

Ruskin Mill Trust (the Trust)

Job Description

Position:	Associate College Principal
Post Reference No:	RMT10172
Field of Practice:	Genius Loci, Practical Skills, Biodynamic Ecology, Therapeutic Education, Holistic Support and Care, Holistic Medicine and Transformative Leadership and Management (Field 1, 2, 3, 4, 5 , 6 and Field 7)
Grade:	16
Responsible to:	Executive Principal
Location:	Glasshouse College, Freeman College

Job Purpose

The Associate College Principal collaborates fully with the Executive Principal to supervise and professionally support all staff members as well as the day-to-day administration of duties, schedules, facilities, curriculum, professional development and programmes related to Ruskin Mill Trust. Maintains confidential information with discretion and professionalism at all times and in the absence of the Executive Principal, the Associate Principal assumes the duties and responsibilities of the Principal. The Associate Principal must have a deep understanding of the Steiner inspired Education, Practical Skills Therapeutic Education (PSTE) and the best to be able to ensure the holistic support and achievement of all students.

In conjunction with the Executive Principal the Associate College Principal creates cohesion across the college in which the vision and method of Steiner education and PSTE is secured through excellent practice and organisation administration, including sound policies, procedures, processes and systems that support and achieve good and outstanding grades from regulatory bodies, and demonstrate robust evidence of student progression.

The Associate College Principal is a lead member of the Senior Management Team, and will support the Executive Principal in the development and growth of the college and oversee the day-to-day management and running of the College including covering for the Executive Principal in their absence.

The Associate College Principal will be required to bring an additional degree of structure and transparency to the management of the educational and residential provision of the College by formalising communication structures between the Executive Principal and other senior management teams. They will also work across the Trust to ensure that there is consistency of process and to enhance the quality of the provision and student experience through research and shared practice.

The post holder will be expected to embrace, articulate and work with the Trust's objectives, vision, values, purpose and method, ensuring that the Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills' education,

which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the College.

The post holder will contribute to the whole life of the College and Trust, always remembering that our core purpose is to improve the education and lives of the young people at the College.

The post holder will be expected to travel on an occasional basis between the Trust's sites, and to and from other places as the Trust may reasonably require.

Evening and weekend working may be required.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the aims, objectives and commitments of Ruskin Mill Trust.

Main Duties

This post has leadership responsibility for ensuring the Trust's PSTE method, Seven Fields of Practice and Seven Care Qualities are embedded throughout the provision, including:

1. To work closely with the Executive Principal, and members of the SMT to coordinate services with the needs of the college, the students staff and in line with the vision and method of PSTE.
2. To work closely with the Deputy Principal and Head or Residential to ensure the delivery of education adheres to the expectations, and principles of PSTE and the 'three stage process'
3. In collaboration with the Executive Principal ensure that the required outcome of quality assurance within the college as well as 'The Seven Fields Standards' are fully embedded and implemented through the curriculum and evident in the Trust's quality assurance processes e.g. SAR, QIP etc.
4. To work with all staff groups and ensure the interconnectedness and synergy; this especially includes the therapy team; the people who manage the land biodynamically; the care staff.
5. To work consistently with key colleagues to ensure that the vision and method of PSTE is closely connected to the training and research facility at the Field Centre.
6. To be actively engaged in understanding Rudolf Steiner educational methods and to fully participate in cross Trust delivery of PSTE methods for students. You will contribute to the development of a PSTE qualification. You will be linked in to working with colleagues at the Field Centre, the Trusts centre for research. Ensuring up to date research is applied to the college development plan.
7. To strategically develop the pedagogical drive of a Steiner and PSTE curriculum in line with the external drivers, and to work as part of a cross Trust team to ensure that this is effectively taking place.

8. To ensure that the college liaises with the Hiram Education and Research Team to ensure that all staff have the appropriate training in relation to Steiner methods, PSTE, the requirements of the learners, the College as a whole and external requirements.
9. To respond constructively to any research outcomes in relation to PSTE from the Field Centre and to feed into the research thread by identifying potential questions and areas of research, and use research findings to enhance the delivery of PSTE through sharing of practice.

This post has management responsibility for the senior management team and for ensuring that sufficient and appropriate high quality provision is in place to meet the learning needs of students that are enrolled at the college and that it is effectively organised. This includes:

10. To work closely with the Executive Principal to drive the strategic vision of the Trust within the operation of the College.
11. To enforce Trust policy and procedure as it relates to student discipline issues, including investigations around all incidences and communication/collaboration with parents, staff and other key stakeholders.
12. To work with the college Safeguarding Manager and Executive Principal to maintain and improve the quality and standards of safeguarding across the college and wider trust as required.
13. To work with the Business Development Team and admissions department to ensure that student number targets are met and student retention is high.
14. Develops and implements plans designed to ensure the safety of students and staff in emergencies as well as ensuring contingency plans are appropriately executed.
15. To work consistently and effectively together with others as a senior colleague, including the college senior management team, the Executive Team and Trustees as required.
16. As a member of the Senior Management Team (SMT), taking a lead role to review, plan and implement all educational and residential provision developments.
17. Takes responsibility for the overall management, administration and supervision of all personnel and activities assigned to or taking place within the college building and on its grounds including off site provisions, whilst keeping within the college's method, Practical Skills Therapeutic Education (PSTE)
18. To inform the Executive Principal of any problems, concerns, or suggestions that might have an impact on the operation of the college and its provisions.
19. To ensure that the College is 'Ofsted ready' at all times and to support the Deputy Principal to act as the Ofsted nominee and to lead on local authority inspections, as required.
20. To be part of the duty on-call team, and to be a trained Safeguarding officer.

21. To develop and improve college culture through instruction and continual review of safety, respect and responsibility.
22. To ensure that College remains compliant with Health and Safety regulations and any issues are addressed and rectified in a timely manner and to work closely with the maintenance team to ensure the college facilities are maintained to a safe and high standard.
23. To ensure that regular session observations take place and ensure that accurate data in relation to Tutor performance with regards to Ofsted standards and the embedding the Trust's methods are monitored and that areas of poor performance are addressed.
24. To ensure that the SMT effectively manage performance across all college teams to include mentoring, management of KPI's and regular supervisions and performance and development reviews.
25. To work closely with the Deputy Principal to lead the College self-assessment and quality improvement process, ensuring that this is reviewed and updated constantly, and that there is regular review of the actions implemented for effectiveness and that the quality improvement plan is brought in line with this.

General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled "Ruskin Mill Trust - Student Protection Policies".
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development for your working area.
10. To attend meetings and supervision as required.
11. To deliver training or development opportunities as required.
12. To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.

13. To undertake training and development as required by the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.
14. To undertake work related continued professional development (CPD) as required by the post.
15. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

Staff Management and Supervision

The Associate Principal has line management and supervision responsibility for the Senior Management Team and a number of senior staff across different operational areas and this will be agreed by the Executive Principal and may also be required to line manage or supervise other designated staff.

Liaison

To liaise with all staff employed by the Trust, professional bodies, external consultants, and any outside bodies as and when required.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Person Specification / Training and Development Requirements

Position: Associate College Principal

The following are the criteria that will be used for Shortlisting

The qualifications, skills and experiences that we are looking for are:

- Full teaching qualification or equivalent experience
- Ideally Degree or Masters level education
- Experience of leading and managing change to deliver improved performance.
- Experience of successful performance management.
- Experience of having led, or significantly contributed to the success of an department or organisation through its leadership, ethos, teaching and results.
- Evidence of working with commissioners or parents related to student admissions.
- Able to evidence experience of successful implementation of quality assurance processes to address concerns or identified areas of improvement
- Ideally experience of engaging and recruiting privately funded students
- Up to date knowledge about current legislative frameworks which will impact on this 24 hour provision
- Experience of working within a complex organisation
- Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris
- Adaptable and shows initiative
- High level of personal resilience
- High level of emotional and social intelligence

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

Name	Timescales for completion	Length of programme
Introduction to PSTE	2 weeks	2 years
Craft training	At a date to be agreed with the Executive Principal	8 days over a period of 1 year
Teacher Development Training	At a date to be agreed with the Executive Principal	
Biodynamic Training	At a date to be agreed with the Executive Principal	
Safeguarding induction	First day	
Safeguarding - Internal Policies and Procedures	Within 2 months of commencing role	3 hours
Local Safeguarding Children's Board foundation and advanced training	At the first training opportunity	Variable depending on safeguarding board
Local Safeguarding Adults Board foundation and advanced training	At the first training opportunity	Variable depending on safeguarding board
Equality and Diversity	Within 2 months of commencing role	2 hours
Safer Recruitment in Education	Within 3 months of commencing role	On-line training
MAPA Training (De-escalation and Restraint Training)	At the first training opportunity	2 days
Craft / Research	As agreed with the line manager	1 day per week for a minimum of 3 months; then continuing 1 day per month