THE TRAFFORD COLLEGE GROUP

**Job Description**

**JOB TITLE:** Head of Studies (Adult English, Maths, ESOL & Community Learning)

**REPORTS TO:** Assistant Principal

**RESPONSIBLE FOR:** Lecturers

 Programme Leaders

 Community Learning Team

 Curriculum Enabling Teams (as appropriate)

**AREA:** Curriculum

**GRADE/SALARY:** Head of Studies Pay Scale

**CONTRACT TYPE:** Trafford College Group, Teaching Contract

**Our Vision**

“Unlocking potential, fostering success”

Through its innovative approach to learning and exceptional engagement with business, The Trafford College Group prepares learners for success in work and life.

**OUR VALUES**

Bold -Be bold in all that we do, pushing the boundaries to ensure that our staff and learners reach their full potential.

Ambitious - Be ambitious for ourselves and our learners. Set high expectations and standards and strive to achieve excellence in all that we do.

Respect - Appreciate your own strengths whilst demonstrating respect for others, treating people with thoughtfulness, dignity and an open mind.

Collaborate and Teamwork - Share ideas, encourage each other to succeed and work together in a supportive environment to achieve our goals.

Professional - Be honest, reliable and polite to create a positive image of the College while demonstrating the highest standards of work.

**JOB PURPOSE:**

* To be the lead manager for a dynamic curriculum area, ensuring the delivery of a curriculum offer that meets the needs of students, employers, the local community and regional economy
* To be the accountable manager for the curriculum area, across all sites of Trafford College Group in respect of curriculum planning, quality of provision and outcomes for students
* To be the lead for the quality of teaching, learning and assessment (TLA) across agreed delivery teams/ subject areas, including leadership of maths and English for adult learners, ESOL and Community Learning across the Group.
* To lead transformational change and continuous improvement across the subject area of responsibility.
* Effectively manage financial and physical resources across the subject area of responsibility
* To support a model of stakeholder relationship management that builds the reputation of Trafford College Group and enables the development of new opportunities.

**KEY ACCOUNTABILITIES**

1. Delivery of a highly effective curriculum plan that meets the needs of all users and enables achievement of agreed income and recruitment targets
2. Achievement of agreed KPIs for outcomes across the subject areas of responsibility including, but not limited to, attendance, retention, achievement, progress and destinations.
3. Delivery of high quality provision as validated by internal quality assurance such as self-assessment outcomes, audit and stakeholder feedback, and external validation such as awarding body requirements and Ofsted.
4. Delivery of high standards of TLA across the subject areas of responsibility as reflected through lecturer KPIs and other sources of evidence such as observations, learning walks and student work audit
5. Achievement of financial contribution targets through effective resource planning and management
6. Delivery of an inclusive curriculum offer that meets the needs of different groups of students, ensures no significant gaps in outcomes for learners and ensures that effective safeguarding arrangements are in place for all students

**KEY AREAS OF RESPONSIBILITY:**

1. To implement a curriculum plan for the area of responsibility that secures growth and supports the Group in its strategic objectives in relation to the curriculum / subject areas.
2. To ensure the offer and the student experience is entrepreneurial, experiential; and destination driven, thus meeting the requirements of funders, stakeholders and students.
3. To lead a culture of continuous improvement that delivers agreed quality standards across the curriculum and student experience.
4. To continually strive for TLA excellence across the curriculum using a range of leadership and management strategies to drive continuous improvement
5. To lead transformational change and continuous improvement across your areas of responsibility.
6. To collaboratively work with other Heads, enabling teams and the Senior Leadership team to ensure that the curriculum is aspirational and innovative, learner centric and delivered efficiently.
7. Effectively manage financial, physical and human resources across your area of responsibility
8. To lead a model of stakeholder relationship management that builds the reputation of the area including employers, students and parents
9. To closely work with student support functions to ensure that effective arrangements are in place for the safeguarding and welfare of all students across the subject areas of responsibility
10. To deliver the effective operation of all financial planning and other management controls needed to ensure the efficient utilisation of the physical and financial resources

1. To ensure that effective communication takes place across the curriculum area, good practice is shared, problems are raised and solutions identified.
2. To lead, develop and implement quality improvement strategies to promote high success and efficiencies.
3. To use data on curriculum performance measures to set and achieve targets for the maximisation of improvements and to assist in measuring success.
4. To ensure that there is a rigorous course review and self-assessment process established within the department, ensuring areas for improvement are identified and actions to address underperformance are agreed.
5. To drive and deliver change in relation to the use of ILT to support the effectiveness and efficiency of the curriculum offer whilst meeting the needs of students
6. To be involved in procedures to support learner improvement and behaviour as required
7. To have overall responsibility for departmental timetabling, room allocation and utilisation to ensure the building resource is used to maximum effect.
8. To be part of the internal inspection team as required
9. To undertake teaching hours in agreement with the Assistant Principal or Director as required
10. To work with Marketing and ensure that all opportunities for the effective marketing and promotion of the study area are developed including the involvement in schools’ liaison activities
11. To ensure the Department meets Health and Safety requirements

**Management and Leadership of People**

1. Promote the Group values through your personal leadership style and behaviours.
2. Lead transformational change throughout the Group in order to deliver high quality learner outcomes
3. Successfully motivate and coach staff to achieve, improve and develop to their full potential, in order to improve learner and organisational outcomes.
4. Carry out high quality appraisals ensuring appropriate objectives are set, training needs are identified, effective feedback is given and underperformance is addressed.
5. Successfully recruit, induct and carry out probation processes so that new staff feel welcomed into the Group.
6. To ensure that effective communication takes place across the curriculum area, good practice is shared, problems are raised and solutions identified.
7. Successfully lead and coach your managers to ensure that the departments are well led, managed and successful at delivering agreed outcomes.
8. To be involved in the employee disciplinary process as required.
9. To act as a duty manager and participate in a duty rota.
10. Any other duties that your line manager may instruct you to carry out in line with the role

**Physical/Financial Resources**

1. Successfully manage your budget and be responsible for the effective deployment of resources, drafting and monitoring of budgets in accordance with Financial Procedures.
2. Contribute to financial planning in the context of staff, accommodation utilisation and resources.
3. To contribute to the delivery of income targets and ensure that activities maximise cost efficiency and income.
4. To have overall responsibility for room allocation and utilisation to ensure the building resource is used to maximum effect.

**Equality and Diversity:**

1. It is the responsibility of the post holder to promote equality and diversity throughout the Group.
2. Ensure effective strategies are in place to narrow any recruitment and achievement gaps between different groups of learners accessing provision, including those from disadvantaged backgrounds.
3. The post holder will undertake their duties in full accordance with the Group’s policies and procedures relating to equal opportunity and diversity.

**Health and Safety:**

1. To promote health, safety and welfare throughout the Trafford College Group
2. To undertake their duties and responsibilities in full accordance with Trafford College Group’s Health and Safety Policy and Procedures.

**Safeguarding Children and Vulnerable Adults:**

1. It is the responsibility of the post holder to commit to safeguarding and promoting the welfare of children and vulnerable adults within the Group.
2. Ensure that all your staff attend mandatory training.
3. The post holder will undertake their duties in full accordance with the Group’s policies and procedures relating to safeguarding and promoting the welfare of children and vulnerable adults, e.g. dealing with learner issues i.e. safeguarding and referring on to specialist staff.
4. This position is subject to an enhanced criminal records check from the Disclosure & Barring Service (DBS) and will be subject to satisfactory clearance of this check.
5. If this position is classed as Regulated Activity, it is subject to an Adult & Child barring check.

**Review**

The details contained in this job description, particularly the principal accountabilities, reflect the content of the job at the date the job description was prepared. It should be remembered, however, that over time, the nature of individual jobs will inevitably change; existing duties may be lost and other duties may be gained without changing the general character of the duties of the level of responsibility entailed. Consequently, the Corporation will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

**Person Specification - Head of Studies (Adult English, Maths, ESOL & Community Learning)**

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| --- | --- | --- |
| **Attributes** | **Essential** | **Desirable** |
| **Values and Behaviours** |
| Be **bold** in all that we do, pushing the boundaries to ensure that our staff and learners reach their full potential |  |  |
| Be **ambitious** for ourselves and our learners. Set high expectations and standards and strive to achieve excellence in all that we do. |  |  |
| Show **respect** for all those that we meet on our journey through life |  |  |
| **Collaborate** through effective and supportive **teamwork** |  |  |
| Demonstrate a **professional** attitude at all times |  |  |
| **Qualifications** |
| A relevant degree based in the curriculum area and or professional qualification in the subject area. |  |  |
| Relevant experience in the curriculum area/sector at an appropriate level (where relevant). |  |  |
| A level 5 teaching qualification  |  |  |
| Maths and English to Level 2 or a willingness to work towards |  |  |
| **Experience** |
| Substantial experience of leading a team of educational practitioners within a further educational setting.  |  |  |
| Teaching Experience as a good or outstanding teacher. |  |  |
| Experience of community learning, employability, English and maths and ESOL.  |  |  |
| Experience of using ILT which has had a positive impact on student performance. |  |  |
| Significant experience of raising standards of curriculum delivery and outcomes for learners  |  |  |
| Experience of resource management including delivery to meet employer requirements  |  |  |
| **Skills and Competencies**  |
| Up to date knowledge on the methodology which underpins quality teaching and learning. |  |  |
| A knowledge of and personal experience of using ILT to improve the learner experience. |  |  |
| A knowledge of teaching and learning in relation to the relevant area.  |  |  |
| A knowledge of and the ability to performance manage the verification process. |  |  |
| Empathy and the ability to recognise the different needs of others and commitment to want to meet those needs. |  |  |
| Leadership skills including an imaginative approach to problem solving and conflict resolution. |  |  |
| A knowledge of human resources and financial procedures and an ability to use these imaginatively to support the delivery of curriculum objectives within existing resources |  |  |
| Ability to deliver change, remaining positive and maintain performance levels.  |  |  |
| Self-confidence and an ability to tenaciously challenge under performance and positively influence organisational performance |  |  |
| The ability to performance manage a Team ensuring that they deliver their objectives. |  |  |
| The ability to prioritise and deliver a set of objectives in an area of change. |  |  |
| Evidence of taking advantage of opportunities to improve services, build funding streams and foster new relationships |  |  |
| The ability to develop positive, supportive and coaching relationships with staff and learners. |  |  |
| The ability to identify solution, avoiding a blame culture and create an improvement culture focused on results. |  |  |
| Ability to inspire, motivate and develop the capabilities of individuals, resulting in the creation of cohesive and high performing teams. |  |  |
| Ability to build networks and relationships and understand stakeholder perspectives for the benefit of the organisation. |  |  |
| Evidence of working effectively across internal or organisational boundaries, beyond own area of subject specialism to deliver the best results for learners.  |  |  |
| Experience and evidence to supporting learners to achieve their maximum potential.  |  |  |
| Evidence of continued professional development within the subject area/curriculum field the post relates to.  |  |  |
| Heads of Study will be expected to attend regular CPD including achieve relevant qualifications where appropriate and to ensure their expertise is kept up to date.  |  |  |
| A demonstrable commitment to safeguarding and promoting the welfare of children |  |  |