

Ruskin Mill Centre of Practice (the Trust)

Job Description

Position:	PSTE Curriculum and Hiram Education and Research Team (HEART) Manager
Field of Practice:	Transformative Leadership (Field 7) Staff Education and Development (Training)
Post Reference No:	RMCP10003
Grade:	10:11:12
Responsible to:	Trust Head of Staff Training and Development/Director of Schools
Location:	Brantwood School (Sheffield)

Job Purpose

The PSTE Curriculum and Hiram Education and Research Team (HEART) Manager is a key member of Hiram Education and Research Team (HEaRT), employed by Ruskin Mill Centre of Practice (RMCP) to provide training, development and research services to the local Ruskin Mill Trust (RMT) operations. This includes day and residential provision, corporate services if applicable and subsidiary companies of RMT.

In collaboration with the Headteacher and the Director of Schools and Director of PSTE design a curriculum for a contemporary Rudolf Steiner school for children with complex needs drawing on Rudolf Steiner's insights, Ruskin Mill's "Seven Fields of Practice", fully drawing on the benefits of nature and an outdoors curriculum.

To provide support to the Headteacher and the Assistant Head - Teaching and Learning in the management of a Ruskin Mill contemporary Rudolf Steiner curriculum and manage the therapies offered at the school.

To plan, team-teach, review with, mentor and provide guidance to Teachers, Teaching Assistants and land-based staff using contents and methods drawn from and building on Rudolf Steiner's insights and Ruskin Mill's "Seven Fields of Practice".

To lead on the training and staff development for all school staff on Rudolf Steiner's insights and Ruskin Mill's "Seven Fields of Practice" with support from Hiram. This will be through discrete staff training sessions, joint planning sessions and individual mentoring.

To lead the planning and delivery of celebrations and festivals working with the Equality and Diversity Officer, Education Lead and Hiram embracing Rudolf Steiner's insights and Ruskin Mill's "Seven Fields of Practice" as well as festivals that are diverse appropriate in the context of the provision.

To attend and be part of the faculty of the cross trust Ruskin Mill Teacher Development programme and work with the school staff to implement the insights gained on the programme.

The post holder will be expected to embrace, articulate and work with the Trust's objectives, vision, values, purpose and method, to further the work of the Trust and

the Trust's subsidiary schools and colleges and other organisations and to communicate these for the on-going benefit of the organisation.

The post holder is to contribute to the whole life of the Trust, schools, colleges and other sites, always remembering that our core purpose is to improve the education and lives of the young people at the various educational provisions.

The post is based across all three schools (Sheffield, Darlington and Stourbridge) however the post holder may be required to travel to other Trust sites, and 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

Practical Skills Therapeutic Education

1. In collaboration with the Director of Schools, Headteacher and the Director and Head of HEART, organise, train and embed, within the school's professional and social culture, a contemporary Rudolf Steiner school for children with complex needs drawing on Rudolf Steiner's educational insights, Steiner's approach to child development, Ruskin Mill's "Seven Fields of Practice" fully drawing on the benefits of nature and an outdoor curriculum.

This will include:

- a. Design and implementation of a model classroom
 - b. Teaching sessions with students, observed by teachers
 - c. Providing research (Spiritual Science and up to date academic) on each aspect of the learning environment and practice
 - d. Organising and delivering training (conceptual as well as artistic)
 - e. Providing thematic workshops
 - f. Designing the course content in collaboration with colleagues from across the Trust for a teacher seminar
 - g. Mentor teachers/Tutors individually and in groups
 - h. Design with colleagues a curriculum that braids Steiner's educational insights, PSTE and a craft, land and nature-based curriculum, individual therapies with legal and regulatory requirement and nationally recognised qualifications to a unique curriculum for a contemporary Steiner School for children with complex needs
 - i. Ensuring that this curriculum sources its materials from the land
2. To help plan, teach collaboratively mentor and provide guidance to Teachers, Teaching Assistants and land-based staff using contents and methods drawn from and building on Rudolf Steiner's insights and Ruskin Mill's "Seven Fields of Practice".
 3. To plan ways of linking the Steiner curriculum and specific National Curriculum development in areas such as maths, science, and English and to meet the targets as required on the Education Health and Care Plans (EHCP).
 4. To lead on the staff training and development to identify the most relevant professional development opportunities for staff and provide regular training to all

school staff and staff across the Trust on Rudolf Steiner's insights and Ruskin Mill's "Seven Fields of Practice".

5. To lead on the whole school celebration and festivals supported by the Equality and Diversity Officer, Education Lead and Hiram and to plan and deliver celebrations and festivals embracing Rudolf Steiner's insights and Ruskin Mill's "Seven Fields of Practice" as well as festivals that are diverse appropriate in the context of the provision.
6. To be informed in all aspects of research that is undertaken at the Field Centre ensuring that what is taught is contemporary and subject to review. To undertake action research with colleagues regarding Steiner methods.
7. To share Trust research across the schools, and encourage collaboration opportunities for the teachers to share reflections on learnings and teaching strategies to benefit the children and young people.
8. Together with colleagues collaboratively devise the course outlines for pedagogical trainings.
9. To manage, plan, arrange, deliver and evaluate allocated modules on the staff development programme.
10. To ensure that all the administration and practical arrangements for training are in place and provide support with other modules as required.
11. To advise the Headteacher and the Director of Schools and Director of PSTE on aesthetics and be informed of the Trusts aesthetics committee. To be involved with other school staff on the aesthetics of the environment as well as the choice of materials in order to work towards a learning environment of the highest quality, using natural materials where possible.
12. To attend and support the student studies in the school and be part of the faculty.
13. To contribute to the work with the Centre Admissions Manager (CAM) to create an individual therapeutic and educational profile for each child/young person from initial assessment and advice on the pedagogical content of the curriculum required for that student.
14. To participate in the assessment of emotional needs of the children and young people at the schools, in order to inform the education practice, curriculum and therapeutic input.
15. To work with the residential provision to instil the Seven Care Qualities within the Homes.
16. To work as a senior manager at the schools and attend the Senior Manager Meeting.
17. To report to the Head of HEaRT and attend the HEaRT team meetings and away-days.
18. To report regularly on progress to the Director of Schools, Headteacher and Director of PSTE (Pedagogy) and to meet when appropriate with the Founder of the Ruskin Mill Trust.

School Management

1. To contribute to the overall leadership and management of Brantwood Specialist School with specific responsibilities identified.
2. To deputise and undertake overall responsibility for the school in the absence of the Headteacher as part of the School Leadership Team and on any other occasions which are deemed necessary.
3. To work with the Senior Leadership Team (SLT) in implementing the method of a contemporary Steiner school for children with complex needs and setting school targets for consideration by the Trustees and provide regular and timely reports.
4. To contribute and implement clear, evidence and research-based improvement plans and policies for the development of the school and its facilities.
5. To work with the pupils as and when required which may include a teaching commitment.
6. To work in collaboration with the Head Teacher and the leadership team of the school to drive the school improvement and own the school self-assessment and improvement plan in the context of the Ofsted inspection framework and the educational and therapeutic paradigm of the Trust.
7. To carry out observations and provide feedback, mentoring and support to teachers and teaching assistants and provide detailed feedback to the line managers and Headteacher.

General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To have a full understanding of the independent school standards and use the regulations in the planning of the curriculum, aesthetics of the school environment, student progress and safeguarding.
3. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
4. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
5. To actively support and promote Equality and Diversity throughout the Trust.
6. To work co-operatively with other staff within the Trust.
7. To work with students as and when required.
8. To comply with all the policies and procedures of the Trust.
9. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
10. To be responsible for the care and development for your working area.
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 attend meetings and supervision as required.
14. 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.
15. To undertake work related continued professional development (CPD) as required by the post.
16. 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.
17. 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

Receive supervision from the Head of HEaRT as line manager. The PSTE Curriculum and Heart Manager has no direct line manager responsibilities, but may be asked to line manager and/or supervise designated staff as required.

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: PSTE Curriculum and Hiram Education and Research Team (HEART) Manager

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

- A Steiner Teacher Qualification would be desirable although not essential
- Significant knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris
- Experience of teaching the Steiner curriculum in a Steiner school
- Experience of developing a Steiner inspired curriculum
- Experience of delivering training
- Experience of mentoring
- Good organisational skills
- Adaptable and shows initiative
- High level of personal resilience
- High level of emotional and social intelligence

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

Training or Qualification	Name	Timescales for completion	Length of programme
Qualification	MEd in Practical Skills Therapeutic Education	After probation period	3 years P/T
Trainings	RMT Leadership Induction	6 months	6 months
	Equality and Diversity	In Induction	2 hours
	Safer Recruitment in Education	Within 2 months of commencing role	On-line training
	MAPA Training (De-escalation and Restraint Training)	Within 3 months of commencing role	2 days
	Safeguarding Children and Adults	On the first day of Induction	3 hours
	Prevent	In Induction	Online
	Health and Safety	In Induction	3 hours
	10. Mental Capacity Act / Deprivation of Liberty	At the first training opportunity	3 Hours

	Pedagogic Potential of Craft or Steiner Insights or Goethean Science	As directed by your line manager	18 months
--	--	----------------------------------	-----------