

## JOB DESCRIPTION

<b>Job Title</b>	HEAD OF CENTRE, IMPACT ACADEMY WORKSOP
<b>Salary</b>	£50,000
<b>Primary Purpose of the Job</b>	To provide day to day leadership and management of the Impact Academy.
<b>Responsible to</b>	Chief Executive Officer, Bolton Impact Trust.
<b>Responsible for</b>	To be responsible for the organisation and management of the Impact Academy including the direction of staff, deployment of resources and planning of learning programmes.
<b>Principal Responsibilities</b>	<p>To lead, manage and develop a team of staff in providing learning programmes for students requiring specialist support.</p> <p>To develop the range of educational opportunities on offer to ensure that students are given the opportunity to gain the skills, strategies and personal qualities to enable them to be successful learners.</p>

### MAIN DUTIES

1. To be responsible for the organisation, management and development of the Impact Academy
2. To employ clear and transparent entry and exit protocols for pupils who require the service.
3. To work on areas of development, self-evaluate the work of the Academy and manage the Academy SEF.
4. To plan the curriculum and enrichment activities.
5. To lead, develop and manage a team of teaching and non-teaching staff and to work with the Bolton Impact Trust Central Team on personnel, financial and development issues.
6. To develop the range of educational and other opportunities available for students within the Impact Academy and to lead on organising individualised learning programmes for all students.
7. To promote the development of teaching and learning within the Academy, taking a lead on the development of the curriculum, relevant programmes, resources and the evaluation of their effectiveness.
8. To build strong links with curricular staff in schools so that pupils receive appropriate and relevant courses of study whilst studying at the Academy.
9. To ensure that a programme of professional development activities, appraisal and performance management supports all staff within the Academy.
10. To ensure that high standards of care are maintained for staff and students.

## MAIN DUTIES

11. To promote and maintain an ethos of positive behaviour and learning within the Academy.
12. To liaise with Outwood Grange Staff, parents/carers and others where relevant to ensure effective arrangements are made regarding support, admissions, inductions, individual programmes, links with other providers and the transition to college or other placements.
13. To oversee systems for assessment, including the keeping of appropriate records of progress and to keep parents/carers and schools fully informed on a regular basis.
14. To maintain appropriate data and to oversee the production of written records when required as well as leading on the self evaluation process for the Academy.
15. Along with the Bolton Impact Trust Central Team, to develop and review all policies and procedures relating to the education of students, management of staff and smooth running of the Academy in accordance with statutory guidance and effective practice.
16. To ensure that Child Protection procedures are known and followed.
17. To produce regular progress updates and reports to the Local Governing Body and the Central Team
18. To maximise the contribution of staff in order to improve the quality of what is offered and the standards achieved.
19. To create an ethos in which all feel valued and included.
20. **Customer Care** - To continually review, develop and improve systems, processes and services in support of the Trust's pursuit of excellence in service delivery. To recognise the value of its people as a resource.
21. **Valuing Diversity** - To be responsible for contributions to the achievement of the Trust's Valuing Diversity Policy, both in your work and in your role as a Manager. To provide a supportive open environment where all employees have the opportunity to reach their full potential.
22. **Developing Self and Others** - To use processes and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development.

**Date Job Description prepared/updated**

September 2022

**Job Description prepared by**

Mr P Hodgkinson.

# PERSON SPECIFICATION

## Job Title

HEAD OF CENTRE : IMPACT ACADEMY WORKSOP

## STAGE ONE

Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
<b>1. Skills and Knowledge</b>	
1. Proven leadership qualities and good organisational skills.	Application Form/Interview
2. Clear knowledge and understanding of the KS3-KS4 curriculum, the needs of students with SEMH and developments in relation to personalised learning and ICT based learning.	Application Form/Interview
3. An understanding of, and commitment to inclusive policy and practice and equality of opportunity.	Application Form/Interview
4. Clear understanding of child protection policy and procedures and the needs of vulnerable young people.	Application Form/Interview
5. Expertise in supporting vulnerable students using a range of methodologies and strategies.	Application Form/Interview
6. Experience of leading Governance practice	Application Form/Interview
7. An ability to understand budget management within a school environment	Application Form/Interview
8. Knowledge of current developments and legislation in relation to education other than schools (including the inspection framework).	Application Form/Interview
9. Working knowledge and application of all parts of the School Inspection handbook	Application Form/Interview
10. All year round commitment to staff performance management and CPD	Application Form/Interview
11. Commitment to impactful networking and research activity	Application Form/Interview
12. Ability to drive staff wellbeing culture	Application Form/Interview
13. Ability to manage a demanding workload and to prioritise tasks.	Application Form/Interview

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
<b>1. Skills and Knowledge</b>	
14. <b>Valuing Diversity</b> - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
15. <b>Customer Care</b> - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview
16. <b>Developing Self and Others</b> - Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strive for improvement and take responsibility for own development. Be self-confident and lead by example	Application Form/Interview

<b>2. Experience/Qualifications/Training etc</b>	
1. Degree and QTS	Application Form
2. Minimum of 3 years experience working successfully with students with Behavioural issues, or vulnerable young people.	
3. Experience of working with others to develop effective practice and policies.	Application Form/Interview
4. Experience of working across age groups.	Application Form
5. Experience of multi-disciplinary working and partnership work with colleagues from schools as well as other services/agencies.	Application Form/Interview

<b>3. Work Related Circumstances</b>	
1. Empathy with the needs of students with SEMH, parents/carers and schools.	Application Form/Interview
2. Willingness and ability to work flexibly including attending meetings out of office hours.	Application Form/Interview

<b>3. Work Related Circumstances</b>	
3. Empathy with the needs of students unable to attend school for a period of time.	

**STAGE TWO** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

<b>ADDITIONAL REQUIREMENTS</b>	<b>METHOD OF ASSESSMENT</b>
<b>1. Skills and Knowledge</b>	
1. Knowledge of regional and national initiatives in relation to students with additional needs.	Application Form/Interview
2. Knowledge of strategies and approaches related to with additional needs.	Application Form/Interview
3. Management experience at Head or Deputy level or equivalent.	Application Form

<b>2. Experience/Qualifications/Training etc</b>	
1. Additional qualification in management or attendance and behaviour.	Application Form/Interview
2. Experience of working collaboratively with pastoral staff, Colleges and other training providers.	Application Form/Interview
3. Experience of supporting others in self assessment and related action plans to develop provision	Application Form/Interview
4. Experience of involving young people in developing effective practice.	Application Form/Interview

**Note to Applicants: Please try to show in your application form, how best you meet these requirements**

**Date Person Specification prepared/updated**

September 2022

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Mr P Hodgkinson