

Ruskin Mill Trust (the Trust)

Job Description

Position:	Deputy Principal - Practical Skills Therapeutic Education (PSTE)
Post Reference No:	RMT 10164
Field of Practice:	Practical Skills, Therapeutic Education and Transformative Leadership (Field 2, 4 and Field 7)
Grade:	15:16
Responsible to:	College Principal
Location:	Glasshouse College and Argent College

Job Purpose

The Deputy Principal - PSTE is a member of the Senior Management Team, and will support the College Principal in the day-to-day management and running of the College including deputising for the College Principal.

The Deputy Principal - PSTE will be required to bring an additional degree of structure and transparency to the management of the educational provision of the College by formalising communication structures between the College Principal and other 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.

This post has management responsibility for teaching and learning and the student experience as a whole, and for ensuring that sufficient and appropriate high- quality provision is in place to meet the learning needs of all students enrolled at the college.

This includes:

1. As a member of the Senior Management Team (SMT), taking a lead role to review, plan, implement and quality assure all aspects of the educational provision for students.
2. In conjunction with the Senior Management Team, retain oversight of the effectiveness of a bespoke timetabling process for individual students.
3. Overseeing the work of the Senior Tutor(s) and the quality assurance arrangements for teaching, learning and assessment.
4. Overseeing and managing the operation of key areas of college provision, whilst ensuring the full embedment of the Trust's method, Practical Skills Therapeutic Education (PSTE) e.g. Social Enterprise, Functional Skills, Living Skills and the holistic student experience.

5. Overseeing the selection and delivery of qualifications, and managing the implementation of the accredited and non-accredited curriculum and study programmes
6. Working closely with members of the SMT and other staff to develop the PSTE curriculum across the College and at times, across the Trust

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 therapeutic 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

1. To work closely with the Principal to drive the strategic vision of the Trust within the operation of the College.
2. To quality assure the embedding of PSTE throughout all aspects of the provision.
3. To work closely with the Senior Tutors, Education, Health and Care Management team, the Student Engagement Manager, members of the Senior Management team and Head of College Residential to ensure that the delivery of education adheres to the principles of PSTE, and the 'three stage process'.
4. To embrace, articulate and manifest the Trust's PSTE method and 7 Fields of Practice methodology.
5. To hold regular meetings with the tutor groups and their senior tutors in order to oversee the pedagogical and methodological delivery of PSTE.
6. As required, to act as the Ofsted nominee.
7. 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.

8. To strategically develop the pedagogical drive of a PSTE curriculum in line with external frameworks and sharing and assimilating good practice as part of a cross Trust team.
9. To lead and conduct regular session observations, maintaining accurate data and analysis in relation to Tutor performance and student learning for regular reporting to the SMT.
10. To work closely with the Education, Health and Care Management team and Senior Tutor Team in addressing any achievement gaps as identified by the termly reports implementing strategies and interventions where necessary to maximise student progress.
11. 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 best practice.
12. To liaise closely with the Hiram Education and Research Team (HEaRT) to ensure that all staff have the appropriate training in relation to PSTE, the requirements of the learners, the College as a whole, and external requirements.
13. In collaboration with Senior Tutors, and other key staff develop teaching methodologies which enable tutors and learning assistants to support and progress students towards their targets, and mitigate safeguarding risk through robust session planning and risk assessment.
14. To ensure the effective performance management of all staff responsible for, to include regular supervisions and performance and development reviews (PDRs).
15. To be part of the duty on-call team, and to be a trained Deputy Designated Safeguarding Lead.

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 read, understand and comply with all the policies and procedures of the Trust

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 of 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. 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 Deputy Principal - PSTE has line management and supervision responsibility for a number of senior staff across different operational areas. This will be agreed by the College Principal as operational requirements dictate.

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: Deputy Principal - PSTE

The following are the criteria that will be used for Shortlisting.

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

- A full teaching qualification is essential
- Qualification to Degree level is essential
- Outstanding interpersonal, written and verbal communication skills;
- Experience of working with young people with special educational needs and disabilities (SEND)
- High level of personal resilience
- High level of emotional intelligence
- Adaptable and able to show initiative
- 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 a department or organisation through its leadership, ethos, teaching and results
- Evidence of working with commissioners or parents related to student admissions
- Experience of leading self-assessment and quality improvement processes
- 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 around current legislative frameworks which will impact on this 24-hour provision
- Experience of working within a complex and expanding organisation
- Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris

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 College Principal	8 days over a period of 1 year
Teacher Development Training	At a date to be agreed with the College Principal	
Biodynamic Training	At a date to be agreed with the College 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