provide tailored support and challenge to Headteachers / Heads of Service based on agreed priorities within school development plans and the TCES strategic direction.

Support and empower Heads to robustly tackle under-performance at all levels across all schools and services.

Lead each school and service through external accreditations where appropriate.

Provide very short-term cover for a Headteacher or Head of Service in exceptional circumstances or provide additional support to Deputy Headteachers when covering short-term absences of Heads.

Undertake strategic planning for new or underperforming schools/services through the below three-phase plan:

1) **Assess the school/service's situation** by completing a 'rapid assessment' of the school's position, and ensuring basic systems of teaching and learning, behaviour and attendance, safeguarding and leadership and management are in place.

2) **Develop the work of the school/service** by taking a strategic lead (alongside the Head) and use departmental heads / SST to address underlying issues, develop the curriculum, build up staff skills and provide intense modelling and coaching of staff in delivering excellent teaching and learning, good assessment and performance management.

3) **Create school/service and SST partnerships** between the head of a successful school/service and the new/underperforming school/service, together with defined SST support. This phase is enacted to offer strategic support and mentoring on the systems and processes that are required in a TCES school or service. These systems and processes include; The TCES Way, the Inclusion Model, the Six Models of Excellence and our Big Picture and Five-Part Curriculum as well as our Excellence programme of KPIs and Priorities. All of this is underpinned by the TCES Community Values as well as the Code of Professional Conduct. This is not an exhaustive list.

Working in partnership

Utilise the expertise of specialists within TCES, acting as the lead representative on company policy.

Working with Headteachers and Heads of Service to enhance opportunities through partnerships with parents/carers, pupils, young people, staff, the local community, colleges, Trust partners, other schools and voluntary organisations.

Actively become involved in wider Government agendas through meetings with the Department of Education and Ofsted, as well as involvement in discussions over green papers to inform best practice nationally and the national agenda.

Governance & Accountability

Work closely with other Directors, the CEO, Heads and People Team to deliver appropriate staffing resource for each school/service, related to budget alongside high quality of education standards.

With the Board of Directors and Board of Governors determine and promote the annual Excellence Programme (TCES Priorities and KPIs) in order for the company to deliver high quality services to our pupils and young people.

Lead the Headteachers and Heads of Services in developing and articulating strategic and operational plans for a fully integrated Education, Clinical and Inclusion provision that is underpinned by the TCES Way and our Community Values.

Support in the development of the business plan for individual schools and services, including involvement of the annual budget and financial planning, supporting Heads in the management of staff and financial resources and be accountable for integrated curriculum financial planning.

Hold Heads accountable in meeting pupil number targets, working alongside others to manage and monitor effective and efficient spend, encouraging growth to allow for appropriate levels of reinvestment into provision and services.

Collaborate with the Company Business Manager to ensure adherence to all relevant quality standards and compliance with ISS regulations, health and safety policy, and GDPR.

Link, and where appropriate be the voice piece for, the schools with the Board and Governors, whilst accountable for driving school and service outcomes through the Heads.

Additional Responsibilities

Carry out duties in a way which embodies and models the TCES Community Values; actively promoting TCES policies, values and Professional Code of Conduct, ensuring they are embedded in all activities within our schools and services.

Ensure proactive continuation of own professional development by attending relevant training opportunities.

Represent education on TCES Boards and in project steering committees.

This job description encompasses the present requirements of the role, however since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities, scope and purpose of the role, as determined by the CEO and Board of Governors.

As the organisation and the role's responsibilities change and develop the job description and will be reviewed and amended in agreement with the post-holder as well as annually as part of the TCES Performance Management process.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

Education and qualifications

Teaching qualification (QTS, QTLS or equivalent status).

NPQH, NPQEL or appropriate Masters or PhD qualification (D).

Evidence of relevant recent professional development for the role of Director of Education.

Recent experience

Substantial and relevant successful leadership experience as a headteacher and/or executive of a trust or group of schools.

Demonstrable record of sustained school improvement, raising of educational standards and academic success.

Recent responsibility for leading education initiatives across multiple schools, consulting with, supporting and influencing senior leaders to make improvements.

Experience as an Ofsted Inspector, or National Leader in Education (NLE), or have led a school(s) through successful inspections.

Direct relevant experience with children with Special Educational Needs / neurodiversity and their families.

An understanding of working within an urban environment with culturally diverse communities.

Knowledge, Experience, Skills and Abilities in:

Strategic direction and shaping the future

Experience of successful delivery against agreed strategic plans.

Proven ability to share our vision and strategic plans clearly and coherently for the future, working effectively to create direction for an organisation.

Forward thinking, able to bring innovation to teaching, learning and skills-based education.

Project Management experience/skills, especially the use of PRINCE2, is desirable.

Leadership

Provides a natural and authentic confidence within the organisation, able to model the values of the organisation through a credible and visible presence.

Track record of leading by example to promote company vision and values.

Learning and teaching

Sound understanding of how children learn and effective teaching methods.

Evidence of sound knowledge of multi-agency working, including voluntary and community sectors.

Evidence of a clear understanding of inclusion and integrated therapeutic education provision.

People management and development

Ability to build and motivate strong teams that enable:

- All staff to carry out their respective roles to the highest standard;
- All staff to work effectively together to deliver improvement within the schools and across TCES.
- Challenge and accountability.
- Sharing of exceptional practice.

Ability to understand the needs and motivations of individuals and teams, taking these into account when planning, delivering support or training, or managing change.

Experience of recruiting (using safer recruitment practices), managing and developing all staff to a professional standard.

Ability to support continuing professional development, providing opportunities for growth and development of all staff and clear succession planning.

Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews.

Proven record as an exemplar coach and mentor, modelling effective negotiation and conflict management skills.

Experience of promoting a culture of reflective practice and embedding training and coaching for staff.

Organisation – managing of systems and resources

Effective track record in management of financial and staffing resources to achieve educational goals.

Experience of effectively setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control.

Experience in the introduction, implementation and integration of modern/innovative technologies to improve teaching and learning, either as a project lead or senior leader.

Experience as a senior leader of using IT effectively for school management, curriculum development, pupil progress, reporting and data analysis.

Accountability

Use of data to inform planning and solutions focussed decision making.

Ability to monitor, evaluate and quality assure systems and processes (and their implementation) to improve the academic, spiritual, moral, social, emotional and cultural development of all pupils, and to make accurate judgements against agreed criteria.

Understanding of the statutory framework for education and the legal framework that underpins school management and the ability to make accurate judgements against agreed criteria.

Community

Ability to create and implement a parent involvement strategy that ensure parents are:

- Involved with the schools and have confidence in the schools and the leadership;

- Well informed about the curriculum and pupil attainment and progress;
- Clear about the contribution that they can make to achieving the schools' targets for improvement.

Track record of effective links with communities in order to support learning and/or generate revenue.

Actively draws on, and able to support others to use the richness and diversity within the school communities to enhance learning opportunities.

Uphold and demonstrate the Seven Principles of Public Life at all times:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Safeguarding and Equal Opportunities

Evidence of a commitment to promoting the welfare and safeguarding of children.

Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school.

Personal attributes

Demonstrates high level of emotional and social intelligence.

Communicates clearly and effectively with self-awareness and social perception.

Adaptable to changing circumstances and new ideas, managing change and its effects on others.

Approachable and enjoys being highly visible to children, parents and staff.

Demonstrates personal impact and presence.

Demonstrates creativity and imagination to anticipate and solve problems.

Demonstrates good judgement.

Demonstrates commitment, reliability and integrity.

Demonstrates the ability to be resilient, robust and calm under pressure.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

The role will require frequent travel between TCES sites. Candidates much therefore be able to meet these transport requirements.

[D= Desirable]

March 2024