

JOB DESCRIPTION

Head of Post-19 Provision at BeyondAutism

SALARY SCALE:	Inner London L6 – L13 (£51,991 - £60,376)
HOURS:	Your normal working week is 5 days per week, Monday to Friday. You will be expected to work a minimum of 37.5 hours per week. In addition, you will be eligible for a 1-hour lunch break which will not count towards your working hours. Variations may be introduced to meet changing needs; however, these will only be introduced after consultation with you.
REPORTS TO:	CEO, BeyondAutism
LOCATION:	Post-19 Hubs in Hammersmith and Wandsworth
PROBATIONARY PERIOD:	Six months
HOLIDAY:	Term time only
OTHER BENEFITS:	Pension

Purpose of the post

The post of Head of Post-19 exists to ensure that BeyondAutism promotes, maintains and improves education and training for young adults diagnosed with autism, complex needs and related communication disorders. We are highly ambitious and provide a bespoke educational Post-19 provision that supports them on their journey to adulthood.

The Head of Post-19 will lead and manage the provision in accordance with the BeyondAutism plan to provide a high-quality service, leading to educational and training outcomes that enhance individuals' opportunities for community living and strong life chances, based around their EHCP. This will include overseeing and further developing operational partnerships within local communities, working closely with supported living organisations and managing a high-quality educational model.

Working closely with pupils graduating from BeyondAutism's Tram House School and other similar schools, you will create and manage flexible pathways based on the Preparation for Adulthood

framework, that enable young people to take advantage of their future after school. This will include supporting parents, directly and via other team members, to ensure that they are able to make clear best interest decisions regarding their son's/daughter's future and that Post-19 can provide the provision they require in order to make this happen.

The Head of Post-19 will be responsible for all aspects of the education and development of learners including the delivery of the curriculum based on each student's individual EHCP outcomes.

Responsibility for Safeguarding and promoting the welfare of vulnerable young adults in BeyondAutism's Post-19 Provision in accordance with statute and the charity's policies and procedures.

Responsibility for understanding and keeping abreast of the systems and funding in SEND Post-19 and ensuring all staff are informed of any changes to legislation that may affect them.

Relationships

Reporting directly to the CEO of the charity and working with the BeyondAutism senior management team, you will take the lead role and lead responsibility in running and developing the Post-19 Provision provided by the charity. The Senior Management Team is expected to work in very close collaboration in order to ensure aligned working in the delivery of their shared responsibility for the success of BeyondAutism.

Key responsibilities

1. Leadership

- 1.1 Continue development of the Provision as a model of national excellence and innovation.
- 1.2 Ensure that the standards of service are upheld by all staff in the service and that training is regularly provided.
- 1.3 Lead the Post-19 staff team and work closely with the Behaviour Support lead and Therapists to ensure a collaborative approach to delivery.
- 1.4 Promote an open-minded approach to learning within Post-19 and motivate staff to deliver a curriculum that encourages students to have choice and control over their future, underpinned by ABA
- 1.5 Lead the staff team on embedding the framework of Preparation for Adulthood within the Post-19 Provision.

- 1.6 Ensure that improving standards of teaching, learning and care remain at the centre of planning and resource management for the service.
- 1.7 Develop the academic curriculum provision and the individual student's timetables based on EHCP outcomes.
- 1.8 Maintain and develop effective relationships with external supporting bodies including local education authorities, social services, supported living organisations and local community services
- 1.9 Drive an efficient assessment, admissions and transitions process to maximise appropriate referrals and placements for the service and ensure admissions and transitions are well managed.
- 1.10 Treat people fairly, equitably, with dignity and respect to create and maintain a positive culture.
- 1.11 Develop and deliver the self-evaluation and strategic plan for the service whilst ensuring that services remain operationally effective, financially viable and responsive to changing needs over time.
- 1.12 Ensure that the CEO is fully informed about opportunities and risks in relation to the service.
- 1.13 Ensure that all regulatory requirements are complied with.

2. Pastoral Care

- 2.1 Ensure that the pastoral needs of the learners are met and that the pastoral care of all learners is effectively delivered and supported over the total learning environment.
- 2.2 Ensure good communications, liaison and support is offered to families / carers as appropriate to meet their expectations and needs.
- 2.3 Support the ethos of the charity.
- 2.4 Encourage the personal development of all learners, including the opportunity to practise their own beliefs where such aspirations exist.
- 2.5 Ensure an understanding within the Provision as to the opportunities/choices that are available for students when leaving Post-19 and preparing them accordingly in regards to managing their wellbeing.

- 2.6 Ensure provision of an effective transition service to support Learners leaving to successfully move into an appropriate environment upon completion of their course.

3. Learning and Teaching

- 3.1 Maintain a Post-19 culture and ethos of challenge and support where all learners become engaged in their own learning and development, realise their potential as an adult and live life to the full.
- 3.2 Deliver a diverse and flexible curriculum and assessment framework that meets the individual needs of each learner and is based on the achievement of student's EHCP outcomes underpinned by ABA
- 3.3 Develop a learning environment that is underpinned by ABA and is open to new strategies and approaches that add value to the student's learning experience.
- 3.4 Continue to identify activities within the student's local community that feed into a curriculum which offers opportunities to learn outside of a classroom environment.
- 3.5 Working closely with the Supervisor, ensuring that high quality Individual Educational Plans for each learner are devised, implemented, regularly reviewed and updated.
- 3.6 Oversee high quality reports including the Annual Reviews, amendments to EHCPs and end of term reports
- 3.7 Evaluate the standards of teaching and ensuring that high standards of professional performance are established and maintained through the process and application of rigorous Appraisal and Performance Management systems.
- 3.8 Monitor target setting and assessment.
- 3.9 Ensure learners behaviours are pro-actively and effectively managed to minimise potential barriers to learning and personal development.
- 3.10 Celebrate learner's achievements and maximise internal and external opportunities for recognition through accreditation.
- 3.11 Promote the service externally, including through providing talks and seminars where required.
- 3.12 Engage in any formal research processes where required.

4. Safeguarding, Safety and Wellbeing

- 4.1 Be fully conversant with the inspection requirements of Ofsted and any other statutory regulators as required. This may require an understanding and knowledge of the regulatory requirements placed upon partner organisations hosting BeyondAutism Post-19 services.
- 4.2 Be the Adult Safeguarding Lead for the Provision and ensure staff are up to date with all adult protection issues and to keep in contact, when necessary, with the Safeguarding officers of host organisations and the DSLs/DSOs of Beyond Autisms schools.
- 4.3 As the Adult Safeguarding Lead ensure that practice and decisions are in line with the Mental Capacity Act and Deprivation of Liberty/Liberty Protection Safeguards.
- 4.4 Ensure adequate staffing at all times.
- 4.5 Liaise closely with local authority Adult/Social Care teams to ensure the social care needs of all learners are recognised and understood.
- 4.6 Similarly, where students are supported through Continuing Care to liaise closely with the relevant teams in Health.
- 4.7 Promote and manage the health and safety of staff and learners ensuring that risk assessments, Behaviour Plans and staff training are of a sufficiently high standard to protect the welfare and health and safety of learners and staff and to maximise safety and wellbeing of learners, staff and others.
- 4.8 Be a designated Safety Manager under BeyondAutism's Health and Safety policy.
- 4.9 Ensure incident reporting and risk management systems are rigorous and systematic and conform to the charity's policy and procedure and to statutory regulations.

5. Staff Management and Team Building

- 5.1 Ensure all staff are aware of the aims and priorities of the service and are motivated and empowered to achieve objectives and targets and promote the educational and life skills development of each learner.
- 5.2 Ensure that professional duties are fulfilled as specified in the job descriptions and terms and conditions of service for all staff.
- 5.3 Ensure that all staff understand the Preparation for Adulthood framework and have a clear understanding of EHCP's and the impact on delivery within the Post 19 sector.

- 5.4 Deliver targeted training to staff based on the needs of the Provision.
- 5.5 Deploy staff effectively in order to improve and maintain a high quality of education and care within the resources available.
- 5.6 Operate an effective method of team working and communication across the team.
- 5.7 Lead or participate in staff recruitment, selection and appointments.
- 5.8 Maintain effective line management, staff supervision, appraisal, induction, training and development practices to meet identified needs.
- 5.9 Identify and take appropriate remedial action whenever performance or conduct of staff is unsatisfactory.

6. Managing Finance and Resources

- 6.1 Be the budget holder for Post-19 and ensure that expenditure is well targeted, managed and monitored within budget.
- 6.2 Ensure the amenities and equipment are safely maintained and deployed efficiently for the benefit of the learners.
- 6.3 Be responsible for the upkeep, cleaning, decorating and furnishing of any premises used by the service as necessary in consultation with the CEO and the Premises and Facilities Service Manager and within budgetary limits.

7. Accountability

- 7.1 Report directly to the CEO and work with Advisory Body, parents and other stakeholders to provide a high-quality service.
- 7.2 Advise the CEO regarding Post-19, providing such reports as necessary, to help ensure it continues to meet its responsibilities.
- 7.3 Inform students and parents of the direction and priorities of the curriculum and learners' attainment and progress.
- 7.4 Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to timely and effective review and evaluation.

- 7.5 Ensure timely compliance with policies, procedures, plans and objectives as agreed for the service as appropriate.
- 7.6 Liaise and co-operate with officers of local authorities and regulators, reporting in connection with discharge of the functions of the service as they may properly require.
- 7.7 Present accurate and comprehensible accounts of the services' performance in formats appropriate to a range of audiences

8. Community

- 8.1 Work in partnership with parents and the Post-19 Advisory Board to develop and support the learners' achievements and personal development.
- 8.2 Develop and nurture links within each learner's local community to enable the learners to participate in suitable activities whilst maintaining their physical and emotional health.
- 8.3 Collaborate with other agencies in providing academic, spiritual, moral, social, emotional and cultural well-being of learners and families.
- 8.4 Seek opportunities to invite parents and carers, community figures, businesses or other organizations into the service to enhance and enrich it and the lives of its learners and the wider community.
- 8.5 Build a culture that embraces the ethnic diversity of the communities from which the service draws its learners.

The duties and responsibilities outlined above do not represent a full range of duties the post holder will be expected to carry out. It is recognised that the duties of all posts may be subject to change from time to time, and therefore alterations to duties and responsibilities can be expected. The Chief Executive will consult the post holder before any major changes to duties and responsibilities and reasonable notice will be given before such changes are implemented.

TL/February 2020