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| **Job Title:** Specialist Improvement Practitioner [Foundation Learning, SEND and Inclusion]**Reporting to:** Head of Improvement and Performance  **Base:** Cross college  |
| **Hours** 37 hours per week, 52 weeks per year**Contract Type** Teacher**Holidays** 50 days including closure days and Bank Holidays**Salary** £44,218 per annum |
| **Job Purpose**Working specifically with Curriculum areas providing education to High Needs Students, and Foundation Learning students, you will proactively support continuous improvement. You will support and challenge managers in their continuous improvement journey. This will involve collection, analysis and reporting of a wide range of performance data in order to identify key strengths and areas for development in the quality of education within your remit, and aiding curriculum teams with identified development. You will actively assist your allocated curriculum teams to ensure all delivery is compliant with Awarding Organisation (AO) requirements, College Policies and Procedures. The role specifically relates to RARPA (Recognising and Recording Progress and Achievement) for non-accredited and personalised learning programmes, ensuring robust target-setting, progress tracking, and student involvement in the review process. |
| **Key Responsibilities*** Proactively support and encourage a culture of teaching and learning improvement as part of the Quality of Education team, with a particular emphasis on Foundation Learning and inclusive practice for SEND/High Needs students.
* Champion the implementation and monitoring of RARPA (Recognising and Recording Progress and Achievement) for non-accredited and personalised learning programmes, ensuring robust target-setting, progress tracking, and student involvement in the review process.
* Support the development and delivery of high-quality, inclusive education in line with the Inclusion, Participation and Development section of the Ofsted FE toolkit, ensuring all students are supported to participate fully and make progress from their individual starting points.
* Assist the Head of Improvement & Performance to deliver the College priorities for improvement of Quality of Education and support the development of strategy related to Quality of Education.
* Be the key point of contact for allocated provision, working with Assistant Principals, Heads, Curriculum Managers and Advanced Teacher Practitioners to collect, analyse and review performance and drive improvements and enhance student progress.
* Undertake and report on a range of reviews, including content of student ILPs, quality of Group Profiles, planning documents, Developmental Feedback Reviews and academic targets, and progress tracking data, in line with policy and procedure and support the standardisation process.
* Conduct dual Learning Walks with Team Managers to standardise judgements and identify strengths and areas for development.
* Provide constructive and developmental feedback from observations of teaching professionals and IQAs and reviews of teaching, learning and assessment practice.
* Identify and implement effective interventions to support improvement in teaching, learning and assessment so that students can achieve their potential.
* Contribute to Organisational Performance Management Reviews (OPMRs) which is a key quality process for analysing and acting on in-year data.
* Contribute to Self-Assessment Reports (SARs) and curriculum planning processes.
* Work in collaboration with Managers and IQAs to ensure assessments are fit for purpose, challenging and that the processes and assessment decisions meet AO expectations.
* Enhance the Internal Quality Assurance processes and support curriculum areas to prepare for successful EQA and verification and assist with AO visits and activity as required.
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| **Person Specification**  |
| **Competencies****Essential** * Extensive teaching and assessment practice within study programmes and/or apprenticeship standards and a clear understanding of key teaching and learning improvement processes that has had improved student/apprentice educational experience and outcomes
* Experience of working within Foundation Learning and/or with SEND/High Needs students, with a strong understanding of inclusive education practices and the RARPA process.
* Ability to apply the principles of the Ofsted FE toolkit, particularly the High Needs Provision, Inclusion, Participation and Development sections, to drive improvements in teaching, learning and assessment and achievements.
* Experience of working with students from diverse backgrounds and different needs
* Proven ability to make sound judgements on the quality of teachers’ planning documentation and teaching, learning and assessment practices, and provide constructive feedback
* Confidence with, and sound understanding of internal quality assurance processes and AO regulations and expectations
* Ability to methodically collect, analyse and interpret qualitative and quantitative teaching and curriculum performance data to accurately identify strengths and areas for development
* Ability to maintain currency of understanding of sector developments and assess their impact on the quality of education and teaching, learning and assessment strategies
* Strong organisational, interpersonal and communication skills
* Self-confidence to tenaciously challenge performance, leading to demonstrable improvements in the quality of education
* Ability to work collaboratively and constructively with leaders, managers, teaching professionals and team members

**Desirable** * Has performed role of IQA within own subject-specialism
* Ability to produce accurate, high standard and accessible reports
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| **Knowledge & Experience** **Essential*** Knowledge of Ofsted and the inspection process (including Enhanced Inspections and Skills Contribution)
* Robust understanding of Education Programmes for Young People, including High Needs Education
* Knowledge and currency of excellent pedagogy and assessment practice
* Robust understanding of the drivers for improving outcomes for students
* Robust understanding of IQA and EQA processes
* Understanding of inclusive education practices and enhancing diversity and belonging
* Robust understanding of RARPA and its application in non-accredited and personalised learning programmes.
* Up-to-date knowledge of inclusive education, reasonable adjustments, and best practice in supporting SEND/High Needs and / or vulnerable students.
* Proven ability to support and challenge curriculum teams to ensure all students, including those with SEND/High Needs, can participate fully and achieve their potential.
* Current knowledge of the SEND Code of Practice and relevant legislation relating to SEND and looked after young people.
* Awareness of high needs funding mechanisms and their implications for provision and support.
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| **Qualifications -** You are required to provide valid certificates as proof of all qualifications**Essential*** Appropriate teaching qualification such as Cert ED/PGCE
* Relevant subject-specialist qualification at L3 or above
* Level 2 qualifications in English and maths (GCSE or equivalent)
* Evidence of pursuing a programme of continuing professional development
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