

 Richmond and Hillcroft Adult Community College	JOB DESCRIPTION/ PERSON SPECIFICATION
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POST	Programme Manager Supported Learning
DEPARTMENT	Supported Learning
GRADE	Scale 3
REPORTS TO	Head of Supported Learning
DIRECT REPORTS	Established Teachers, Sessional Teachers
WORKING PATTERN	37 hours a week

JOB PURPOSE

- To support the implementation of the Curriculum Strategy within the School.
- To ensure the Initial Assessment Systems are effectively implemented to accurately identify learners' needs for planning and delivery support so that learners can fully participate in learning;
- To provide supportive line management to tutors within the subject area to ensure that all teaching is good or better, poor practice is eliminated, and that this contributes to outstanding outcomes for learners;
- To use specialist knowledge, tutor, community and learner views to inform development of the curriculum to meet learner and community need both locally and nationally for the women's residential offer;
- To teach on courses in the School and act as a role model for teaching excellence;

MAIN DUTIES AND RESPONSIBILITIES

Learner Support:

- Assess and identify the learning needs and requirements of learners with SEND and develop individualised support plans.
- Provide guidance and support to learners, ensuring their emotional, academic, and social well-being.
- Implement strategies to promote independence and self-advocacy skills among students with disabilities.

Teaching and Learning:

- To teach between 500-720 hours depending on learner needs and numbers hours annually within specialist subject, as agreed with Head of School.
- To lead by example in implementation of ILT, promotion of Equality and Diversity, embedding of English and maths in vocational subjects, and innovative and inspiring teaching practice.
- To manage qualification provision to ensure compliance with Awarding Organisation regulations, pedagogical best practice, and excellent outcomes which are above national benchmarks.
- To be aware of sector developments within the subject specialism, and provide CPD to staff to ensure that their practice is up to date and of the highest quality
- Maintain accurate records of learner progress, achievement, and support services provided.
- To ensure sharing of resources for the benefit of learners.
- To ensure that learner progress and achievement is recorded meaningfully, and that learners participate in and see the relevance of learning plans.

Quality Management:

- To monitor in-year performance of learners and courses, and take appropriate action to ensure

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outstanding outcomes for learners, which on qualification provision are above national averages;

- To ensure that staff within the course team mark registers, keep required records, and collect information about satisfaction and progression;
- To participate in Observation of Teaching, Learning and Assessment processes;
- To review programmes annually in the SAR to evaluate the effectiveness of teaching, learning and assessment, and its impact on learner outcomes;
- To manage all aspects of programme delivery, ensuring accuracy and appropriateness of course outlines, staff allocation, registers, rooming, sharing of resources, recording of progress and achievement, communication of class closures and cancellations.

Learner Management and Customer Service:

- To manage the learner journey with a strong focus on customer need and satisfaction.
- To ensure that learners are supported to succeed.
- To appropriately manage behaviour and attendance according to learner needs.
- To provide course information and advice, including information about progression.

Curriculum Development:

- To contribute to the creation of the curriculum offer, ensuring innovative and flexible course content and delivery models which meet the needs of all learner groups, including those with support needs, and younger learners;
- Work with the Head to Design a curriculum that addresses diverse learning abilities, ensuring accessibility and inclusivity.
- Collaborate with teachers to create engaging and effective teaching and learning materials.
- To carry out aspects of the School's marketing plan as directed by the Head of School, and to organise and participate in promotion, enrichment and celebration of achievement events for the school. This may involve working with partners in other parts of the country to develop a residential offer, as directed by the Head of School.

Staff Management

- Take part in the College's Induction, Probation and Appraisal processes, ensure objectives are set and reviewed and training and development needs are identified for staff.
- Ongoing performance management to ensure staff have clear expectations of their roles and responsibilities and underperformance is promptly and appropriately addressed using the relevant College procedures.
- Take part in the College's disciplinary and grievance procedures as and when required through conducting investigations or chairing hearings.
- Recruit, train, and supervise teaching and support staff, ensuring they are equipped to provide effective assistance to learners with SEND.
- Conduct regular staff line management meetings, provide feedback, and offer professional development opportunities to enhance their skills in working with SEND learners.
- Manage the allocation of staff annual leave ensuring that leave is taken appropriately during the leave year in relation to business needs, and special leave requests are approved by senior management as required
- Conduct regular meetings with staff either on a 1-1 or group basis, to ensure employees are engaged and motivated and business goals, priorities and changes to policies and procedures are communicated.
- Be familiar with the College's Policies and Procedures to ensure correct application at all times

General Duties:

- To commit to ongoing professional development by undertaking job related training.
- To contribute to the planning and development of the service as a member of the team.
- To have a duty of care to yourself and others regarding Health and Safety issues and ensure that the College's Health & Safety Policies and Procedures are implemented.

- To actively promote the College's Equality & Diversity policy, encouraging staff awareness and participation in all areas.
- To actively promote the College's safeguarding policy and be aware of your responsibilities to report concerns.
- To carry out duties pertinent to the scope of the post as directed by the Principal or other senior managers of the College.

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.	To demonstrate an understanding of Equality and Diversity and customer care.	✓		I
	ABILITIES/SKILLS/EXPERIENCE			
2.	Experience of delivering outstanding teaching	✓		AF, I, T
3.	Able to act as a role model for teaching excellence	✓		AF, I
4.	Able monitor and implement quality systems	✓		I
5.	To deliver relevant aspects of an operational plan and achieve performance targets			I
6.	Ability to plan and develop new courses, programmes and events that suit the needs of the desired audience.	✓		AF, I
7.	Ability to successfully consult, influence and undertake delegated tasks	✓		I
8.	Able to utilise ICT and understand its use as a curriculum tool	✓		I, T
9.	Track record of good or outstanding teaching	✓		AF
10.	Experience of course management	✓		AF, I
11.	Experience of working as a member of an effective team	✓		I
12.	Experience of successfully achieving deadlines and working without close supervision	✓		I
13.	Experience in using IT as a management tool.	✓		I,T
14.	Experience of staff management to include performance management, motivation, engagement and development	✓		AF, I
	QUALIFICATION			
15.	A relevant degree or equivalent.	✓		AF
16.	A professional teaching qualification	✓		AF
17.	A relevant internal quality assurance qualification/ accreditation where applicable or willingness to acquire	✓		AF, I
18.	Management training/ qualification or evidence of CPD		✓	AF