

JOB TITLE:	Foundation Skills and Learning Support Manager, SEND Independent Special College
HOURS:	37.5 hours a week (8.00 – 4.30pm), including occasional weekend duties and attendance at evening meetings as required.
SALARY:	£35,962.02 – £43,844.00
RESPONSIBLE TO:	Chief Executive
LEAVE:	25 days rising to 30 after 5 years' service. To be taken during Harington shut down weeks

Who we are

Harington is a leading and trusted charity, supporting students with learning differences to develop life skills.

We provide individual education, training, and support across a range of activities including retail, horticulture and employability, delivered from inspirational places and supported by a passionate team.

Our Mission

Creating an inclusive environment, that delivers outstanding personalised education, learning, and support, which lead to further education, employment opportunities, and a fulfilling and meaningful life for each of our students.

MAIN FUNCTIONS

Working as part of the management team with specific responsibility to lead, manage and develop Harington's foundation provision, i.e. literacy, language, numeracy, ICT and personal development, predominantly Entry Level - Level 1 - with some GCSE level students. (Appx 52 students)

To lead Harington's Learning Support function

To ensure the integration and development of foundation skills with all aspects of Harington's provision aiming to improve the foundation skills and thus the employability of all learners. The line management of a team of tutors and support staff, including regular structured supervision and effective appraisal of performance.

MAIN DUTIES AND RESPONSIBILITIES

Programme development:

1. To co-ordinate and develop Foundation (basic skills, ICT, key skills and personal development) training provision, ensuring that it meets the needs of all learners.
2. To ensure quality and continuous improvement with Foundation training provision, through regular quality monitoring, collection and analysis of feedback, analysis of statistical information, observation of teaching and action planning.
3. To act as Senior Manager and Curriculum lead for Functional Skills – (English, Maths and ICT) taking responsibility for overseeing medium and long term planning including monthly check on short term planning
4. To ensure the foundation provision meets internal and external quality requirements.
5. To lead on strategy for learning support assistants
6. To ensure that integration and development of foundation skills with all aspects of Harington's learning provision is maximised.
7. To lead and attend meetings and liaise with external partners to support the continuous improvement of foundation provision and keep up to date with external developments and best practice.

Programme delivery:

1. To lead on course planning, timetabling and delivery of foundation skills training and support.
2. To support the recruitment of learners and ensure that targets for learner numbers within foundation provision are met and maintained.
3. To provide staff cover and deliver foundation skills training as necessary and as a minimum to deliver one aspect of foundation provision.
4. To undertake and/or oversee learning and skills assessment, internal and external verification.
5. To develop, produce, review and update training resources in conjunction with the team.
6. To lead on all aspects of induction for new staff members and volunteers
7. To act as lead for Speech and Language Therapy
8. Work with partner providers as required to support students taking GCSE's
9. To act as Senior key Worker for Appx. 18 students

Team development

1. To be responsible for the continuous professional development of staff within the Foundation Team.
2. To deliver in-house training and support all staff development in improving the quality of the generic aspects of Entry to Employment provision (i.e. initial assessment, individual learning plans, learner reviews).
3. To attend external training and development events, keep up to date with current thinking in the delivery of foundation skills and disseminate information to relevant staff.
4. To support staff in the development of coherent policies, service provision and effective teaching practice.

Management and administration

1. To be responsible for the line management and development of staff and volunteers within the team. This must incorporate regular supervision and annual appraisal.
 2. Responsible for motivating team members including the delivery of comprehensive inductions for new team members and encouraging team working between Foundation team members and other staff.
 3. To contribute effectively to the preparation of reports on all matters relating to foundation skills delivery to internal and external stakeholders.
 4. To contribute to the Management Team on all aspects of organisational development.
 5. Being fully responsible for the maintenance of personal health and safety and the development of safe working practices.
 6. To undertake regular performance monitoring against delivery/work plans.
 7. To maintain and present data commensurate with the enrolment progress and outcomes of learners
 8. Harington is a small charity and therefore you will be expected to undertake a range of leadership duties and to carry out any other tasks that may be required commensurate with the grade.
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Person Specification.

Post: Foundation Skills and Learning Support Manager, SEND Independent Special College



Selection Criteria (<i>Desirable criteria in italics</i>)	Essential (E) Desirable (D)	Assessment method
Qualifications		
Qualified teacher (or willing to work toward achieving within an agreed timescale): Qualified = Cert Ed, PGCE or equivalent full teaching qualification.	E	A / Cert
Minimum of Level 2 Literacy and Numeracy (GCSE Grade C/ Grade 4 or FSE L2 or equivalent).	E	A / Cert
Post Graduate Leadership Qualification	D	A / Cert
<i>Advice and Guidance qualification</i>	<i>D</i>	<i>A / Cert</i>
Experience		
Experience of leading functional skills – incl. English and Maths provision for learners with special educational needs and or disabilities (including High Need learners)	D	A / I
Successful experience of working in further education and/or training	E	A / I
Experience of leading teams including teachers, learning support assistants.	E	A / I
Experience of leading and delivering Entry level courses	E	A / I
Sound understanding of speech and Language Therapy	D	A / I
Knowledge		
Knowledge of working with learners with special educational needs and or disabilities (including High Need learners)	E	A / I
Strong subject or vocational knowledge and understanding	E	A / I
Demonstrable knowledge and understanding of Health and Safety requirements.	E	A / I
<i>Knowledge of Recognising and Recording Progress and Achievement in non-accredited learning</i>	<i>D</i>	<i>A / I</i>
Skills and abilities		

Ability to deliver a range of accredited and non-accredited learning opportunities that develop learners work and living skills (e.g. horticultural skills, employability, personal and social skills or independent living skills)	E	A / I
The ability to work as an effective member of a team and to work independently.	E	I
Good oral and written communication and the ability to communicate effectively with learners	E	I
Good planning administrative and organisation skills	E	I
<i>Ability to use Makaton, BSL and/or communication aids to communicate with learners</i>	<i>D</i>	<i>I</i>
Other		
Commitment to safeguarding and improving the well-being of children and vulnerable adults and ability to follow safeguarding and Prevent procedures.	E	I
Knowledge of/commitment to equality of opportunity and ability to promote this in all aspects of work.	E	I
Willing to undertake continuous professional development as necessary.	E	I
<i>A full driving licence</i>	<i>D</i>	<i>A</i>

ASSESSMENT METHOD KEY: **A** = Application (CV, covering letter, Application form) **C** = Certificate and **I** = Interview (please note that the interview process often involves a micro teach and/or written assessment)

This post involves working closely with young people and vulnerable adults therefore appointment will be subject to an Enhanced DBS Disclosure with Barred List checks.