



Sheffield City Council Job Description

Head of Learning

Portfolio: People Services

Service Area: Provider Services, Childrens's Residential, Aldine House Secure Children's Home

Grade: Leadership 8-12 plus Secure Unit Allowance

Hours of Duty: In line with Teacher's Pay and Conditions

Responsible To: Service Manager

Responsible For: All Education Staff

Holidays and Sickness Relief: N/A

Job Purpose

1. To be part of the Service's Leadership Team, making key contributions in all areas linked to education
2. To provide professional leadership for Aldine House Secure Children's Home Education provision.
3. To lead the Education Team in providing a high quality education for young people and improved standards of learning and achievement.
4. To be responsible for creating a productive, disciplined learning environment.
5. To manage staff within the Education Section at Aldine House, taking responsibility for all aspects of learning.
6. To undertake the professional duties and responsibilities of a Teacher, as set out in the current School Teachers' Pay and Conditions document when undertaking any teaching duties.

The postholder must at all times carry out his/her responsibilities within the spirit of the City Council's Policies and Procedures, in particular the Council Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.

CONTEXT FOR THE POST

SERVICE CULTURE AND BEHAVIOURS

Children, Young People and Families

We expect everyone who works within the service to reflect the values and behaviours of the CYPF Portfolio. We want our staff to:

Value diversity and treat people with respect –operating in a way that takes account of diverse needs and aspirations of Sheffield’s children, young people and families and actively challenging discrimination and prejudice.

Have pride in themselves, our services, CYPF and Sheffield – actively promoting the contribution of the service to supporting successful children, young people and families throughout the city.

Listen and learn so we can improve – reviewing and improving our approach, ensuring that we learn as much from our failures as we do from success, creating opportunities and seeking creative solutions to problems, even when this involves challenging traditional ways of working.

Be professional and business like

Be forward thinking with ‘can do’ approach – adopting innovative ways to solve problems and bringing together ideas, people and resources to instigate change

Be ambitious to improve, with high expectations of ourselves and partners – responding to problems with clear outcomes in mind; evaluating the effectiveness of our activity.

Value, support and develop staff and partners

Demonstrate effective, responsible leadership – particularly in the context of partnership working, building and maintaining constructive relationships with a diverse range of interest groups, removing barriers and communicating effectively.

Duties and Responsibilities

Specific Duties and Responsibilities

Strategic Direction and Development of Aldine House Secure Care Centre

1. To work with the Service Manager to develop a strategic view for Aldine House, with a particular emphasis on Education.
2. To lead in the production of an effective SEF and Development Plan for the Education provision at Aldine House.
3. To ensure all young people make significant progress, through monitoring and specific interventions as required.
4. To assist the Service Manager in the preparation, implementation and monitoring of Aldine House Secure Children's Home Development Plan.
5. To ensure the Education Section meets all Ofsted standards and YCS contractual obligations and is well prepared for any inspection by either party.

Leading and Managing Staff

1. To participate in the selection and appointment of teaching and support staff at Aldine House.
2. To lead, motivate, support, challenge and develop education staff to secure improvement.
3. To contribute to the Leadership Team at Aldine House Secure Children's Home in order that the centre can properly address its targets.
4. To lead and participate in the arrangements for performance management, ensuring this is in place for all staff within the Education Section.
5. To provide direct leadership and support to the TLR postholder.
6. To ensure the development and implementation of a broad, enhanced and balanced curriculum by working closely with the Teacher holding the TLR for developing the Curriculum/SEN provision at Aldine House.
7. To secure and sustain effective teaching and learning throughout the Education Department, monitoring and evaluating the quality of teaching and standards of young peoples' achievement, and using benchmarks and setting targets for improvement.
8. To organise and implement an appropriate curriculum for the young people attending Aldine House and work with the Service Manager to ensure continuity of provision for all young people.
9. To ensure that appropriate arrangements are in place for the management of public examinations, including entering young people for examinations and managing the process of transferred candidates, as required.

10. To implement policies and procedures for the good order, discipline and pastoral care of young people.
11. To ensure that all young people and staff fulfil their potential by encouraging high expectations at Aldine House.

Efficient and Effective Deployment of Staff and Resources

1. To deploy staff and resources efficiently and effectively to meet specific objectives in line with Aldine House's strategic plan and financial context.
2. To manage the Education budget and premises.
3. To ensure that the financial context is reflected through the SEF and Education development Plan.
4. To take responsibility for Aldine House Secure Children's Home staff meetings for all Education staff.

Teaching

1. To undertake the teaching of young people at Aldine House.
2. To teach a range of subjects in order to provide a broad, balanced and varied curriculum within a small setting.
3. To teach individuals and groups of young people and to ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
4. To deliver each young person's entitlement to a broad and balanced curriculum and to ensure that the principles in the ECM agenda are implemented in the classroom.
5. To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within Aldine House.
6. To plan and prepare courses and lessons.
7. To take part in Aldine House staff development programme by participating in arrangements for further training and professional development and continue personal development including subject knowledge, behaviour management and teaching methods.
8. Role model the ethos and core values of Aldine House while working with young people.
9. To maintain an accurate register for each lesson
10. To take a lead role in Aldine House community and liaison activities such as 'Celebration of Achievement' Events
11. To alert the appropriate staff to problems experienced by young people and liaise with nominated staff to determine how these may be resolved.
12. To liaise closely with other centre staff and colleagues, be respectful and support them in their roles.
13. To meet with identified Education Staff, Social Care staff and any other professionals involved with the relevant young people to pass on details with regards young people's progress and general information

as required.

14. To ensure the effective and efficient use of any staff (teaching or non-teaching) that are supporting young people in their lessons.
15. To teach young people according to their educational needs, ensuring all work is appropriately differentiated.
16. To implement and follow Aldine House policies and procedures as approved by the Leadership Team.
17. Provide a well-managed, stimulating and effective learning environment where resources can be accessed appropriately by all young people.
18. To maintain good order and discipline in accordance with Aldine House procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and when appropriate, homework.
19. To set and mark appropriate work, both in class and for homework, for young people to assess progress and inform future learning.
20. To assess record and report on the attendance, progress, development and attainment of young people and to keep such records as required.
21. To maintain appropriate records and provide accurate information on young people's progress and other relevant matters as required by Aldine House.
22. To work with officers of relevant outside agencies or bodies.
23. To provide, or contribute to, oral and written assessments, reports and references relating to individual young people or groups of young people.
24. To ensure that all written reports are completed and circulated in advance of meetings.
25. To be responsible for the condition of the teaching space used and report any damage to fixtures or fittings.
26. Consult with other teachers over individual young people and co-operate with agreed courses of action.
27. Engage with parents/carers by providing them with regular feedback whilst also involving them, where appropriate, in the setting of targets for their child.
28. Attend appropriate reviews, well prepared to discuss the work and progress of young people, write appropriate reports and references and ensure that any follow-up work is carried out.
29. To ensure that young people records are collected from, and passed to, appropriate staff to ensure continuity in both delivery and support.
30. To facilitate smooth transitions for young people both into and out of Aldine House.
31. Assist, as required, in the setting, marking and grading of any examinations or assessment procedures.
32. Ensure the appropriate care of text and exercise books and expect a high standard of presentation in written work at all times.
33. To carry out a share of supervisory duties in accordance with published rosters.

34. To play a full part in the life of Aldine House community, to support its distinctive mission and ethos and to encourage staff and young people to follow this example.
35. To comply with Aldine House Health and Safety Policy and undertake risk assessments as appropriate.
36. To carry out duties with full regard to the City Council's Equal Opportunities Policy and Community Strategy. All employees are required to comply with and promote the policy and this includes the acceptance of personal responsibility for its practical implementation.
37. To undertake any other duties which are commensurate with the level of this post.

Community Links

1. To support the Service Manager in developing and maintaining effective links within the community at Aldine House and with the wider community, as appropriate.

To undertake any other duties and responsibilities which do not change the character and purpose of the post as may be determined after negotiations between management, the post holder and the appropriate trade union.

This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be required to complete an enhanced Disclosure and Barred Service Check and a Disqualification from Childcare Declaration.

Person Specification

Head of Learning

Aldine House Secure Children's Home

Note to applicants

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Qualified Teacher Status	A, I, C
2.	Post threshold	A
3.	Evidence of recent relevant professional development	A, I
4.	Leadership experience at Senior Management level	A, I
5.	Experience of working with a range of senior managers to develop strategies and policies	A, I
6.	Proven track record of effective teaching across the age and ability range	A, I
7.	Experience of successful curriculum development and leadership	A, I
8.	Experience of leading, motivating and developing staff including the performance management process	A, I

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
9.	Experience of the effective use of assessment and analysis in raising standards	A, I
10.	Experience of supporting colleagues in dealing with behaviour and discipline issues	A, I
11.	Experience of school self review – school improvement planning and evaluation	A, I
12.	Experience of delivering INSET and working alongside and supporting colleagues	A, I
13.	Experience of managing and interpreting statistical information to support school improvement and extensive budget and financial information	A, I
14.	Experience in the management and administration of examinations and statutory testing procedures	A, I
15.	Experience of timetabling and coordinating learning events to ensure continuity of service delivery	A, I
16.	Proven management skills and appropriate leadership skills to support the strategic development and direction of the service	A, I
17.	To be an enthusiastic, confident and competent communicator who can implement effective strategies for securing improvement	A, I
18.	To have a commitment to inclusion and achievement	A, I
19.	The ability to maintain high standards of discipline and to manage behaviour effectively	A, I
20.	The ability to deal positively with parents, carers and a range of outside agencies, and to build and maintain strong and effective partnerships with them	A, I
21.	The ability to implement assessment for learning	A, I
22.	To be an effective organiser who can get the most from human and material resources through their development and deployment	A, I
23.	The ability to use ICT effectively in management and data handling and be committed to using the e asset system in line with the YJB policy	A, I
24.	The ability to lead, organise and motivate a team, to challenge poor performance and to support colleagues as required	A, I

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
25.	To hold high expectations and encourage excellent standards of working amongst colleagues	A, I
26.	The ability to establish, develop and maintain positive working relationships with colleagues working across Aldine House services.	A, I
27.	The ability and motivation to constantly improve own practical and professional knowledge through self evaluation and learning from others	A, I
28.	The ability and drive to work independently and as part of a team environment, understanding roles and responsibilities of all staff	A, I
29.	A positive and resilient individual with drive, integrity and independence	A, I
30.	Prepared to be involved with and develop the whole community at Aldine House	A, I
31.	To work well under pressure and to meet deadlines through organisation and prioritisation	A, I
32.	To be loyal and committed to the service, to act as a positive role model and to promote the ethos of Aldine House Secure Care Children's Home.	A, I
33.	Knowledge and understanding of management issues relevant to an educational setting	A, I
34.	A thorough knowledge of effective curriculum provision and personalised learning	A, I
35.	Knowledge of effective monitoring and evaluation strategies to bring about school improvement	A, I
36.	Knowledge of behaviour management strategies	A, I
37.	Up to date knowledge of educational issues and agendas especially in relation to SEN	A, I
38.	To be aware of and comply with policies and procedures relating to security, confidentiality and data protection within a secure setting	A, I
39.	Knowledge of Local and National policies/initiatives including: <ul style="list-style-type: none"> • Every Child Matters 	A, I

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
	<ul style="list-style-type: none"> • Child Protection & Safeguarding children • The Inclusion Agenda • Equal opportunities • Health and Safety • Customer Care and understanding the role and relevance of each	
40.	To have undertaken or be willing to undertake training in the safe and positive handling/physical intervention of young people	A, I
41.	To work flexibly as the role demands including attendance at out of hours events, meetings and visits	A, I

Desirable criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Experience within an out of school education setting or equivalent setting	AI
2.	Accreditation in Health and Safety and/or First Aid	AIC
3.	NPQH	AIC

Method of assessment (* M.O.A.)

A = Application form, **C** = Certificate, **E** = Exercise, **I** = Interview, **P** = Presentation, **T** = Test, **AC** = Assessment Centre

Health Risks Specification – Head of Learning

Duties/Risks involved

ICT/Computer user	<input checked="" type="checkbox"/>
Moving and handling of clients	<input checked="" type="checkbox"/>
Regular manual handling objects/ furniture/equipment	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>
Noise/Vibration exposure	<input type="checkbox"/>
Confined Spaces	<input type="checkbox"/>
LGV/PCV driving	<input type="checkbox"/>
Minibus driving	<input type="checkbox"/>
Fork Lift Truck driving	<input type="checkbox"/>
School Crossing Warden Work	<input type="checkbox"/>
Night Work	<input type="checkbox"/>
Substances covered by COSHH	<input type="checkbox"/>
Respiratory and Skin Sensitisers	<input type="checkbox"/>

