

Job Title: Assistant Leader of Learning Community
Children Support Service (CSS)

Job Grade: TLR + SEN Allowance (UPS where applicable)

Directorate: Schools, Children and Families

Job Reference Number: P01569

The Role

This role will serve to assist the Leaders of Learning Communities in the development of an 'outstanding' quadrant provision, which works cohesively as one service. Working alongside other schools in partnership, this role will support the effective day to day leadership and management of named learning communities. It will act to build capacity in-centre and within mainstream school settings, in order to meet the needs of all vulnerable learners within a given quadrant area. This role will support the Narrowing the Gap agenda ensuring Achievement for All, and will encourage a sense of 'learning communities', which extends outside of the provision

Job Purpose

The primary purpose of the Assistant Leaders is to support the Leaders of Learning Communities in realising the vision for alternative provision within a given quadrant area, by ensuring the highest standards of learning which encourages all within the learning community to achieve their cultural, intellectual and physical potential. The Assistant Leaders will support the work of the Leaders of Learning Communities/areas, inspiring and motivating both staff and pupils, to ensure that service delivery is outstanding. The Assistant Leaders of Learning Communities will be expected to model high quality learning opportunities, and will be allocated a teaching load in line with Teachers Pay and Conditions. This job profile is neither exclusive nor exhaustive and the post holder may be required by the Senior Leadership Team, to carry out appropriate duties within the context of the job, skills and grade.

Assistant Leaders will be directly responsible to the Leaders of Learning Communities. They will be responsible for:

- The development of a named area/s within a Learning Community;
- The line management of key staff, and ensure all line management systems are followed and implemented;



- Assist in the day to day management and strategic leadership of a given learning community and take responsibility for a named area of development across all learning communities;
- Assisting in the smooth day to day running of the learning community and embrace its vision by modelling expected behaviours consistently and according to school policies, with a key emphasis on 'reflective practice';
- Ensuring that all associated staff contribute towards the SEF and SIP within a named Learning Community and or area/s;
- Model reflective practice and create outstanding teaching and learning communities, which are needs led;
- Aspects of proactive and preventative developments within Behaviour and Attendance Partnership groups, being flexible in his/her approaches in order to meet the needs of all vulnerable learners;
- Deputise as and when directed by the Leaders of Learning Communities;
- Support the Leaders of Learning Communities to ensure that all statutory guidance/targets are met and/or exceeded for all learners;
- Ensuring that all staff abide to any management systems and or systems which track and monitor pupil progress and attainment;
- Ensuring that positive educational outcomes are achieved and the 'narrowing the gap' is addressed and evidenced for all groups of vulnerable learners within a learning community/area/s;
- Support the Leaders of Learning Communities in building sustainable systems of management, in order to provide educational programmes for pupils with diverse needs, which results in improved educational outcomes at all levels;
- Ensuring that students receive an appropriate curriculum entitlement, with a curriculum that is linked to clear outcomes and meets their needs in line with current legislation and CSS guidance;
- To work in collaboration with other Assistant Leaders, to ensure the smooth transition of the service during any structural changes;

The following is a range of duties appropriate to that of an Assistant Leader. Individuals will undertake those duties determined to be required to meet the changing needs of the provision and assure quality of provision.

Key Accountabilities

To work with the Assistant Leaders of Learning Communities in supporting and sharing your expertise, in order to ensure that;

- All students are assessed, screened and inducted, and that this results in the compilation of a Personalised Information Passport and Learning Plan, which is tailored to the students' needs, and aligned to Every Child Matters (ECM) outcomes;
- Quantitative and qualitative information to the Leaders of Learning Communities/area/s clearly demonstrates how the provision/area as a whole is ensuring that all pupils take up their/or are working towards their full time offer, according to statutory guidance;
- The curriculum and the Learning Community engages and motivates the pupils and that it is needs led, and mapped against the National Curriculum and or P levels to ensure that pupils receive or work towards their full entitlement according to legislation and DFE guidance;
- The delivery of 'quality first teaching and learning' and strategic tools are in place to track and monitor the impact of this on Learning Communities/area/s;
- All groups of learners make progress achieving intended outcomes specified in the Personal Learning Plan.
- Students' wider support needs are identified and met in liaison with partner agencies, including those within any local panel meetings or locality based multi-agency groups;
- The Learning Community works in partnerships and with other schools in monitoring and evaluating educational performance, interventions and impact;
- Regular progress reports are submitted to the Leaders of Learning Communities, to inform the Quadrant/Deputy Heads of progress;
- To create a flexible Learning Community workforce which responds to the needs of the pupils and the locality;
- To contribute towards the recruitment of staff and succession planning;
- To ensure that children are engaged and motivated by access to healthy and safe activities, of good quality, in an environment that is interesting and designed to promote outstanding educational standards, in line with any Health and Safety requirements;
- To be a named person for child protection if necessary, attending relevant on going training, and ensuring that all school records meet Ofsted requirements under Safeguarding;
- To compile and assist in policy formulation, including the implementation of the Equal Opportunities policy;
- To ensure that all Health and Safety responsibilities are met;
- To manage resources and equipment;
- To ensure the maintenance of high standards of care for the Service environment, including grounds, buildings, furniture, equipment and educational materials;
- To works toward healthy school status and other kitemarks;

- To be flexible in their approaches and be prepared to work in more than one provision setting as and when the need arises, as directed by the Leaders of Learning Communities;
- To work with the Leaders of Learning Communities to support the effective day to day management of the budget;
- To meet the standards set out in the Ofsted framework and work towards the provision achieving good to outstanding' in all aspects of its work;
- To support the Senior Leadership Team to ensure that all requirements set by the Management Committee are adhered to.
- Applicants should display a willingness and flexibility to adapt routine to work outside of normal working hours to attend work related meetings/activities as necessary.
- The postholder will be required to be mobile throughout the quadrant and on occasions throughout Essex for work and meeting purposes and therefore a valid driving licence and use of car is required, unless the role can be undertaken effectively by alternative transport arrangements.

Knowledge, Skills and Experience

- Must have Q.T.S. (Qualified Teacher Status) and be a member of the G.T.C. (General Teaching Council);
- Have undertaken further professional development within the field of leadership and management and SEN;
- An understanding and knowledge of the law, policies and procedures relative to the areas of responsibility;
- Up to date knowledge in the field of improving behaviour and attendance.
- Have experience of leading and managing a whole school area/initiative.
- Highly competent in the field of ICT.
- Have a track record of managing change, and creating 'moving' teams.
- Have successful experience of working with students who have diverse needs
- Have experience of working within an holistic assessment framework and of planning and implementing bespoke education programmes.
- Have experience of building partnerships and of effective multi agency working.
- Be committed to working proactively with parents, carers and the under community to support the learning process.
- Demonstrate a clear focus on achieving improved education outcomes and experience of working within a systematic and rigorous self evaluation framework
- Evidence of experience in the field of vulnerable learners
- Experience of working strategically with external agencies/partnerships.
- Experience with successful activities that improved outcomes for vulnerable learners and widened participation in learning.
- Experience of contributing towards the management of finances.

- A demonstrable commitment to the vision, values and strategy of Essex County Council for improving outcomes for vulnerable groups.
- Experience of and understanding of Performance Management and staff development issues.
- Experience of aspects of school self-evaluation and effective implementation of school improvement strategies.
- Able to form, develop and maintain effective working teams.
- High level leadership/management skills which include the ability to motivate, inspire, and enable staff and pupils.

Values and Behaviours

CUSTOMER FOCUSED AND PROACTIVE

Working together we proactively engage with our customers and listen to their needs in order to continuously improve our service.

- Understands customers' needs and takes ownership for the outcome
- Proactively looks for ways to improve service delivery by seeking customer feedback
- Work with the customer to implement solutions & challenge process for a positive customer outcome
- Make decisions that are appropriate to the role, and provide recommendations when escalating decisions upwards

ENABLING AND EMPOWERING

Working together, we provide confidence and trust to support the delivery of the right services for our customers.

- Makes the appropriate decisions through consultation with internal and external stakeholders /customers
- Influences an environment of trust and co-operation through personal demonstration of the corporate values
- Prepared to share own decisions and be considerate of the opinion of others
- Quickly and effectively adjust to new situations and environments, focusing on solutions and not barriers

- Prioritise the needs of the group / organisation ahead of your own

EFFECTIVE AND EFFICIENT

Working together we will achieve our objectives in the best possible way, so that we deliver the results that make the biggest difference to the people we serve.

- Takes responsibility for delivering and managing work within timelines and expectations
- Regularly challenge the status quo, looking for ways to improve both the customer experience and value for money
- Demonstrates personal accountability, focusing on the outcomes achieved versus the effort required
- Works collaboratively to provide effective service delivery

Safeguarding

Essex County Council is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

Pre-Employment Checks appropriate to this Job Profile

Essex County Council (ECC) is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation.

The information below provides pre-employment screening guidance for candidates applying to this job at Essex County Council.

Role Requirement:

[Working with children / vulnerable adults in a specified place or post](#)

Pre-Employment Check	Definition
Self Declaration (Spent and unspent convictions)	A declaration of spent and unspent convictions must be completed by employees who work with vulnerable adults or children
CRB Enhanced Level (renewed every three years)	The CRB (Criminal Records Bureau) check will be sought by ECC before a start date is agreed

ISA Registration – Regulated (Currently subject to Home Office review)	ECC will administer the ISA Register check
References	<p>All posts defined as Regulated or Controlled as outlined in the ISA Regulations will require:</p> <ul style="list-style-type: none"> • At least two employer references – one reference is required prior to interview and should ideally be from your current/most recent employer • Reference history covering a minimum of five years employment • A reference from the last employer where the post gave access to children or vulnerable adults <p><i>Any gaps of 4 weeks or more will be explored by the manager at interview stage. Where appropriate additional character references will be taken up</i></p>
Medical	All new recruits and employees whose role changes significantly are required to complete a medical health questionnaire
Eligibility / Right to work in the UK	Proof is required and original documentation will be sought i.e. passport or full birth certificate
Regulatory qualifications and professional registration (subject to role)	Original qualification certificates and proof of registration with a professional body are required (if applicable)
SWIFT / Protocol <i>(Children’s Social Care Team only)</i>	A check against the individuals name on the Social Care electronic database will be administered