

## **JOB DESCRIPTION**

### **THE ALTUS SCHOOL - DIRECTOR OF ALTERNATIVE PROVISION**

#### **Job purpose**

The Director of Alternative Provision will work closely with the Management Committee to set the strategic direction and implement the vision for the transformation of the provision.

The Director will be responsible for the effective implementation and delivery of the strategic direction and vision. They will ensure that the provision is of high quality and meets the needs of a complex cohort. The Director will ensure the provision has a strong ethos and focus on early intervention and prevention, reducing the need and time that children and young people are not accessing their mainstream provision. They will provide a relentless focus on aspiration, driving strong educational outcomes and wellbeing support for pupils, in a cost effective, responsive, and sustainable way.

The Director will develop an understanding of the local system, through the building of strong strategic relationships with key stakeholders. This will include, but is not limited to; Gloucestershire schools, heads' associations and provision partnerships; local authorities (not restricted to Gloucestershire); the voluntary community sector providers including 'Alternative Provision'; further education providers; and other key agencies including social care and the police. These relationships will enable the Director to inform the strategic direction and vision for the provision and ensure the provision provides the right programmes of support for its pupils, whether they are attending a centre or accessing support from outreach or partnership programmes. They will develop the reputation of the provision, its provision, and outreach as a "go to" resource for supporting pupils who are at risk of suspension or permanent exclusion.

The Director will oversee the commercial development of the provision, ensuring that the provision delivers services within agreed budgets, develops and sustains new revenue streams and makes best use of the resources available to the provision.

They will lead the development of plans to enhance the buildings and facilities that are available to the provision, working with the local authority and other potential partners to ensure that environments enable the delivery of the provisions vision.

In delivering the job purpose, they will ensure there is effective leadership across the provision, creating an environment where staff are inspired and motivated to teach, and pupils to learn.

As Director, they will be the designated headteacher of the provision, ensuring that all the roles and responsibilities of a headteacher as laid down in the School Teachers Pay and Conditions Document, and the expectations under the Standards of Excellence for Headteachers are carried out.

#### **Core responsibilities**

##### **1. Strategic Leadership – strategy, culture, and values**

- In partnership with the Management Committee (MC), establish and deliver a vision, values, and culture that brings together, transforms, and maximises the strengths of two existing alternative provision into a single, high quality countywide provision.

- Provide effective direction that enables the provision to achieve its strategic objectives, through a safe, inclusive, and positive culture.
- To ensure that the organisational design and its operational systems are fit for purpose and flexible to respond to changing demands on the provision.
- Through leadership of the team and the strategic aims, bring together the provision under one identity and purpose, whilst operating over several sites.
- Be an outstanding role model for all colleagues, demonstrating the provision values, high standards of expectation, management, and organisation.
- Create effective communication systems between all stakeholders, including MC members and staff.
- Create a culture where staff wellbeing and development is central to a positive working environment. Ensure staff feel valued and recognised for their contribution, and safe to report any concerns. Policies and processes should be in place to support this e.g., whistleblowing

## **2. System Leadership and Community**

- To understand, interpret and develop the needs of the local system, by building relationships with a range of stakeholders. Seeking views and keeping abreast of those factors which affect vulnerable pupils at risk of, or who have been suspended or excluded.
- To grow effective strategic partnerships, collaborating on how to meet the needs of the community the provision serves, addressing disadvantage and improving the quality of education and outcomes for all pupils.
- To develop a strategic local service offer that responds to the needs of the pupils and the school communities in which they are based.
- To maximise partnership arrangements to drive the service offer to meet current needs, and in turn, provides a source of income generation to ensure self-sufficiency and sustainability.

## **3. Quality of Education and pupil wellbeing (including safeguarding)**

- Ensure a strong culture of safeguarding, including health and safety, is embedded within the provision.
- Ensure all staff are appropriately trained and resourced, to meet both statutory requirements and those areas identified by the provision that meets the needs of working with pupils in vulnerable situations e.g. Team Teach.
- Ensure all pupils are treated with dignity and respect with due regard to equality and inclusion and operating in an environment where pupils feel able to raise concerns about their welfare, poor or unsafe practices.
- Ensure systems and strategies for behaviour management, monitoring and improving attendance are in place and kept under review to ensure children are safe, and the provision meets any statutory requirements.
- Ensure there is clarity of vision, ethos, and strategic direction through the curriculum.
- Ensure the provision is ambitious and has high expectations for pupils to have opportunities to be entered for and achieve national examinations and accreditations.
- Establish and maintain an environment that promotes and secures high standards of teaching, effective learning, and positive behaviour. This will be achieved through a broad and balanced curriculum which is creative, responsive, and stimulating, therefore designed to meet the needs of individual pupils.
- Monitor and evaluate the quality of teaching and overall implementation of the curriculum to ensure positive outcomes for all pupils.

- Ensure that priority areas for improvement are identified and actions in place to address them.

#### **4. Resources including Staff, Finance, sustainability, and compliance**

- Lead and direct the work of the senior leadership team enabling them to deploy and effectively manage the operational functions of the provision.
- Ensure effective systems are in place for staff performance management and appraisal, empowering the senior leadership team to take responsibility for high quality performance.
- Create a culture whereby staff CPD is integral to the successful operation of the provision. Ensure senior leaders allocate financial resources and time to meet identified CPD needs, especially any statutory training that is required.
- Ensure that financial systems and processes are rigorous and effective, enabling the provision to be financially sustainable and operating within budget.
- Identify and develop new funding streams to enhance the offer the provision is able to make for children and young people
- Create the strategic development of the provision's offer as a traded service, and task leaders to generate income to be self-sufficient and sustainable. This includes partnership places both in the provision as well as outreach work.

#### **5. . Governance and accountability**

- Ensure the provision can meet its statutory duties and functions, including but not exclusively, responsibilities under the Equality Act 2010, and other duties, for example, in relation to the "Prevent" duty and safeguarding.
- Provide strategic direction and information to the MC to enable it to carry out its functions and responsibilities.
- Develop and maintain a culture of effective relationships with the Management Committee, recognising their key role in holding the Director and senior leadership team to account.
- To present an accurate evaluation of the provision's performance to enable the MC and provision leaders to identify strengths and areas for development.

This job description is subject to regular review, and the duties and responsibilities may be changed to reflect a change in priorities.

## Person Specification

All attributes are essential unless otherwise indicated.

### Qualifications

- Qualified teacher status
- Further professional study in the field of education and/or leadership

### Experience

- Proven ability to build strong, strategic relationships with partners, track record of professional credibility with other leaders in education
- Significant experience of working with partners to meet the complex needs of children and young people.
- Working with children with diverse and complex needs including challenging, emotional, or behavioural difficulties
- Successful experience as Headteacher or Executive Leader in either a mainstream, special or alternative provision setting
- Experience of running diverse and complex organisations with effective strategic planning, including resource management, people and finance
- Development and implementation of inclusive and effective commercial strategies to manage change and enable growth without compromising the service.
- Proven experience of successfully recruiting, leading, and motivating individuals and teams of staff.

### Knowledge and skills

- Education legislation and policy, particularly pupil referral units
- Understanding of alternative provision, education legislation and best practice
- Demonstrable communication skills and experience of marketing strategies
- Current knowledge and understanding of school improvement and associated research on strategies that lead to whole school and targeted improvement.
- Comprehensive understanding of safeguarding and its implementation
- Ability to quickly establish credibility within the service and wider school community
- Confident and competent in the use of IT.

### Personal attributes

- Strong commitment to the Nolan Principles of Public Life.
- Able to act with diplomacy, tact and confidentiality.
- Can do attitude, ability to problem solve and find solutions.
- Inspire others, act as role model.
- Resilient but flexible to adapt to changing complex workload, ability to remain calm when faced with challenges
- Well developed emotional intelligence with the personal credibility and awareness needed to influence internal and external stakeholders

