

LEEDS COLLEGE OF BUILDING

JOB DESCRIPTION

Post Title: Head of College Experience, Behaviour and Engagement (North Street)

Reporting to: Assistant Principal – Quality and Student Experience

Responsible for: Equality, Inclusion and Safeguarding Manager
Inclusive Learning Services Manager

Main purpose of post:

To lead on supporting students to develop their personal development and behaviour and attitudes enabling them to make strong progress throughout their studies and support progression.

To develop and implement agreed strategies to improve student behaviour ensuring a consistent approach through our 'Behaviour Blueprint' and applying to our Behaviour & Relationship Management Policy.

To provide leadership to the Equality, Inclusion and Safeguarding Manager and Inclusive Learning Services Manager and to act as College Leadership Team (CLT) lead for these areas.

Strategic aims:

- Provide a safe, supportive and inclusive learning culture
- Deliver high quality education and training through enjoyable learning experiences

Responsibilities/Main Duties:

1. Operationalising strategies to improve the student behaviour across the cohort/brand, implementing a consistent approach through our 'Behaviour Blueprint'. This will include dealing with challenging behaviour on a daily basis and leading the implementation of strategies to help re-engage them in learning.
2. Responsibility of Deputy Safeguarding Lead for the College.
3. Leading and undertaking disciplinaries from stages C to E as per our Behaviour & Relationship Management Policy, within your designated remit.
4. To be the College's key contact engaging with all relevant external agencies relating to current or prospective students as appropriate (for example – Police, Local authorities).

5. Conducting interviews at enrolment and six week overseeing our start of programme retention strategies, including activities to support “at risk” students in the first 6 weeks.
6. Where possible, contact parents, carers, and employers to inform them of any poor behaviour and to set realistic targets of improvement. This could include organising case conferences via MS Teams, face to face or making appropriate phone calls.
7. Providing training and support to all members of the college community to ensure the consistent implementation of our Behaviour & Relationship Management Policy across departments.
8. Implementing improvement strategies working with colleagues from CLT/CMT and Progress Coaches regarding attendance and retention. Using attendance and retention reports to identify areas where intervention is needed and ensure appropriate action is being implemented.
9. Overseeing the compilation of an ‘at risk’ list of cohort students and working with colleagues in CLT/CMT to ensure tracking and intervention is effective.
10. Working closely with the Progress Coaches to oversee wider student performance, including attendance and punctuality and supporting the implementation of timely intervention where required.
11. Monitoring performance against ILP’s directed by Heads of Curriculum and Curriculum Managers to guarantee that actions are taking place to ensure students are performing according to ability.
12. As a Designated Safeguarding Person, working with other DSPs to ensure that College safeguarding processes & procedures are followed. This will include, where appropriate, attending regular training events and disseminating information.
13. Working closely with wider college teams in the organisation and implementation of mock examinations, open events, and other cross college activities where a directorate/cohort programme oversight is needed.
14. Providing reports on cohort progress against their personal development and behaviour and attitudes to SLT and Governors.
15. Ensuring the IAG and application to enrolment process is of high quality, timely and is used effectively to support the transition of students from secondary education to post 16 education.
16. Maintaining continued professional development in areas related to the post. Taking ownership for own continuous professional development and undertaking relevant professional and vocational training, in line with business needs, throughout the duration of employment.

17. Taking responsibility for maintaining working standards / operations that comply with Health & Safety regulations.
18. Conducting line management responsibilities in line with college policy and procedure.
19. To be accountable for the overall performance of your departments and areas of responsibility.

College responsibilities:

1. Share the College's Vision, Mission, Values, and Behaviours and communicate them effectively.
2. Be an advocate for the College within the wider community.
3. Value and support the College's EDI commitment by advocating and protecting our students and communities from discrimination or harassment.
4. Engage in recruitment and marketing activities, student interviews and liaison with the wider community, schools and academies in line with College strategies.
5. Work within health and safety guidelines and be aware of your responsibilities for health and safety/risk management.
6. Look for ways to reduce unnecessary waste and cost to the College within your daily work supporting our sustainability commitment.
7. Adhere to College policies and procedures, including Data Protection and the Staff Code of Conduct.
8. To take responsibility for budgets as appropriate.
9. To observe and comply with the financial regulations of the College at all times.
10. To work at any of the College's delivery locations on a temporary or indefinite basis. The post holder will normally be based at one of the College sites but may be required to work elsewhere in order to carry out the duties of the post.
11. To assist in the general management of the College including acting as Duty Manager for evenings (where necessary).
12. To liaise with the Assistant Principal to always ensure sufficient management cover.
13. To carry out such duties as the Principal may from time to time reasonably direct.

This job description will be reviewed as part of the annual Performance Review process.

Please Note:

As Leeds College of Building meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subjected to a disclosure from the Criminal Records Bureau before the appointment is confirmed. This will include details of cautions, reprimands, or final warnings, as well as convictions. Further information on disclosure can be obtained from www.disclosure.gov.uk



LEEDS COLLEGE OF BUILDING

PERSONNEL SPECIFICATION

POST: HEAD OF COLLEGE EXPERIENCE, BEHAVIOUR & ENGAGEMENT

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
RELEVANT EXPERIENCE	Experience of: <ul style="list-style-type: none"> ▪ Demonstrating a student centred approach to learning, personal development, behaviour & attitudes. ▪ Whole curriculum development understanding. ▪ Broad knowledge and understanding of current developments in Further and Higher Education. ▪ Practical experience of implementing successful strategies for improving quality and whole student experience. 	Experience of: <ul style="list-style-type: none"> ▪ Using word processing/spreadsheets/ database. ▪ Evidence of strategic planning. ▪ Quality assurance experience ▪ Working in a teaching/training capacity. ▪ Management experience within an educational or training environment relevant to the college. 	Application form and interview
EDUCATION & TRAINING	<ul style="list-style-type: none"> ▪ Relevant degree or industrial / professional qualification. ▪ GCSE Grade A*-C (or equivalent) English and Maths (or willing to work towards for achievement within the terms of the College's Teacher Qualifications Policy) ▪ Safeguarding experience/qualification. (Or willingness to work towards) 	<ul style="list-style-type: none"> ▪ A level 5 or above teaching qualification e.g. Cert Ed or PGCE (or willing to achieve within 2 years as per the college's Teacher Qualifications Policy) ▪ First Aid/Health & Safety qualification 	Application form and qualification certificates.

		<ul style="list-style-type: none"> ▪ D32/D33/D34/34, A1/V1 or TAQA (or willing to work towards) 	
SPECIALIST KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> ▪ Ability to motivate a wide range of students and manage challenging behaviour. ▪ Willing and able to work across a mixed range of programmes and work under pressure. ▪ Able to develop and promote aspects of the provision where appropriate. ▪ Able to provide pastoral and general support to students – this includes effective listening and motivational interviewing skills, employability, and employer focused learning ▪ Good IT and record keeping skills. ▪ Ability to lead and be part of an effective team. ▪ Able to promote general skills in Maths, English, IT and general employability to support learning ▪ Able to improve the way teaching/ training methods are matched with students' needs, the subject and level of programme. Have a wide repertoire of methods of teaching, learning and behaviour management, on which to draw and know which are most effective in what circumstances to benefit the student. 	<ul style="list-style-type: none"> ▪ Good understanding of Health & Safety requirements. ▪ Knowledge of Construction industry. 	Application form and interview

	<ul style="list-style-type: none"> ▪ Able to set challenging but realistic targets for students and themselves, and regularly review progress against them relating to their behaviour, attitudes & personal development. 		
ADDITIONAL FACTORS	<ul style="list-style-type: none"> ▪ Positive work ethic: professional, enthusiastic and fully committed to students ▪ Be a positive role model for students ▪ Excellent communication and interpersonal skills (oral and written) ▪ Ability to work flexibly and effectively as part of a team, leading by example where necessary ▪ Suitability to work with children and/or vulnerable adults ▪ Willing to learn from others and to share best practice and lessons learnt ▪ Possess a self-directed approach to self-development and the updating of skills/knowledge in the specialist subject area relevant to the role and general pedagogy ▪ Demonstrate a passion for the subject taught ▪ A reflective practitioner who is willing to change what they do to improve student success 		Interview

Please note that the College expects regular and reliable service from staff and does not wish to appoint individuals with a high sickness record where there is no underlying medical reason. Please note this does not affect any individual's rights under the Equality Act; the

*College would wish to promote the recruitment of disabled staff and would endeavour to make reasonable adjustments where practical.
Disabled staff who meet the essential criteria will be guaranteed an interview.*