

## JOB DESCRIPTION

<b>Job Title:</b>	Centre Manager - Worthing	<b>Reporting to:</b>	Head of Alternative Provision
<b>Pay:</b>	£20,000 per annum equivalent	<b>Contract type:</b>	Full Time (initially an 8 Month contract)
<b>Location:</b>	Worthing.	<b>Days and hours of work:</b>	37 hours/week days
<b>Document created:</b>	December 2020	<b>Ref number</b>	AP/CMW
<b>Start Date:</b>	4 <sup>th</sup> of January 2020.		

### Purpose of the Role:

The Russell Martin Foundation is looking to appoint a confident and well organised Centre Manager for its new 'Extra Time Project' centre in Worthing. Funded by West Sussex County Council and its partner schools in the town, the 'Extra Time Project' works alongside mainstream secondary schools by supporting pupils struggling to maintain their behaviours in school. This can be due to a range of reasons linking to emotional wellbeing and SEMH.

The centre manager will oversee the daily running of the centre, along with leading on safeguarding for the cohort of pupils, reporting to the safeguarding lead. The centre manager will also deliver subjects to help support the curriculum as well as maintaining the current excellent relationships with partner schools and local authority.

This successful applicant will become a member of the 'Extra Time Project' senior leadership team.

This role is a short-term 8-month contract however we expect this to be successful start in Worthing and be extended if all parties are in agreement.

## Key Responsibilities (but not limited to):

### **Support for the Pupils**

- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities.
- Direct and assist with the development and implementation of Individual Education / Behaviour Plans and Personal Care programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teachers/tutors.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teachers/tutors.

### **Support for the Curriculum**

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work.
- Devise strategies, in liaison with the teachers/tutors, to support pupils to achieve learning goals.
- Lead the planning of learning activities and daily curriculum.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers/tutors on pupils' achievement, progress, problems etc.
- Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish and maintain constructive relationships with partner schools and parents / carers.
- Administer routine tests and undertake routine marking of pupils' work.
- Provide clerical / administrative support, for example photocopying, typing, filing, money, administer coursework etc.

### **Support for the Curriculum**

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies for KS3 and recording achievement and progress and feeding back to the teachers.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

- Prepare, maintain and use equipment / resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Design and deliver a 12-week curriculum for your chosen subjects.

Support for the provision

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop.
- Contribute to the Senior Leadership Team along with the overall ethos / work / aims of the provision.
- Appreciate and support the role of other professionals.
- Organise and lead in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after normal curriculum hours and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of the centre activities as required and take responsibility for a group under the supervision of the teachers.

## PERSON SPECIFICATION

**Job title: Alternative Provision Centre Manager**

Person Specification		
Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> <li>• Previous experience of working in a classroom environment.</li> <li>• Previous experience of leading and holding responsibility for a group of young people/learners.</li> <li>• A strong understanding of safeguarding and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Educated to degree level (level 6)</li> <li>• Confident/experience in delivering a topic/subject to a group.</li> <li>• Teacher Assistant or equivalent qualification</li> <li>• First Aid training (ideally paediatric)</li> <li>• Previous experience of working in a pastoral/SEMH environment.</li> <li>• Understanding of relevant policies/code of practice and awareness of relevant legislation</li> <li>• Previous work experience in a sporting environment in any capacity, e.g. after-school club or sports club.</li> </ul>

<p>Skills, ability &amp; knowledge</p>	<ul style="list-style-type: none"><li>• The ability to work effectively and lead a small team.</li><li>• Computer literate/word processing/video/copier skills.</li><li>• Excellent time management skills.</li><li>• Ability to relate well to children and adults.</li><li>• Be enthusiastic when delivering sessions to children.</li><li>• Excellent interpersonal skills.</li><li>• Excellent communication, team working and organisational skills.</li><li>• Good levels of numeracy and literacy.</li><li>• Knowledge of health &amp; safety</li><li>• Able to take instructions and willing to learn.</li></ul>	<ul style="list-style-type: none"><li>• Preferably experience in SEN</li><li>• Understanding of ADHD, ASD, EDB, SEMH, MLD</li></ul>
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