

# Job description

## Job title

Assistant Principal (Business, Community and Improvement)

## Hours

37.5 hrs per week, 41 weeks direct term time + 150 undirected hours

## Contract

Full Time

## Role profile and grade

TLS50S - Grade 6

## Salary

Starting Salary £57,392.00 with biennial increments

## Location

Bridge College, Openshaw, Manchester

## Reports to

Principal

## Type of DBS required

Enhanced, Child and Adult Workforce

The Together Trust is committed to safeguarding and promoting the welfare of the people we support and expects all our staff and volunteers to share this commitment.

Safeguarding checks will be undertaken for the successful candidate in line with our safer recruitment policy, including an Enhanced DBS check (at no cost to yourself).

## Job purpose

The post holder will undertake a range of senior leadership responsibilities to ensure students receive an excellent learning experience and achieve positive outcomes.

The role will provide strategic and operational leadership for business development, community engagement and college improvement, supporting the continued development of Bridge College as a high-quality specialist further education provider. The post holder will promote inclusive practice and ensure that students with a diverse range of learning difficulties, disabilities and complex needs are effectively supported to fulfil their potential and personal aspirations.

The role will contribute to strategic service planning, quality improvement, resource deployment, stakeholder engagement and multidisciplinary working across the college, and will support the Principal in securing excellent standards of teaching, learning, learner progression and organisational effectiveness.

The post holder will be required to work flexibly to meet the needs of the student body and may be required to deputise for the Principal when necessary. As part of the college safeguarding team, the post holder will act as a Designated Safeguarding Officer and will provide leadership in safeguarding, wellbeing and risk management across the service.

## Nature of the Post

Bridge College is the Together Trust's specialist education college for students aged 16 to 25 with disabilities, autism and complex needs. The college promotes a multidisciplinary approach to learning and has expertise in supporting students with a wide range of needs.

As part of the Together Trust's Education Services, the post holder will be expected to work closely with professionals in other services and to support the ethos, values and strategic priorities of the Together Trust and Bridge College.

In carrying out the responsibilities of this post, the post holder will be expected to promote a positive image of the college and the Trust, comply with all relevant policies and procedures, maintain confidentiality, co-operate with colleagues, and undertake any duties reasonably required by the Trust or requested by the line manager and senior leaders.

## General Responsibilities

- Support the Principal in shaping, communicating and implementing the strategic vision, priorities and improvement agenda for the college and the wider Trust.
- Uphold and model the colleges and Trust's principles, policies, aims and values.
- Sustain and develop Bridge College as an inclusive, student-focused organisation and an effective learning environment where learner voice is heard, valued and acted upon.
- Contribute to annual business and improvement planning, ensuring that priorities are informed by learner need, quality assurance evidence, operational performance and available resources.
- Promote and model the Trust's values and behaviours through effective leadership, collaborative working, high expectations and a culture of continuous improvement.
- Undertake such professional duties as may reasonably be delegated by the Principal, responding flexibly to changing priorities and organisational need.

## Securing Accountability

- Promote high expectations and ensure effective multidisciplinary working to enable students to overcome barriers to learning and make strong and sustained progress.
- Monitor and evaluate the impact of teaching, learning, support and wider curriculum provision on learner outcomes, and use this analysis to inform improvement priorities and interventions.
- Work with the Principal and senior leaders to ensure the college remains accountable to students, families, governors, commissioners, local authorities, the Department for Education and other stakeholders.
- Work closely with the Governing Body and its committees, attending meetings and reporting on progress against agreed priorities, performance indicators and areas for development.
- Lead and co-ordinate the preparation of data, documentation, evidence and operational arrangements for internal and external inspection, review and audit activity.

- Work with the business and finance team to ensure financial stability and accountability is maintained.
- Collaborate with external agencies and stakeholders to inform future action, strengthen provision and improve outcomes.
- Maintain and enhance the profile of Bridge College, acting as an ambassador at local, regional and national events and networks and promoting a positive image of disability and specialist education.
- Assist the Principal and other senior leaders in the day-to-day running of the college, including equality, diversity and inclusion, health and safety, stakeholder engagement and attendance at relevant events.

### Developing Self and Others

- Be a visible and positive role model, treating all colleagues and stakeholders fairly, equitably and with dignity and respect, and promoting a positive and inclusive culture.
- Lead, motivate, support and develop staff through effective supervision, appraisal, mentoring and continuing professional development.
- Build leadership capacity across the college by coaching current and aspiring leaders and supporting succession planning and talent development.
- Take responsibility for personal professional development and remain up to date with policy, legislation, guidance and best practice relevant to the role.
- Reflect on personal contribution to college achievements and take account of feedback from others.
- Foster a culture of learning, reflection, accountability and continuous improvement rather than blame.
- Develop and maintain a culture of high expectations for self and others through robust performance management arrangements for staff within the post holder's area of responsibility.
- Drive collaborative and innovative ways of working promoting 'The Bridge Way' and wider trust values.
- Acknowledge individual and team responsibilities and celebrate achievement and success.

## Specific Areas of Responsibility

- Lead and manage business, community engagement and college improvement functions across the college, including line management of staff and teams within these areas.
- Contribute to strategic service planning and lead on the development, implementation and review of related improvement priorities, ensuring that activity is evidence-based, outcome-focused and aligned to the college and Trust strategic plans.
- Establish, implement and monitor short, medium and long-term plans to improve learner achievement, retention, progression, quality of provision and operational effectiveness, including the annual Quality Improvement Plan.
- Ensure college leaders have a shared understanding and commitment to raising standards and that data, assessment, reporting procedures and intervention strategies are robust, timely and effective.
- Lead on the development, quality assurance and effective implementation of assessment, recording and reporting processes across the college, including reporting in relation to EHCP outcomes and annual reviews.
- Work with the senior leadership team and the Admissions, Transitions and Reviews Manager to lead the student review process and ensure documentation is compliant with relevant legislation and demonstrates learner progress and achievement.
- Lead on learner destinations, transitions, progression planning and placement pathways, ensuring a person-centred and well-coordinated approach.
- Secure, through effective multidisciplinary admissions and review processes, appropriate learner outcomes and funding arrangements, including liaison with local authorities and commissioners to ensure that funding is needs-led and compliant with relevant requirements.
- Work closely with the Trust's finance team, the Business & Finance Lead for Education and the Bridge Finance Officer to ensure effective operation of the student fee cost model, financial compliance and accurate alignment between learner need, provision and cost.

- Hold and monitor delegated budgets and/or cost centres relevant to the role, ensuring effective use of resources, value for money, compliance with financial procedures and identification of opportunities for additional funding or income generation where appropriate.
- Prepare and present statistical analyses, performance reports and target-setting information for internal and external use, including contributions to the Self-Evaluation Report and other quality or commissioning documentation.
- Lead the setting, support and rigorous monitoring of key performance indicators, particularly in relation to retention, achievement, success and progression rates.
- Lead on the development and implementation of quality assurance processes, including peer review, progress meetings, self-assessment and action planning.
- Undertake, commission or apply research, benchmarking and sector intelligence to inform policy, curriculum development, operational planning and continuous improvement.
- Develop and maintain effective partnerships with external agencies, employers, community groups and other stakeholders to improve service delivery, learner opportunities and the college's community presence.
- Ensure management information systems are used effectively to support data quality, performance monitoring, operational planning and compliance requirements.
- Provide leadership in complex, high-risk or sensitive situations relating to safeguarding, learner wellbeing, health and safety, transitions and community engagement, ensuring appropriate assessment, escalation, recording and review.
- Ensure health and safety systems, policies and procedures are implemented effectively and remain fit for purpose, enabling students to access community-based opportunities safely.
- Represent the college and, where appropriate, the Trust in local, regional and national forums, partnerships and policy discussions relevant to the role.
- Undertake any other duties commensurate with the level of the post as reasonably required by the Principal or the Trust.

## Other Responsibilities

- Actively engage with the Together Trust's vision, mission and values.
- Actively promote the college's values of New Skills, Thrive and Belong.
- Actively promote the guiding principles of the Bridge Way.
- Commit to promoting equality, diversity and inclusion in all aspects of the role.

## Person specification

Applicants should demonstrate in their application how they meet the essential criteria and, where relevant, the desirable criteria for the role.

	Essential	Desirable
Education, qualifications and training	<p>A degree or relevant professional qualification in education or a related field.</p> <p>Qualified teacher/lecturer status QTS/QTLS.</p> <p>Management or leadership qualification appropriate to a post operating at this level.</p> <p>Evidence of Continuous Professional Development relevant to SEND, leadership. Safeguarding and quality improvement.</p>	<p>Postgraduate qualification in leadership, management, SEND, disability studies, education or a related discipline.</p>
Experience and skills	<p>Teaching Experience within SEND.</p> <p>Senior leadership or management experience within an education setting with SEND responsibilities.</p> <p>Experience of strategic planning, service development and leading quality improvement in an education or specialist provision setting.</p> <p>Experience of working with college cost models, student funding arrangements and</p>	<p>Experience of successfully leading the implementation of a new development or strategic initiative.</p> <p>Experience of leading whole-college initiatives.</p> <p>Experience of working with external agencies to enhance provision.</p> <p>Understanding of the DFE funding model and practical experience working with LA's.</p>

	<p>financial compliance processes.</p> <p>Experience of monitoring delegated budgets / cost centres and working within financial regulations.</p> <p>Extensive experience of leading multi-disciplinary team and building cross-service working relationships.</p> <p>Experience of safeguarding and safe learner concepts and leading in complex or high-risk situations.</p> <p>Experience of preparing evidence and documentation for inspection, audit or formal review processes.</p> <p>Experience of line management, supervision, appraisal and staff development.</p> <p>Experience of health and safety management ranging from operational practice to strategic oversight.</p> <p>Experience of community projects, partnership working and initiatives that lead to whole-college development.</p> <p>Experience of writing reports to support funding applications.</p>	
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	<p>Experience of working with commissioners, local authorities and other external agencies in relation to funding, admissions, annual reviews or partnership arrangements.</p> <p>Strong ICT, MIS and data analysis skills.</p> <p>Good influencing, communication and negotiation skills.</p> <p>Drive, energy, ambition, integrity and empathy.</p> <p>Ability to work across a diverse range of multi-disciplinary teams.</p> <p>Ability to work under pressure, manage competing priorities and meet deadlines.</p> <p>Ability to follow through tasks to an agreed conclusion.</p> <p>Ability to motivate and lead a diverse staff team.</p> <p>Ability to solve problems and identify positive, practical solutions.</p> <p>Drive, energy, ambition, integrity and empathy.</p> <p>Ability to work flexibly.</p>	
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## Knowledge and understanding

In-depth understanding of the needs of the young people with learning difficulties, disabilities and complex needs, and how these can be effectively supported in an educational setting.

Strong understanding of person-centered planning and how this contributes to learner support, curriculum planning, annual review processes and progression outcomes.

Understanding of performance management including conducting effective supervisions and appraisals.

Strong knowledge of relevant legislation, statutory guidance and regulatory frameworks relating to SEND, safeguarding, equality, health and safety, post-16 provision, funding and learner review processes.

An understanding of the need to promote learner voice and how this can be channelled to improve the service for the students.

A thorough understanding of the needs of young people with LDD and how these

	<p>can be accommodated within an educational setting.</p> <p>Understanding of the role of key partner agencies and the importance of multidisciplinary and inter-agency working.</p>	
<b>Other</b>	<p>Ability to drive and holder of a valid driving licence in the UK.</p>	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.