

 Richmond and Hillcroft Adult Community College	JOB DESCRIPTION/ PERSON SPECIFICATION
--	--

POST	Head of Foundation Learning
Salary	Scale 4
REPORTS TO	Director of Teaching and Learning
DIRECT REPORTS	Programme Managers (Supported Learning, English and ESOL and Maths and Science), Learning Support Coordinator, IAG Officer, Supported Learning Administrator and Academic Staff
WORKING PATTERN	Monday to Friday with some evenings and weekends

JOB PURPOSE

To provide strategic leadership and management across Foundation Learning, which includes Supported Learning (SEND provision), Skills for Life, and Employability. The Head of Foundation Learning will ensure that:

- **Curriculum Offer:** A robust curriculum that meets the diverse needs of adult learners in ESOL, English, maths, and Employability, as well as a curriculum specifically designed to support learners with learning difficulties, disabilities, and other barriers to education and employment, enabling meaningful progress towards work, independence, and wellbeing.
- **Additional Learning Support:** A responsive system is in place for providing Additional Learning Support (ALS) to mainstream learners with additional needs, enabling them to achieve their learning goals and develop independent skills.
- **Skills for Life and Employability:** The Skills for Life and Employability provision supports adult learners in gaining essential skills for entering or progressing in the workforce or advancing to higher-level training.
- **Liaison with Schools, Community Organisations, and Employers:** Establish and maintain effective partnerships with schools, community organisations, and employers to deliver English, maths, and ESOL courses, online or in-person. Courses will be offered within the community and at employer venues to widen participation and ensure accessibility.
- **Inclusive Teaching:** Teaching, learning, and assessment activities are accessible, inclusive, and supports the delivery of the RHACC Curriculum Strategy.
- **Quality and Compliance:** Ensure that all teaching and learning meet the highest standards, supporting RHACC's journey to Outstanding Ofsted status. Additionally, meet annual funding, learner number, and financial targets while delivering the curriculum efficiently.
- **Professional Development:** Staff are supported through professional development to ensure the delivery of high-quality learning experiences that result in outstanding outcomes for learners.
- **Outstanding Customer Service:** Learners and stakeholders receive exceptional service, ensuring that all are treated with courtesy, dignity and respect.

MAIN DUTIES AND RESPONSIBILITIES

Curriculum Leadership

- **Curriculum Development:** Plan and develop a curriculum that aligns with the RHACC Curriculum Strategy, ensuring targets for funding, learner numbers, and financial outcomes are met while supporting efficient delivery.

- **Progression Pathways:** Ensure clear progression routes from Supported Learning, Skills for Life and vocational provision into work or higher education and greater independence.
- **Skills Development:** Ensure learners develop key competencies such as English, maths, digital, and personal skills for success in work and society.
- **Additional Learning Support:** Ensure that learners who have additional learning needs have access to inclusive assessment and support services that are delivered in line with learner needs and funding regulations.
- **Learner Involvement:** Implement the Learner Involvement Strategy, capturing learner, stakeholder and employer feedback to inform curriculum improvements.
- **Curriculum Marketing:** Work with the Marketing team to develop and implement a Department Marketing Plan to promote the curriculum offer to target audiences and under-represented groups.

Quality Assurance and Improvement

- **Quality Monitoring:** Lead the implementation of quality assurance processes, including observations, learning walks, and feedback systems to ensure teaching standards are high and consistently improving.
- **Self-Assessment and QIP:** Lead the annual Self-Assessment process and develop the Programme/subject level and Department Quality Improvement Plan to address areas for improvement.
- **Performance Data:** Analyse learner data to identify 'at risk' learners or underperforming areas, and take action to improve outcomes.
- **Personal Learning Plans:** Ensure all learners have clear, relevant and meaningful personal learning plans that track their individual progress and help them achieve their goals.
- **RARPA:** Oversee the implementation of RARPA (Recognising and Recording Progress and Achievement) and related moderation activities for non-accredited learning.

Staff Management and Development

- **Staff Leadership:** Provide effective line management to Programme Managers, IAG Officers, academic staff, ALS Coordinator and Learning Support Workers, ensuring they have the resources and training needed to achieve their roles.
- **Professional Development:** Ensure staff engage in continuous professional development, focusing on teaching, learning, and the needs of learners with SEND and other barriers to learning.
- **Performance Management:** Establish a culture of high performance through regular staff reviews, performance feedback, and managing underperformance promptly using College procedures.
- **IAG and Matrix Accreditation:** Lead the management of the Matrix accreditation process and the implementation of the RHACC IAG Strategy.
- **Workforce Deployment:** Ensure that staff workloads, including teaching hours and annualised hours, are efficiently managed to meet business needs.

Customer Service and Learner Management

- **Learner Journey:** Manage the learner journey, ensuring high levels of satisfaction and retention through effective course information, advice, and progression support.
- **Behaviour and Attendance:** Oversee the management of learner behaviour and attendance, ensuring all learners are supported to succeed.

- **Quality and Compliance:** Ensure all aspects of the learner experience are monitored, from progress tracking to feedback collection and register marking.

General Duties

- **Health and Safety:** Ensure compliance with College Health & Safety policies.
- **Safeguarding:** Actively promote Safeguarding and Prevent policies and understand the responsibilities of reporting concerns.
- **Equality and Diversity:** Promote and support the College's Equality and Diversity policies, ensuring an inclusive environment for staff and learners.
- **Additional Responsibilities:** Carry out additional duties as required by the Principal or Senior Management in line with the role.

The above are the key accountabilities as currently defined; they are not listed in priority order and should not be taken to be so. These accountabilities may be subject to periodic review, and the post holder will be expected to take on such variations as are consistent with the level of responsibility and purpose of the post.

PERSON SPECIFICATION

The successful candidate will fulfil the following essential requirements and will also ideally hold the desirable attributes.

		ESSENTIAL	DESIRABLE	LIKELY TO BE ASSESSED BY: I – Interview AF – Application form T – Task
	KNOWLEDGE			
1.	Thorough knowledge of quality improvement processes.	✓		AF, I
2	Good knowledge of Ofsted framework and inspection process	✓		AF, I
3	Knowledge of the latest innovations and practices in the delivery and quality assurance of teaching, learning and assessment	✓		AF, I
4	Commitment to Equality and Diversity, Safeguarding and Health and Safety	✓		AF,I
5	Understanding of the specific challenges and opportunities in SEND, Skills for Life, and employability provision.		✓	AF,I
	ABILITIES/SKILLS/EXPERIENCE			
6	Experience of leading and achieving sustained improvements in outcomes for learners	✓		AF, I
7	Experience of designing and delivering effective teacher and internal quality assurance training sessions		✓	AF, I
8	Experience of teaching adult learners and managing an adult Skills for Life or SEND curriculum.		✓	AF,I
9	Experience of leading processes to assess the quality of education such as observations and learning walks	✓		AF, I
10	Experience of developing progression pathways for learners, especially those with additional learning needs.		✓	AF, I
11	Well-developed report writing skills and ability to produce reports to a high standard and to a range of audiences	✓		AF, I
12	Excellent interpersonal, communication, and networking skills, with the ability to collaborate across teams.	✓		AF, I
13	Excellent planning and organisational skills, with the ability to manage multiple projects.	✓		AF, I
14	Good analysis, problem-solving and decision-making skills	✓		AF, I
15	Ability to use IT at a level commensurate with job role	✓		AF, I
	QUALIFICATION			

16	Qualified to Degree Level and holding a qualification relevant to the remit (e.g., SEND, Skills for Life).	✓		AF
17	Hold a full Teaching qualification	✓		AF
18	Experience of teaching English and/or maths, with a subject specialism qualification in English or maths.		✓	AF, I
19	An English and maths qualification at L2	✓		AF