

Job Description

Post Title: Head of Centre

Contract: Permanent, Full time

Line Manager: Headteacher

Supervisory Responsibilities: All Centre based staff

Pay Range/Grade: L11 – L15

Location: Bradford AP Academy Anerley Street

Hours of work: 32.5 hours per week

Purpose of the Role:

The main purpose of the Head of Centre is to ensure a high-quality provision for young people referred for a placement at BAPA. The post holder will work with stakeholders to support the referral process, ensuring community through the placement leading to effective exit strategies. The role includes oversight of the leadership and management of the centre, with responsibility for the health, safety, wellbeing, and safeguarding of both pupils and staff.

The post holder will deliver a curriculum tailored to the needs of the students and upholding high educational standards, particularly for those with special educational needs (SEN). Additionally, as part of the Senior Leadership Team, the role contributes to shaping BAPA's strategic vision and leading the shared vision for BAPA and associated school improvement at the centre. The post holder will support the Headteacher in the overall functioning and smooth running of the centre, as required.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher.

Supervisory Responsibilities:

- Supervise and advise all Centre based staff.

Key Responsibilities:

Leadership and Management:

- Support and implement the vision and ethos of BAPA.

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- Be the safeguarding lead for the centre.
- Be the SEND lead for the centre.
- Contribute to the creation, implementation and evaluation of BAPA School Improvement Plan.
- Ensure that the work of the centre is inclusive and reflects all policies and legislation relating to equality.
- Ensure policies are translated into practice by the staff team.
- Lead on BAPA self-evaluation process for your centre, including teaching, learning and assessment, monitoring of BAPA standards and improvement initiatives.
- As appropriate, contribute to the writing of self-evaluation and policy documents
- Promote cross-curricular approaches to teaching and learning.
- Be a proactive and effective member of the SLT and Extended Leadership Team (ELT) and an effective role model for staff.

Teaching and Learning:

- Lead your centre to support the overall effectiveness of BAPA.
- Have overall responsibility and accountability for your centre in the promotion of the BAPA curriculum intent, its implementation and the impact that it has.
- Lead / take part in regular meetings to support effective teaching and learning with appropriate colleagues.
- Lead / take part in the development of teaching and learning activities appropriate to full age and ability range.

Monitoring and Assessment:

- Together with the SLT, monitor standards including reviewing the intent, implementation and impact of the curriculum. This will include participating in self-evaluation, including deep dives, to obtain evidence relating to specific areas of practice.
- Together with the SLT, use self-evaluation to review the impact of initiatives on pupil outcomes.
- Use the information gained from self-evaluation to formulate strategy for future improvement initiatives.
- Lead the process of monitoring standards in your centre, in line with policy.
- Lead the process of monitoring and assessing pupils working towards qualifications, in line with policy.
- Lead the process of obtaining, correlating and submitting evidence relating to applications for Education, Health and Care Plans (EHCPs), in line with Bradford SEND policy.

Management of Resources

- Be responsible for the organisation, planning and evaluation of the curriculum as relevant to your centre.
- Manage any resources or equipment that are associated with BAPA appropriately.
- Monitor and accurately account for the budget for your centre.
- Lead and manage your centre in a manner that gains best value for money.
- Contribute to the leadership and management of the BAPA budget.



Professional Development

- Participate in arrangements for the appraisal and review of your own performance and, that of other teachers and educational support staff.
- Commitment to creating and maintaining an outward-facing AP that works with other AP/PRUs and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils.
- Play an active part in planning training and professional development to support the School Improvement Plan and any additional improvement initiatives.
- Play an active part in leading specific areas of training and professional development for teachers and support staff.
- Staff Development
- Act as an appraiser for the appraisal of all identified staff.
- Take a lead role in identifying group and / or individual training needs and provide support for colleagues within your centre that promotes a whole AP approach.
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in education and disseminate information as appropriate.

Additional Duties

- Play an active part in assisting the smooth running of BAPA.
- Undertake any professional duties of the Headteacher, reasonably delegated by the Headteacher.
- Undertake, to the extent required by the Headteacher or Local Advisory Board (LAB), the professional duties of the Headteacher in the event of their absence from BAPA.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • NPQML or NPQSL or willingness to work towards a relevant NPQ award • Qualified Teacher Status (QTS) • Degree level or equivalent • Designated Safeguarding Lead trained • Safer Recruitment trained • National Award for SEND Co-ordination 	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>	<p>Application and interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Proven experience of leading by example - with integrity, creativity, resilience, and clarity by drawing on your own scholarship, expertise and skills, and that of those around you. • Significant leadership experience or equivalent in education • Proven experience of raising standards of achievement within an educational setting. • Recent experience of appropriate professional development relating to school leadership • Experience of managing resources effectively 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Application and interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Knowledge and clear understanding of the statutory framework for education as well as new and innovative developments within education • Detailed knowledge and understanding of the alternative provision area of education, including tracking and monitoring pupil progress • Knowledge of successful strategies for raising pupil achievement • Up to date knowledge and strategic view of the current educational landscape • Full working knowledge of all relevant policies, legislation, codes of practice and guidance related to school leadership • A clear understanding of the essential qualities necessary for effective leadership • Communicate effectively with a range of different stakeholders with well-developed interpersonal skills • Implement successful strategies and manage change effectively • Collect evidence and research in order to make sound judgements against set criteria • Inspire others to commit to a shared purpose and vision 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Application and interview</p>

<ul style="list-style-type: none"> • Lead highly effective teams that are defined by trust, with high levels of commitment and accountability, and are focused on results • Manage finances to achieve high value of money in innovative ways that lead to positive outcomes for students and staff • Organise, manage systems and processes, make excellent use of time 	E E E	
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	E E E E E	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

