**Job Description**

|  |  |  |
| --- | --- | --- |
| **Date:** | November 2021 – Start date March 2022 | |
| **Post Title:** | Functional Skills Lead | |
| **Responsible to:** | Caroline Rowlandson - Headteacher | |
| **Responsible for:** | Leading Functional Skills Programme | |
| **Liaising with:** | Head of post 16 / Lead for Maths and Language & Communication | |
| **Core Purpose** | Develop and deliver the Functional Skills programme (Maths & English) | |
| **Grade:** | MPS 1 - 6 & TLR or  UPS + SEN 1 | Full time |

**Main purpose of the job**

To lead the Functional Skills in developing and implementing the Functional Skills Curriculum. Meeting the standards required by the appropriate Accreditation board. Ensure monitoring, evaluation and review of the Functional Skills provision and outcomes for pupils and students aged 10-19 at Oak Lodge School ensuring that as far as possible their academic, communication, social, emotional, behavioural, physical and sensory needs are met.

To make the education of pupils your first concern, and be accountable for achieving the highest possible standards in work and conduct. To act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills as a teacher up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of your pupils.

To demonstrate consistently high standards of personal and professional conduct.

**Main Activities and Responsibilities**

**Head of Functional Skills**

Lead the monitoring, evaluation and review of the educational provision for pupils and students aged 14-19 at Oak Lodge School by:

Support the implementation and development of the Functional Skills (FS) Strategy.

• Plan embedded learning for groups and individuals.

• Ensure that learners have access to appropriate contextualised employment and personal skills sessions.

• Work collaboratively with peers using verbal and written reports to ensure accurate and timely progress reviews, to meet the requirements of awarding and funding bodies.

• Regularly assess learners work to awarding body and Ofsted CIF criteria.

• Planning, preparation and delivery of FS contextualised sessions alongside all other qualifications

• Embed and deliver FS following the Study Programme ethos, ensuring learners develop an awareness of employability skills, vocational opportunities and PSD issues whilst acquiring key Functional Skills.

• Develop and assess FS to the appropriate levels to support the learners’ ability to work confidently, effectively and independently in life and work.

• Ensure that learners are involved in the decision making process, either as individuals or in groups through learner voice forums, surveys, attendance at Standardisation and Curriculum Review sessions etc.

• Teamwork is a vital aspect of the success of NOVA as an organisation and all members of staff will be expected to take an active part in team meetings, curriculum development, standardisation across all programmes.

• Develop delivery in order to maximise progression opportunities for learners.

• Managing resources and ensuring the security of equipment and materials.

• Keep learner records accurate and up to date following compliance with funding body and Ofsted requirements.

* Keeping up-to-date with research and excellent practice in the development of English/Literacy & Maths for deaf and SCLN /language impaired young people and disseminating this knowledge to the wider staff.
* In-house and external network meetings
* Close liaison with teaching staff and parents
* Observations and assessment
* Monitoring and evaluating progress and achievement in liaison with the Deputy Head

Advise, support and train teaching and residential staff on how to develop

English/Literacy skills across the provision, strategies and resources, ensuring that they

understand and meet pupils’ individual needs by:

* Delivering in-house training
* presentations, training and workshops
* Meetings with teaching and residential staff
* Advising on the development of appropriate resources
* Monitoring and evaluation

Engage, advise and support families and carers in developing their child’s Functional Skills/

Literacy skills by:

* Meetings
* Workshops
* Clear, consistent and effective communication
* Teach Functional Skills across all Key Stages

**Planning**

Lead the Functional Skills in ensuring that all Functional Skills staff:

* Deliver an broad, balanced, relevant and differentiated curriculum, incorporating the National Curriculum requirements and literacy across the curriculum;
* Produce yearly, termly and daily term planning within required deadlines. Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan appropriate interventions to accelerate progress;
* Identify clear, relevant, challenging teaching and learning objectives, and specify how they will be taught and assessed;
* Set tasks which engage, involve and challenge pupils, whilst ensuring high level of interest and enjoyment;
* Have appropriately high expectations and set clear, aspirational individual targets, building on prior attainment.

**Teaching**

Lead the Functional Skills in ensuring that all Functional Skills staff:

* Teach the knowledge, understanding and skills, and ensure the pupils acquire, consolidate and are able to use and apply them across all curriculum areas, in a range of learning contexts;
* Actively engage and involve all pupils in high quality, clearly structured motivating lessons;
* Make learning objectives and outcomes clear, and promote active and independent learning;
* Use a variety of interactive teaching strategies to facilitate, scaffold and support learning;
* Differentiate teaching to meet the needs of pupils who are D/deaf and those with speech language and communication needs taking into account varying interests, experiences and achievement of boys and girls, and different social, religious, cultural and ethnic groups, to enable them to make good progress;
* Recognise and respond effectively to equality issues as they arise in the classroom, and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures;
* Personalise learning, and cater for a wide range of learning styles, interests and abilities;
* Use ICT effectively in teaching and learning, and as an embedded part of the curriculum;
* Provide homework which consolidates and extends work carried out in the class and encourages independent learning;
* Evaluate their own teaching critically to improve effectiveness;
* Organise and manage Teaching Assistants and other helpers in the classroom to maximise the outcomes for pupils’ learning.

**Class Management**

Lead the Functional Skills in ensuring that all staff teaching Functional Skills:

* Establish successful working relationships and a purposeful learning environment, where diversity is valued and pupils feel safe, secure and confident;
* Establish clear expectations use effective behaviour management~~,~~ pre-empting and address any potential behavioural issues; and maintaining discipline through well focused teaching.

**Monitoring, Assessment, Recording and Reporting**

Lead the Functional Skills in ensuring that all Functional Skills staff:

* Work in accord with the teaching and learning policy;
* Assess pupils’ level of learning and understanding in relation to identified learning objectives, national curriculum standards and accreditations;
* Use Assessment for Learning strategies, monitoring and assessment information to inform planning, teaching and learning;
* Involve pupils in reflecting on, evaluating and improving their own performance and progress; and provide timely constructive feedback to support pupils;
* Record, track and analyse pupils’ progress and attainment systematically, in order to provide evidence of development, identify strengths and areas requiring improvement,
* Use assessment data to inform target setting;
* Report on pupils’ attainment to parents, carers, other professionals and pupils;
* Review pupil progress annually through reporting to parents / carers in the Annual Review of statement meeting.

.

**Line Management**

* Positively influence the ethos of the school;
* Line manage and support staff to leads the school forward;
* Conduct observations and CPD meeting. To mentor and coach other staff to support their development;
* Disseminate and model outstanding teaching and the use of positive strategies which enable all pupils needs to be met effectively;
* Demonstrate a positive attitude, guide and support others successfully intervening when necessary and to supports staff;
* Proactively and independently lead training and analyse impact of new initiatives.

**Other Professional Requirements**

* To be aware of and comply with policies and procedures relating to child protection and safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person;
* Have a working knowledge of teachers’ professional duties and legal liabilities;
* Operate at all times within the stated policies and practices of the school and Wandsworth;
* Model positive and respectful communication with pupils and colleagues;
* Establish effective working relationships, in line with the code of conduct and set a good example through presentation, and personal and professional conduct;
* Contribute to the corporate life of the school through effective participation;
* Contribute to the delivery of extra-curricular provision;
* Liaise effectively with parents and governors;
* Actively engage in Performance Management, training, continuous professional development and other learning activities as required;
* Work collaboratively with other professionals.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher.

It is implicit that these duties are carried out in accordance with school and Council policies on equal opportunities.

This job description will be reviewed by the postholder and the line manager in the autumn term 2022.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Postholder)**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Line-manager)**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Headteacher)**