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**Leader of Education for Post 19 Special Educational Needs**

Location: Leeds West Yorkshire

Start Date: A.S.A.P

Hours: Full Time all year round (flexible working and school holidays negotiable)

Contract: 1 year fixed term initially

Salary: Pt 23-29: £24,702-£29,438 (to be updated Aug 2019 in line with English FE pay scales)

**Our Vision**

**Future Horizons Leeds is committed to putting young people with complex learning and communication difficulties at the centre of everything we do. We aim to provide a holistic, person-centred service that prioritises the wellbeing and personal progress of every student. We pride ourselves on being able to challenge norms, think outside the box, and develop a creative response to need. We believe that every student can achieve their personal outcomes and develop new skills.**

**Job Purpose**

**We are seeking a Leader of Education who is innovative, enthusiastic, and dynamic, who can plan, lead and co-ordinate an original, person-centred curriculum for young adults aged 19-25. You will need to demonstrate a real passion for working with people with complex learning and communication difficulties and SEND, and a dedication to promoting and engaging young people in all areas of learning and development. You will need to be enthusiastic, sensitive, empathetic and patient.**

**Responsibilities**

Working within the remit and ethos of Future Horizons Leeds, be accountable for the leadership and management of the curriculum and provide clear direction, support and practical advice to your support team. You will be required to:

**Job purpose:**

* Design, develop and deliver a brand new holistic curriculum that supports our young people to develop their skills for life both in the centre and out and about in the community.
* Ensure the holistic curriculum primarily develops the fundamentals of communication; independence skills at their own level; responding to their individual and sensory needs.
* Identify clear objectives and learning outcomes, with appropriate challenge and high expectations
* Remove barriers to learning by interpreting, understanding and supporting communication, thus minimising negative behaviours
* Organise and manage groups or individual students, ensuring differentiation of learning, reflecting all abilities
* Plan opportunities to develop the social, moral, emotional and cultural aspects of students’ learning
* Ensure eﬀective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and responsibilities
* Design and implement processes and procedures to carry out annual EHCP
* Help create and manage a caring, supportive, purposeful and stimulating environment which is conducive to our young peoples’ learning
* Provide a safe and orderly environment that protects and cares for the young people and staﬀ based at FHL
* Support clients positive behaviour at all times, both on and oﬀ FHL premises
* Monitor incidents where students require positive handling and ensure appropriate recording and reporting takes place in accordance with FHL policies and procedures
* Contribute to and complete Risk Assessments

**Progress**

* Develop, implement and manage a system for monitoring and assessing personalised progress.
* Be responsible for the progress for all students in line with their agreed targets
* Maintain individual student records and ensure that they are kept up to date
* Work with the Centre Manager to monitor and analyse the progress of the cohort of young people in the provision in order to secure and sustain effective learning
* Report to the Centre Manager/Trustees on the progress of the cohort as and when required

**Managing the staff team:**

* Liaise with key staff, regarding the strategies that are deployed to maximise development
* Ensure effective use of support staff within the provision
* Support, develop and enhance the professional practice of others so that they maximise the personal development of our young adults
* Motivate and work with others to create a shared culture and positive climate
* Embed a culture of positivity and motivation

**In addition:**

* Participate in staff meetings and lead when required
* Partake in the quality assurance of Future Horizons Leeds and promote without prejudice the agreed policies of the company
* Communicate an exciting and stimulating shared vision, which ﬁts within the overall FHL strategy, and inspires and motivates students, staﬀ and all other members of the FHL community
* Create and maintain eﬀective partnerships with parents/carers to support and improve students’ achievement and personal development
* Communicate and consult with parents/carers over all aspects of their young person’s development
* Participate in parent/carer information events including evenings
* Understand and uphold responsibilities in accordance with all FHL polices and procedures, particularly regarding Safeguarding
* Contribute to the management of key FHL events
* Maintain awareness of current educational policy and practice, and relevant LCC and DfE initiatives, development and best practice within the sector
* Undertake other roles or responsibilities as determined by the Centre Manager or Trustees

**PERSON SPECIFICATION**

**JOB TITLE: Leader of Education**

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| **Attributes** | **Essential** | **Desirable** |
| **Physical** | * Physically and mentally equipped to meet the requirements of the job |  |
| **Qualifications** | * Educated to degree level * Qualified FE tutor **(minimum level 5 diploma**) or QTS /QTLS | * Special Education * EYFS |
| **Experience and skills** | * Experience of teaching students with complex communication needs / autism * Creative teaching and learning that engaged and motivated students with complex communication needs * Commitment to inclusive practice * Experience of writing, adapting and differentiating schemes of work * Ability to create, deliver and lead personalised learning through an informal curriculum * Knowledge of using information to monitor progress and set targets to accelerate achievement * Effective use of a variety of assessment tools to monitor teaching and learning. * Ability to identify effective interventions to ensure students maintain good progress * Ability to identify excellent practice to enable colleagues to improve, through effective feedback * Track record of motivating teams and individuals to implement change * Taken a lead with a team of colleagues on an initiative across an educational setting | Experience of:   * new curriculum initiatives * knowledge of the development assessment recording and reporting; assessment for learning * assessment using the p scales * SEND Code of Practice * Previous leadership experience |
| **Specialist Knowledge** | * Excellent IT skills * Ability to collate and analyse data to inform planning for students * Up to date knowledge of recent developments that inform teaching and educational provision. * Knowledge of communication approaches: Intensive Interaction, objects of reference, PECs, Makaton, augmentative communication and sensory processing | * An understanding of the needs of parent/carers of young people with SEN |
| **Developing self and working with others** | * Regularly reviews own practice and continually participates in quality CPD * Using CPD to motivate, enthuse and develop staff | * Ensures accountability for other colleagues * Able to coach and mentor staff |
| **Personal Qualities and Attributes** | * Excellent interpersonal skills to create positive relationships to motivate and inspire * Good communication skills, able to establish credibility, work collaboratively with students staff, other professionals and community groups * Enthusiastic and optimistic * Tactful, patient and sensitive * Resilience and determination to succeed | * Emotional self-awareness * Conflict management |
| **Additional** | * To attend any training as deemed appropriate * Agreement to FHL obtaining an Enhanced DBS check |  |