**JOB SPECIFICATION**



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| **JOB TITLE** | **AREA OF WORK** |
| Director of Inclusion  (Learning Support and Foundation Learning) | Further Education and Higher Education  Cross College - Education |
| **SALARY** | **BENEFITS** |
| Band 8-9  £48,764 - £63,080 | Teachers’ Pension Scheme or Local Government Pension Scheme  38 days annual leave, pro rata to include up to 5 days to be taken between Christmas and New Year at the direction of the Principal, plus pro rata Bank Holidays. |
| **LINE MANAGER** |  |
| Deputy Principal – Education |  |
| **KEY TASKS AND RESPONSIBILITIES** | |
| To provide leadership of Special Education Needs and Disability (SEND) for Further Education, Higher Education and Work Based learners across all College provision  Provide curriculum leadership of Foundation Learning curriculum offer, including the Colleges 14-16, Supported Internship, and Bridging the Gap provision  The Director of Inclusion will provide a co-ordinated cross – college gateway to a full range of interventions to support students and staff focused on the delivery of outstanding evidence based inclusive learning support practice to meet the needs of all students with SEND/ LLDD  Provide strategic leadership to ensure high quality organisation of learning support in co-operation with Directors of Curriculum, Head of Apprenticeships and Skills Curriculum Area Managers  College, Safeguarding, Weflare and Residential and wider Support teams  College lead for the Learning Support annual budget including the management of income from ESFA, HNF and Local Authorities. Ensure that the annual staff costs do not exceed income and that all funding regulations are maintained  Take the Strategic lead to ensure Education Health and Care Plans (EHCP) are in place and reviewed in accordance with statutory guidelines.  To lead on the delivery of Preparation for Adulthood ensuring a cross college approach to enhance student experience and outcomes.  To be strategic lead and maintain overall responsibility for the learning support provision for all High Needs learners across all Centres. Be the cross-college lead for the self-assessment, quality assurance and continual improvement for HNF provision.  Ensure best advice and support for HE Students receiving Disabled Student Allowances in accordance with DSA-QAG (Quality Assurance Group) guidance.  To lead on the provision of learning support for all students with SEND (LLDD)  To support teaching staff including curriculum and quality manages to ensure all teaching staff are equipped to deliver high quality inclusive teaching and learning practice, maximising inclusive pedagogy, adaptive teaching methods and assistive technology and accessible resources to support outcomes.  To lead on a continuing professional development framework for the learning support team to ensure all staff have the necessary skills, knowledge and behaviours to undertake their role and provide a professional pathway in this field of student support for all roles.  Represent the College at external events and meetings including Local Authorities and partner organisations.  To develop curriculum across Further and Higher Education within the Curriculum Area disciplines that serves the needs of industry and meets student aspirations  To lead the developments of a more integrated and aligned curriculum structure that promotes and includes progression opportunities.  To lead the delivery of a highly responsive provision that meets the needs of all students’ through excellent student engagement leading to outstanding levels of student satisfaction  To lead the enhancement of the brand and reputation of Myerscough College engaging key strategic partners in the land based and sports industries and sharing best practice both internally and externally on student support  To achieve high standards of Quality throughout all aspects of the role, and continuously drive quality improvement across all teams  To provide a highly engaging and future focused research-informed teaching and learning experience which ensures high success rates, promotes personal development and achievement, and enables strong employment prospects at the right level for the learners.  To continually enhance the student learning experience and provide high levels of student engagement and satisfaction.  To take a lead role in delivering the College’s strategic objectives and contribute to the wider development and delivery of the College’s mission, vision, values and strategic plan. | |

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| **ROLE SPECIFIC KEY DUTIES** |
| Leadership and Management   * Provide clear and inspiring leadership within role and deploy high level influencing and partnership skills across the College and externally. * Be responsible for operational line management of the Curriculum Area Manager (CAM) for Foundation Learning, and relevant Managers and Coordinators within Student support teams * Liaise and work closely with the Directors of Curriculum, and AP’s to ensure effective coordination and communication to ensure positive outcomes and a collaborative approach. * Work collaboratively with academic and support teams to ensure an outstanding student experience.   Strategy and Policy   * Make a leading contribution to the achievement of the College’s Vision and Strategic goals through an active involvement in a range of cross college strategic planning and management groups. * Develop the curriculum offer, and research in line with strategic targets. * Lead strategy, policy and process development in light of Government, funding or other stakeholder priorities. * Develop and lead the College strategy for driving up business critical areas such as educational recruitment and outcomes for students. * Ensure the effective engagement of and formation of strategic relationships with external stakeholders, partners and funding bodies in support of business growth, research development, curriculum innovation and College brand and reputation.   Teaching, Learning and Assessment   * Lead a high quality student experience with high levels of student engagement, satisfaction, retention, achievement, success and progression. * Co-ordinate efficient curriculum delivery models that meet the needs of students and the College. * Inspire and support teaching staff to deliver outstanding research-informed teaching, learning and assessment. * Ensure the delivery of teacher training provision supports the continuing professional development of teaching staff and is fully integrated into wider teaching, learning and assessment initiatives.   Curriculum and Planning   * Proactively lead the development of innovative and efficient delivery methods that maximise outcomes for learners. * Lead the planning, operation and monitoring of the curriculum to ensure it is innovative, flexible to meet market demand within funding and income restraints. * Plan for the effective introduction of new provision in light of Government policy and strategy.   Quality   * Work with the Director of Quality and Performance to lead the quality assurance of teaching, learning and assessment to ensure continuous improvement and a positive and dynamic culture of learning, continuous professional development and research permeates the provision. * Lead, implement and review quality assurance and performance management processes as part of a continuous quality improvement cycle.   Corporate Resource Management   * Ensure processes for funding, management and compliance are aligned to both stakeholder and College strategic requirements. * Manage and control budgets delegated to the curriculum and ensure achievement of budget targets, including planned contribution levels. * Ensure the effective leadership and management of staff and services to deliver consistently high levels of performance in line with challenging strategic targets. * Ensure that financial, human and physical resources allocated are deployed efficiently and effectively and provide value for money. * Work with the Director of Quality and Performance to lead, plan and implement a culture of staff continuous professional development.   Equality and Diversity   * Work with Safeguarding to lead strategies within the curriculum to advance fairness, respect, equality, diversity, inclusion and engagement (FREDIE), to understand and remove any barriers and address any gaps in participation and achievement. * Support the development, delivery and implementation of the College Access and Participation Plan to meet external deadlines.   Health, Safety and Sustainability   * Ensure the curriculum provides full compliance with agreed safety, quality and environmental standards and expectations. * Promote and advance sustainability throughout University Centre Myerscough. |

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| **GENERAL DUTIES** |
| Your role model and promote the College values:  • **Learning** - Our delivery will be high quality and innovative with students at the heart of decision making.  • **People** - We will enable staff and students to fulfil their potential whilst promoting resilience, leadership, accountability and teamwork.  • **Sustainability** - We will provide a happy, healthy, safe, supportive and sustainable environment in which to live, work and study.  • **FREDIE** - We will advance **FREDIE**:  Fairness, respect, equality, diversity, inclusion, engagement in all we do.  Promote College sustainability policies and strategies by personal commitment and leading by example and complying with all quality and environmental standards and expectations. This includes active involvement in carbon reduction, embedding of carbon reduction practices (lights off, heating down etc.) and being vigilant in relation to the College’s approach to Reduce, Reuse and Recycle ethos.  Actively participate in the Annual Review and Development process in line with individual needs and College strategic plan priorities. Agree objectives with the Line Manager and ensure they are achieved.  Be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults at all times in line with the College’s own Safeguarding Policy and practices.  Be thoroughly aware of College Health and Safety policies and procedures, attend mandatory health and safety training appropriate to the role and ensure the full implementation of College policies, procedures across all areas of responsibility. Ensure that employees within line management are also compliant with the policies, procedures and training requirements including reporting and recording all accidents and near misses.  Ensure full adherence to and implementation of the Data Protection Act 1998, the General Data Protection Regulations 25 May 2018 and the College Data Protection Policy and Procedure and ensure that employees within their responsibility.  Any other duties that may reasonably be required by Line Management and the Chief Executive & Principal. |
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**Location of work**

You may be required to work at or from any building, location or premises of Myerscough College, and any other establishment where Myerscough College conducts its business.

**Variation to this Job Description**

This is a description of the job as it is at present, and is current at the date of issue.  The job description will be renewed and updated as necessary to ensure that appropriate revisions are incorporated, and that it relates to the job to be performed.  This process is conducted jointly with your Line Manager.  You are expected to participate fully in the review and, following discussion, to update your job description as is considered necessary or desirable.  It is our aim to reach agreement on reasonable changes.  However, if such agreement is not forthcoming, Management reserves the right to insist on changes after consultation with you.

**EMPLOYEE SPECIFICATION**

(A) Assessed via Application form (I) Assessed via Interview

(P) Assessed via Presentation in interview (T) Assessed via Test

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| **ESSENTIAL CRITERIA:** | **DESIRABLE CRITERIA:** |
| ***Personal Attributes*** | |
| Presentable and professional appearance (I)  Ability to provide leadership for, and work as part of a team (A/I)  Ability to work to high quality standards (A/I/T)  Highly motivated with a commitment to succeed (I)  Excellent command of the English language (I/P) |  |
| ***Attainments*** | |
| Degree or equivalent Level 6 qualification (A)  Qualification related to the teaching assessment or support of learners with SEND – Diploma in SpLD, for FE/HE, Autism or other SEN or disability or willingness to work towards. (A)  GCSE English and maths Grade C/4 (A)  Teaching Qualification eg PGCE, Cert Ed (A) or willingness to complete in a given time period (A/I)  Management, leadership or coaching qualification or a willingness to achieve within a given timescale (A/I)  High level of digital literacy and competent in using a range of Microsoft products (A/P/T) | Post-graduate qualification (A) |
| ***General Intelligence*** | |
| Extensive experience of working within a Further Education setting managing a range of curriculum teams (A/I/P)  Comprehensive knowledge of foundation learning provision, including 14-16 Technical education pathways, Internships, and Neet provision (A/I/P)  Proven track record of leading, managing and motivating a variety of departments in order to build relationships to deliver objectives and organisational improvement(A/I/P)  Experience managing SEND and Learning support (A/I/P)  Experience of leading change and quality improvement across curriculum provision(A/I/P)  Knowledge of the range of learning needs and disabilities, common health and social conditions likely to present in a post 16 environment (A/I/P)  A comprehensive knowledge of the range of national and local issues facing College age young people and appropriate services available for signposting(A/I/P)  The ability to continually strive for TLA excellence across the curriculum using a range of leadership and management strategies to drive continuous improvement (A/I/P)  The capacity to communicate highly effectively both verbally and in the written word at all levels and via electronic methods/media (A/I/P)  High-level ability to manage and interpret data in a range of formats (T)  Experience of producing high-level reports for a range of internal and external requirements (A/I)  Experience of leading an educational team to achieve successful outcomes (A/I) |  |
| ***Special Aptitudes*** | |
| Proven track record of effective partnership working with local authorities, young people, parents/carers in respect of EHCP and High Needs ( A/I/P)  Detailed knowledge of relevant funding streams for areas of responsibility – condition of funding, High Needs, Study Programmes ( A/I/P)  Experience of working in the FE and HE education sector, with a proven record of achieving positive outcomes and providing outstanding student and staff experience (A/I/)  Outstanding leadership / communication skills and the ability to motivate and inspire a team (AI/P)  Evidence of the ability to lead students / employers to successful outcomes within an educational or training organisation (A/I/P)  Clear evidence of the ability to build strong partnerships with external stakeholders (A/I)  Evidence of the ability to lead the development of innovative and efficient curriculum to meet market demands (A/I) | Knowledge and experience of e-learning platforms and use of ILT in teaching, learning and assessment (A/I) |
| ***Interests*** | |
| High levels of interest in the work and achievement of students (I)  Full commitment to ensuring a high quality student and curriculum experience (A/I/P) |  |
| ***Disposition*** | |
| A leader who is hard working and capable of developing the performance of others (I)  Excellent interpersonal skills (I/P)  Outstanding communication skills (I/P)  Friendly and approachable (I)  Person centred approach (I)  Able to motivate and inspire staff and students to high achievements (A/I/P) |  |
| ***General*** | |
| An understanding of “safeguarding” and its importance within the College \* (A/I)  An understanding of and a willingness to promote and develop fairness, respect, equality, diversity, inclusion and engagement within an educational context (A/I)  An excellent understanding of health, safety and sustainability requirements of a working environment (A/I) |  |
| ***Circumstances*** | |
| Willing to apply for Disclosure Barring Service clearance at Enhanced level (A/I)  Current driving licence / willing and able to travel (A/I)  Ability to work flexibly (A/I) |  |

\*Interviews will explore issues relating to safeguarding and promoting the welfare of children, including motivation to work with and ability to form and maintain appropriate relationships and personal boundaries with children and young people together with emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.

**TERMS AND CONDITIONS**

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| **JOB TITLE** | **AREA OF WORK** |
| Director of Inclusion | Foundation Learning, Additional Learning Support |
| **SALARY** | **HOURS OF WORK** |
| Band 8-9  £48,764 - £63,080 | Normally 37 hours per week |
| **ANNUAL LEAVE ENTITLEMENT** | **PENSION (FINAL SALARY)** |
| 38 days annual, pro rata, leave to include up to 5 days to be taken between Christmas and New Year at the direction of the Principal,  Plus pro rata, Bank Holidays. | Local Government Pension SchemeEmployee Contribution Rate (as at 1 April 2024) (based on actual NOT FTE)Contribution rate %Up to £17,600 5.5%£17,601 to £27,600 5.8%£27,601 to £44,900 6.5%£44,901 to £56,800 6.8%£56,801 to £79,700 8.5%£79,701 to £112,900 9.9%£112,901 to £133,100 10.5%£133,101 to £199,700 11.4%£199,701 or more 12.5% 20.2% Employer  **OR**  Teacher's Pension  Up to £34,289.99 pa 7.4% Employee  £34,290 - £46,158.99 pa 8.6% Employee  £46,159 - £54,729.99 pa 9.6% Employee  £54,730 - £72,534.99 pa 10.2% Employee  £72,535 - £98,908.99 pa 11.3% Employee  £98,909 and above pa 11.7% Employee  28.68% Employer |
| **PROBATIONARY PERIOD** | **DRESS CODE** |
| A probationary period of nine months applies to new management entrants to the College | All post holders are expected to be of a professional and presentable appearance |
| **REFERENCES / MEDICAL CLEARANCE / DISCLOSURE** | |
| The appointment is subject to the receipt of satisfactory references, medical clearance and Disclosure Barring Service check/ISA (if applicable).  Occupational Sick pay is not paid during the first four months of service and thereafter is subject to the College’s Sick Pay Scheme | |
| **CONTINUING PROFESSIONAL DEVELOPMENT** | |
| In order to comply with College policy, all teachers/assessors are required to:   * complete a minimum number of hours of continuing professional development every year; * maintain a record of the CPD you have undertaken; * make that record available to the College.   Failure to comply with these requirements may lead to your dismissal.  Full details of the College’s policy in relation to Continuing Professional Development will be communicated to you. | |
| **REQUIREMENT FOR TEACHING QUALIFICATIONS/ASSESSOR AWARDS** | |
| In line with College policy, teachers/assessors employed at Myerscough are required to hold the relevant teaching qualification/assessor award/s.  The type of qualification required depends on a number of factors, including the date on which employment commenced and the type of post which is held.  The Corporation will review with the teacher/assessor, either prior to commencement of employment or shortly thereafter, the qualifications required for the post and will provide such assistance as it deems reasonable to enable employees, if required, to secure requisite qualifications.  In the event that the teacher/assessor fails to secure the requisite qualifications within the period specified by the College, the Corporation may have no alternative but to terminate employment and to this end the Corporation reserves the right notwithstanding any other provisions of this contract, to terminate employment by giving notice in accordance with the relevant clause/s in individual Contracts of Employment. | |

**DBS UPDATE SERVICE**

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| The Disclosure and Barring Service (DBS) update service lets applicants keep their DBS certificates up to date online and allows employers to check a certificate online. | |
| **BENEFITS TO YOU** | **HOW TO REGISTER** |
| * Saves you time and money * One DBS certificate may be all you will ever need * Take your DBS certificate from role to role within the same workforce * You are in control of your DBS certificate * Get ahead of the rest and apply for jobs DBS pre checked | You can [register online](https://secure.crbonline.gov.uk/crsc/subscriber) as soon as you have your application reference number. You can ask for the number when you apply for your DBS check.  Or you can wait and [register](https://secure.crbonline.gov.uk/crsc/subscriber) with your certificate number when you receive your DBS certificate. **If so, you must do so within 30 days of the certificate being issued.**  To check the progress of your DBS certificate use the [DBS tracking service.](https://secure.crbonline.gov.uk/enquiry/enquirySearch.do)  **Registration lasts for 1 year and costs £13 per year (payable by debit or credit card only).**  You’ll get an ID number with your registration that you need to log on to the service. Make sure you write it down. |
| **WHAT YOU GET** | |
| When you join, you’ll get an online account that lets you:   * Take your certificate from one job to the next * Give employers permission to check your certificate online, and see who has checked it * Add or remove a certificate | |