

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

Job Grade: Leadership Scale Points 8-12

Directorate: Schools, Childrens and Families

Job Reference Number: P01570

The Role

This role will serve to assist the Quadrant Head and Deputy Head/s in the development of an 'outstanding' quadrant provision, which works cohesively as one service. Working alongside other schools in partnership, this role will ensure 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 Leaders of Learning Communities is to support the Quadrant and Deputy Head in realising the vision for alternative provision within a given quadrant area, by ensuring the highest standards of learning which encourages all within the school community to achieve their cultural, intellectual and physical potential. The Leaders of Learning Communities will work alongside centre staff within a named quadrant and be an integral part of the Senior Leadership Team, inspiring and motivating both staff and pupils, to ensure that service delivery is good to outstanding using Ofsted criteria.

Leaders of Learning Communities will be directly responsible to the Quadrant Head, and will be expected to have an agreed teaching allocation. The 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.

They will take responsibility for:



- The development of a named Learning Community and/or area/s across a quadrant area;
- The line management of key staff, and ensure all line management systems are followed and implemented;
- Contribute towards the smooth day to day running of their 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;
- Ensuring 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 within a given quadrant area.
- Deputise as and when directed by the Deputy Heads, and support them on a daily basis, ensuring the smooth day to day leadership and management of a specific Learning Community and or area/s;
- Ensuring that all students are offered appropriate full time provision, in accordance with statutory guidance, within a Learning Community;
- Ensuring that quadrant management systems are in place to track and monitor pupil attainment, progress, behaviour and attendance within a named quadrant Learning Community and/or area/s;
- Ensuring a 'needs led' provision management model of working is adopted throughout the quadrant, which incorporates flexible working arrangements in line with statutory guidance;
- Ensuring that positive educational outcomes are achieved and the 'narrowing the gap' is addressed and evidenced for all groups of vulnerable learners;
- Support schools 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 guidance;
- To work in collaboration with other Leaders of Learning Communities, to ensure the smooth transition of the service during any structural changes.

The following is a range of duties appropriate to that of a Leader of Learning Community/s. 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 Senior Leadership Team 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 Quadrant Head/Deputy Head, 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 P levels to ensure that pupils receive an appropriate learning programme in accordance with CSS guidelines and recent legislative guidance;
- All students have access to high level teaching and learning experiences and that strategic tools are in place to track and monitor the impact of this on Learning Communities/area/s;
- All staff have access to high level training and development, which is in line with CSS protocols;
- Strategic tools in line with agreed CSS systems are in place in consultation with parents, staff and students to ensure the quality of teaching and learning is developed to a high standard;
- 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 Quadrant Head and Deputy Heads, to inform the Management Committee of progress;
- A flexible Learning Community workforce is created, which responds to the needs of the pupils and the locality;
- They contribute towards the recruitment of staff and succession planning for the quadrant;
- 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, and ensure all Learning Community policies are fit for purpose and regularly reviewed;
- 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 relevant 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 Quadrant/Deputy Head;
- To work with the Quadrant Head and Deputy Head to support the day to day leadership and management of the budget;
- To meet the standards set out in the Ofsted framework and work towards the provision achieving 'outstanding' in all aspects of its work.
- 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);
- Further recognised training and a SEN qualification relevant to the needs of the service;
- To be willing to work towards a higher degree or appropriate leadership and management qualification;
- 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, attendance and the quality of education for those students who have SEN or challenging needs.

Skills and experience specific to SEN:

- Have experience of leading and managing whole school areas.
- Highly competent with the use 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 effective leadership and management of an area.
- Evidence of significant 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 managing budgets.
- 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 & Proactive

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

- Formulates strategies that support the creation of customer focused services.
- Creates systems that help develop deep customer insight which coupled with critical reflection, informs the shape of services.
- Benchmarks high performing organisations to identify and introduce best practice.
- Works proactively, with customers, partners and Senior Leaders to solicit feedback that enables continuous improvement.

- Demands and delivers high standards, has a passion for customer service that challenges poor service delivery across the organisation

Enabling & Empowering

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

- Demands excellence of self and others leading to the creation of a high performance culture
- Inspires teams, creating an environment whereby employees have the desire to improve services and develop solutions for the challenges faced by the organisation
- Creates autonomy by setting clear parameters that enable employees to take ownership for service design, delivery and resources whilst maintaining accountability
- Creates a culture, through personal behaviours, that values ideas, innovation and accountability which in turn drives high employee engagement
- Provides the tools, support and development opportunities which enables employees to maximise their performance and realise their future potential

Effective & 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.

- Creates a strategy and business plan that stretches performance, improves efficiency and delivers value for money.
- Generates a culture that promotes and values challenge to current practice in order to reduce duplication, bureaucracy and waste.
- Holds ones self to account for effective resource management and provides support to colleagues to help them deliver their accountabilities
- Champions and leads corporate initiatives that help to deliver change and continuous improvement whilst benchmarking best practice

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
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 (Children's Social Care Team only)	A check against the individuals name on the Social Care electronic database will be administered