



Position: Centre Manager

Salary:	Competitive: Main Scale -Upper Pay Scale/ Local Government (NJC)
Contract:	Fixed-Term
Disclosure Level:	Enhanced

We will all fulfil our unique God-given potential



SAINT GABRIEL'S COLLEGE

Saint Gabriel's College is a small, inclusive 11-16 Church of England secondary school in the heart of Lambeth where every member of the community is valued. All our students are encouraged to achieve excellence by working hard, continuously improving, growing spiritually and thinking of others. We believe that all our students are made in the image of God and, as such, are of intrinsic value. Our mission is to help everyone in our school flourish and fulfil their unique, God-given potential. We seek to educate the whole child, pursuing academic excellence through the principles of wisdom, hope, community and dignity.

The recruitment and development of an exceptional team of practitioners is a top priority for us. Our team comprises committed professionals who are invested in ensuring that each member of our community fulfils their unique God-given potential. We are clear that our aim for students to secure the very best outcomes relies upon our ability to deliver high standards of teaching and learning as well as our provision of high quality professional development.

We are seeking to appoint an ambitious and talented Assistant Principal with a relentless focus on ensuring high-quality teaching and learning at Saint Gabriel's College.

WHY WORK FOR US?

We have high ambitions for our students and we want them to have access to a world-class education. In 2018, we were delighted to be recognised by Ofsted as a 'good' school whose provision for students' personal development and welfare is 'outstanding'. We are a successful, well-led school with a supportive staff who are friendly, collaborative and enjoy enriching the lives of our students each day. Saint Gabriel's College is a great place to work. We have an excellent team of dedicated staff and we understand that we are privileged to work with such wonderful young people.

STAFF BENEFITS

- Funding for a range of qualifications to support your development
- Access to our Professional Development Pathways programme
- Confidential coaching and/or counselling sessions
- Cycle to work scheme
- Annual travel season ticket loan
- The opportunity to request flexible working arrangements

JOB DESCRIPTION

ACCOUNTABILITY

The Centre Manager is directly accountable to the Vice Principal for Behaviour.

JOB PURPOSE

The post holder will be responsible for;

- Ensuring the smooth and consistent running of the centre
- Ensuring high quality learning of student in the centre
- Accommodate students that are disrupting the learning of others and to support them to re-engage with their studies

GENERAL RESPONSIBILITY

All staff at Saint Gabriel's College accept responsibility for school improvement and for providing an atmosphere in which students have the opportunity to fulfil their unique God-given potential for intellectual, emotional, physical, spiritual and psychological growth. We expect all staff to support the Christian ethos of the school, in word, manner and deed, maintaining the highest professional standards and contributing actively to the development of the school as a thriving community.

KEY STRATEGIC RESPONSIBILITIES

SPECIFIC RESPONSIBILITIES

1. Be responsible for the teaching and learning within the centre.
2. Manage the Centre and staff in the centre to support student learning throughout each school day until 4pm.
3. Liaise with SEND and Heads of Faculties to ensure that appropriate, accessible work for students is available each day.
4. Develop and implement a protocol that enables students to reflect in the centre so they can continue their learning, behaving and conduct successful resolutions.
5. Set clear and explicit guidelines around how students work and behave whilst they are in the centre.
6. Organise and maintain a stimulating working environment in the centre.
7. Ensure resolutions between students and their teachers is facilitated and monitored and review the impact of these.
8. Liaise with a range of colleagues, design and deliver programmes to students and their families to prevent and reduce exclusions.
9. Engage parents/carers to help create positive change in students' behaviour.
10. Attend relevant meetings when required.

WORKING WITH OTHERS

1. Identify potential behaviour “hot spots” and take proactive action to prevent problems. Mobilise community staff and external agencies as appropriate.
2. Encourage and support staff to carry out their duties in line with the schools’ processes
3. Ensure that the pastoral officers in the centre are well placed to be proactive in their response to students in the centre.
4. Work collaboratively with the DSL to ensure that all students are supported appropriately.

TEACHING AND LEARNING

1. Meet the needs of all students through promoting progression, continuity and high-quality learning.
2. Be aware of national curriculum priorities and apply this to the implementation of the school's curriculum.
3. Ensure that students understand and emulate the concept of the SGC Learner so that it leads to improved outcomes.
4. Take every opportunity in all school activities to raise standards of literacy, numeracy, ICT and other key skills to give students access to all curriculum areas, as well as enabling them to become lifetime learners.
5. Use effective classroom management strategies to ensure a purposeful environment for teaching and learning to take place.
6. Maintain good order and discipline in order to raise standards and maximise expectations.
7. Use data to inform target setting and raise individual standards of achievement.
8. In line with school policies and procedures, plan, deliver and evaluate differentiated lesson plans and, where appropriate, schemes of work.
9. Use a variety of suitable teaching and learning strategies and clearly communicate learning aims and expectations.
10. Use agreed procedures for assessing, recording and reporting on attendance, development, progress and attainment of students.
11. Prepare students for internal and external tests and examinations using whole-school data to raise expectations and standards of achievement.
12. Use the whole school behaviour policy to create a positive learning environment.
13. Ensure that homework is appropriate and set in accordance with whole-school expectations.

MONITORING EVALUATING AND REPORTING

1. Maintain accurate and organised records around interventions, support and sanctions.
2. Report incidents of unacceptable behaviour or issues of concern as required.
3. Develop and manage processes to regularly monitor and review the impact of the Centre on promoting sustained positive learning behaviour in our students, making adjustments as required to ensure effectiveness.

PROVIDING SUPPORT TO STAFF

1. Support and advise staff and help them feel confident on behaviour of children in the centre.
2. Support the Learning Communities and Inclusion teams to design, implement, communicate and review strategies and interventions which supports all students to remove barriers to their achievement.
3. Support the Learning Communities, providing them with consistent, strategic input on systems, processes and procedures, which are clearly communicated.

UNDERSTANDING THE VIEWS OF CHILDREN

1. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
2. Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

OTHER

1. Be aware of the responsibilities under Data Protection Legislation for the security, accuracy and significance of the personal data held in the school's systems.
2. Challenge homophobic, sexism, racism and other forms of discrimination and promote good community relations.
3. Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.
4. Work in accordance with the Schools Health and Safety Policies and Procedure.
5. Undertake such other duties as may be required commensurate with the grade of the post.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the College in relation to the post holder's professional responsibilities and duties.

PERSON SPECIFICATION

Qualifications

Required:

1. GCSE (or equivalent) in English and maths
2. Degree or equivalent
3. Safeguarding Level 2

Desirable:

4. Qualified Teacher Status
5. Evidence of ongoing Professional Development
6. First Aid Training

Experience

Required:

1. Experience of working with young people
2. Successful leadership and management experience in a school or other relevant organisation
3. Effective teaching to secure improvements in student outcomes.
4. Contributing to the implementation of whole-school policies.

Desirable:

1. Experience of managing safeguarding in a school or other relevant organisation, including:
2. Building relationships with children and their parents, particularly the most vulnerable
3. Working and communicating effectively with relevant agencies
4. Implementing and encouraging good safeguarding practice throughout a large team of people
5. Demonstrable evidence of developing and implementing strategies to help children and their families
6. Experience of handling large amounts of sensitive data and upholding the principles of confidentiality

Knowledge, Skills and Competencies

1. Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies.
2. Ability to work with a range of people with the aim of ensuring the safety and welfare of children.
3. Awareness of local and national agencies that provide support for children and their families.
4. Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns.
5. Good IT skills, including previous use of CPOMS and Behaviour Watch.
6. Effective communication and interpersonal skills.
7. Ability to communicate a vision and inspire others.
8. Ability to build effective working relationships with staff and other stakeholders.
9. Competent with IT and other software packages such as Word, Excel, Powerpoint and the Google suite.
10. Effective communication and interpersonal skills.
11. High degree of accuracy.
12. Ability to work both alone and within a team to achieve specified standards.
13. Ability to manage time effectively to complete tasks to a high level.
14. Ability to communicate a vision and inspire others.
15. Ability to build effective working relationships with staff and other stakeholders.

Personal Attributes

1. A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
2. Uphold and promote the ethos and values of the school
3. Ability to work under pressure and prioritise effectively
4. Maintain confidentiality at all times
5. Commitment to safeguarding and equality