**** Job Description

# Job Title Curriculum Leader – TSP

**Location** Harrogate

**Salary** £15.12 per hour, £29,090.88 per annum

**Hours per Week** 37

**Working weeks** 52 weeks per year

**Annual Leave** 25 days annual leave plus 10 statutory days per year

**Pension** Access to the Teachers’ Pension Scheme (or the Society’s defined contribution pension scheme if preferred)

**Reports to** Programme Leader

**DBS Check** Enhanced Check with adult barring list and child barring list

**Job Summary**

This role will has responsibility for a nominated students within The Starting Point Team – a specialist setting for autistic students at Henshaws Specialist College reporting to the Programme Leader – Starting Point. The post-holder will lead the curriculum development, delivery and quality assurance, and support the design of suitable and appropriate study programmes for learners to ensure they can meet their EHCP Outcomes, and maximise in their potential as adults. It will include ongoing development working with a multi-disciplinary team to ensure that the programme offer is current and appropriate to the needs of students and funders.

The post holder will ensure high quality delivery and will monitor and manage instructors with a range of specialisms delivering across the programme area.

**Key responsibilities**

* Design, monitor and deliver the curriculum with the support of the programme leader to ensure that individual students’ needs are met, monitored and evaluated to a high standard.
* To lead the self-assessment and quality improvement affecting designated students and their study programmes and curriculum. Contribute to the self-assessment and quality processes for the TSP programme area.
* Contribute to pre-entry planning including timetabling, induction and baseline assessment, including the collection and collation of pre-entry achievements and support needs.
* Provide oversight to groups leading regular multidisciplinary meetings to monitor the impact and progress whole student study programme and the student experience.
* To monitor groups and and individual individual and collective outcomes to ensure they are appropriate to the learner, their EHCP Outcomes and are SMART. This may include accredited and non-accredited outcomes.
* To ensure progress targets and tracking are set and reviewed in a timely manner, as a minimum half termly and reported, with a strategy to manage students ‘at risk’ of not achieving goals.
* As directed by your Programme Leader attend Annual review and EHCP meetings; ensure timely production of progress reports and future goals are available for external meetings in liaision with the Tranistions Team.
* To work collaboratively and to direct in class learning support staff to promote inclusive embedded delivery, enable evidence-based assessment and to capture incidential learning.
* 18 hours contact time per week with students, as agreed through annual timetabling and in-year revisions
* Maintain currency of practice and developments around the pedagogy of learning for those on the autistic spectrum, leading by example and sharing best practice with colleagues to ensure continuous improvements to curriculum, which may also include supporting colleagues to embed skills within other subject areas as appropriate.
* Continually review and develop curriculum content and delivery in response to evolving student need; ensure staff involved of the delivery of teaching, learning, assessment and support of learners have the skills necessary to support learning through the delivery of training.
* Develop and use effective course material and appropriate educational resources to deliver high quality teaching and learning through a range of activities for a broad range of students with varying disabilities
* Assess, plan, deliver, record and report on the development, progress and achievement/attainment of students, contributing to student reviews as required.
* Teach accredited awards as appropriate, and ensure all associated administration and quality assurance is completed to the awarding body requirements
* As required by your Programme Leaver support staff, conduct supervisions and appraisals of instructor(s) including absence management and performance management where appropriate.
* Participate in peer review and observations. Deliver consistently good or better learning to students. Ensure evidence based assessment is well planned and supports progress over time.
* Direct Student Support Assistants, providing guidance and coaching where appropriate to ensure student learning is being fully facilitated. Ensure training and support to develop Student Support Assistants to meet the needs of autistic learners is delivered in liaison with the Education Programme Leader
* Provide information to Student Support Assistants that helps support them in their pastoral role with the Students.
* Support the effective operation of the college timetable and extended curriculum, ensuring compliance with funders’ contracts
* Support the students’ personal development and transition needs through liaison with Student Support Assistants and the Transition Team
* Ensure and support students to adhere to the College’s “Our Values”.
* Hold regular team meetings with Instructors and Student Support Assistants to review the progress and achievements of students.

**General requirements**

* Ensure effective and timely administration is completed to fulfil the requirements of the role. within the role
* Work flexibly to deliver sessions as part of the extended/enrichment curriculum
* Attend all Henshaws mandatory and compulsory training sessions, taking responsibility to ensure training is up to date at all times.
* Take responsibility for your own personal and professional development, including CPD where appropriate.
* Facilitate training and knowledge sharing across Henshaws Society, and other providers where appropriate.
* Adhere to and support others to uphold Henshaws Values: Inspiring, Proactive, Sharing, Compassionate, Empowering, Informed
* Offer a flexible approach to working hours to meet the needs of the organisation.
* Represent Henshaws in professional manner at all times, contributing to fundraising, marketing and recruitment activities for Henshaws Society as required.
* The employee may on occasions be called upon to undertake work in other locations in order to ensure obligations to students, service users and third parties are fulfilled.
* Comply with Henshaws Health & Safety requirements and be aware of and adhere to current Henshaws policies and procedures.

Any other duty as required by the line manager commensurate with the post

Person Specification

In order to be shortlisted you must demonstrate that you meet all the essential criteria and as many of the desirable criteria as possible. Where we have a large number of applications that meet all of the essential criteria, we will then use the
desirable criteria to produce the shortlist.

****All disabled candidates who meet the minimum essential criteria will be included on the shortlist.

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|  | **Criteria** | **Essential or Desirable** | **How Identified***Application form / Interview / Selection test / copy of certificates.* |
| **Skills and Experience** | Experience of managing and delivering highly individualised and personalised study programmes to young people with special educational needs and disabilities  | **Essential**  | Application / Interview |
|  | Experience of teaching young people with autism and the range of pedagogies including intensive interaction, sensory integration, assistive technology and body awareness.  | **Essential**  | Application / Interview |
|  | Have or be willing to work towards communication training including Makaton, PECs and similar as student need dictates | **Essential** | Application / Interview |
|  | Consistently high standard of teaching, learning and assessments | **Essential**  | Application / Interview |
| **General & Specialist Knowledge** | Knowledge of students on the autistic spectrum | **Essential** | Application / Interview |
|  | Understanding of the needs of students with learning difficulties and/or other disabilities | **Essential**  | Application / Interview |
|  | Awareness of local authority funding for specialist education | **Desirable** | Application / Interview |
|  | Experience, knowledge or understanding of specialist methods of communication, i.e. Intensive Interaction | **Essential** | Application / Interview |
| **Education & Training** | Qualified Teacher with a recognised teaching certificate | **Essential**  | Application / Interview |
|  | Specialist qualification or training in autistic spectrum conditions including sensory profiling or be willing to work towards  | **Essential** | Application / Interview |
|  | Have or be willing to work towards Team Teach, PRICE or similar positive behaviour and intervention training | **Essential** | Application / Interview |
| **Special Requirements** | Experience of working within regulatory frameworks including Ofsted | **Desirable** | Application / Interview |

**Henshaws will make every endeavor to make any reasonable adjustments for applicants who require assistance in carrying out their duties due to a disability.**

**Henshaws is committed to safeguarding vulnerable adults and children. The post holder may be required to complete an enhanced DBS disclosure check including barring lists for Adult and/or child barring services.**

**Henshaws is committed to equal opportunities and positively welcomes applications from all sections of the community.**