**Job Profile**

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| Job Title: | Deputy Head of Education | Location/Service: | Mercury College |
| Department: | Mercury College | Reports To: | Head of Education |
| Responsible For: | Tutor assistants | Budgetary Responsibility: | None |
| Level of DBS Check Required: | Enhanced | Expected Regulatory Responsibility: | None |
| Does the role require travel to multiple sites? | Yes |
| Purpose: | | | |
| The Deputy Head of Education under the direction of the Head of Education will be responsible for supporting the aims and objectives of Mercury College as well as leading on safeguarding for students. Supporting the principal aim - to enable young adults aged 18 to 25 with learning disabilities, often in association with autism and complex care needs, to develop independence through learning in educational and community environments that offer warmth, security and consistency. | | | |
| **Key Role Responsibilities/Accountabilities:** | | | |
| * Designated Safeguarding Lead in conjunction with the Head of Education. Responsible for incident management and health and safety and work alongside other designated leads to ensure the highest standards of safeguarding practices are in place. * Lead on quality and standardisation of delivery to ensure high standards are maintained. * Support with the day-to-day management of the college including management of colleagues and resources. * Communicate the college’s vision compellingly and support strategic leadership, contributing to agreed objectives and outcomes. * Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students. * Deputising for the Head of Education when required. * Teaching requirement of 0.2 per week when required. * Lead on one or more aspects of the college’s curriculum as agreed with the Head of Education * Build positive relationships with all members of the college community, demonstrating and modelling positive attitudes and interactions. * Keep up to date with developments in education and inspection and have a good knowledge of education systems locally and nationally. * Keep informed of and up to date with effective practice in SEND (including being conversant with the current SEND Code of Practice), and with the needs of students with SEND. * Attend and participate in EHCP meetings as required. * Attend and lead on assessment of potential students. * responsible for overseeing the transitions into and out of the college, working closely with the Transition Manager and a range of professional partners. * Support the admission of students to college when required. * Liaise effectively for the benefit of students with multi-disciplinary teams across the organisation. * Be responsible for own professional development and relate this to the developmental and strategic requirements of the college * Work with political and financial astuteness, translating policy into the college’s context. * Keep informed of recent guidelines, initiatives and requirements from the Department for Education and OFSTED, and how the college can implement these. * Work effectively and professionally with other members of the college’s senior leadership team (SLT)   **Students and Colleagues**   * Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes. * Set and achieve high standards of professional performance for all colleagues, ensuring excellent teaching in the college and ensuring effective training and development for staff. * Establish a culture of peer learning where best practice can be shared and challenges resolved through collaboration. * Create an ethos within which all staff feel valued and are motivated and supported to develop their skills and knowledge. * Hold all staff accountable for their professional conduct and practice. * To role model positive behaviour towards all stakeholders and expect the same high standards in response. * To ensure that appropriate support is in place for all students across the college. * To ensure that all EHCP, PEP, ILP, targets and other relevant outcomes are communicated to staff, and that staff are supported to these outcomes to illustrate and measure effective student progress. * To support all staff with their well-being and workload and implement timely support when required.   **Systems and Processes**   * Ensure that the college’s systems, organisation, and processes are effective, efficient and fit-for-purpose. * Provide a safe, calm, and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour. * Value excellent practice and to implement systems for managing the performance of all staff, addressing any underperformance; supporting staff to improve. * Work with the Education Board and Hesley Group Senior Teams as required. * Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources. * Lead on quality assurance processes for teaching and learning across the college: directing support as required. * Ensure timely communication and effective working practices with all colleagues to best meet the needs and the well-being of individual students.   **College Improvement**   * Create an outward-facing college which works, where appropriate, with other partners to secure excellent outcomes for all students. * Develop effective relationships with fellow professionals. * Model creative and innovative approaches to college improvement and leadership. * Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education.   N.B. The post holder may be expected to undertake additional responsibilities that are reasonably required, appropriate to grade and capability. This job description will be regularly reviewed, involving the post holder, to ensure that it continues to reflect service priorities and developments. | | | |
| Legal and Statutory Responsibilities for all Colleagues: | | | |
| Safeguarding: All colleagues have a duty to maintain a basic level of understanding of safeguarding, signs of  neglect or abuse and how to raise a safeguarding concern as outlined in the organisation’s Safeguarding and  Whistleblowing policies.  Health & Safety: All colleagues have a duty to take reasonable care for the health and safety of themselves and others. This includes contributing to a safe and secure environment for the people who use our services.  Training Compliance: All colleagues are responsible for maintaining compliance with all mandatory training required for the specific job role they undertake or service they work in, any required qualifications and maintaining any required professional registrations to ensure professional skills and knowledge remain up to date.  Information Governance: All colleagues have a duty to main the confidentiality and integrity of any sensitive or personal data that they access or use within their role.  Diversity and Inclusion: All colleagues are expected to contribute to the development of an inclusive workplace and always treat others with dignity and respect.  Line Management: Roles with line management responsibility are expected to ensure all direct reports, and teams they oversee, receive the appropriate levels of supervision, and have an annual performance review and contribute to a culture of continuous improvement and development. | | | |
| Person Specification: | | | |
| |  |  |  | | --- | --- | --- | | **Qualifications** | **Essential** | **Desirable** | | Qualified teacher status | ü |  | | Professional development training in preparation for a  leadership role |  | ü | | **Experience** | **Essential** | **Desirable** | | Successful leadership and management experience in a specialist provider or further education college. | ü |  | | A demonstrably successful record of teaching practice. | ü |  | | Involvement in college self-evaluation and development planning. | ü |  | | Line management experience. | ü |  | | Experience of leading staff development. | ü |  | | Experience of leading on quality assurance processes. | ü |  | | Experience of leading professional meetings. | ü |  | | Experience of working with other agencies. | ü |  | | Experience of leading college improvement projects with a range of professionals. |  | ü | | Teaching experience in a specialist setting or working with SEN groups in a mainstream setting. | ü |  | | **Skills and Knowledge** |  |  | | Data analysis skills, and the ability to use data to set targets and identify areas for development | ü |  | | Understanding of high-quality teaching, and the ability to model this for others and support others to improve. | ü |  | | Effective communication and interpersonal skills. | ü |  | | Ability to communicate a vision and inspire others. | ü |  | | Ability to build effective working relationships. | ü |  | | Understanding of changes and trends in education | ü |  | | Understanding of current DfE/SEND initiatives and how to implement them in a FE setting. | ü |  | | Understanding of how EHCP/PEP/other relevant documentation should be used, and how outcomes for students should be monitored. | ü |  | | An understanding of the statutory requirements related to the running of a specialist college or SEN department in a further education college. | ü |  | | **Personal Qualities** |  |  | | A commitment to getting the best outcomes for all students and promoting the ethos and values of the college. | ü |  | | Ability to work under pressure and prioritise effectively. | ü |  | | Commitment to always maintaining confidentiality. | ü |  | | Commitment to safeguarding and equality. | ü |  | | A calm and reflective approach at work. | ü |  | | Understanding, empathy towards students who present with behaviours that challenge. | ü |  | | Ability to work in a focused, effective, and time-efficient manner. | ü |  | | Ability to make informed and timely decisions | ü |  | | Ability to work to deadlines and mange own time and work commitments effectively. | ü |  | | Ability to work closely with others in difficult situations | ü |  | |  |  |  | | | | |
| Our Values and Key Attributes: | | | |
| All colleagues are expected to always operate in line with our Values and Behaviour Framework. The framework outlines our core values and the behaviours that we consider to uphold each of our values, as well as universal attributes we consider to underpin everything we do.  Our Values  A black and orange text  Description automatically generated  We put the people we support, families and colleagues at the centre of all we do.  A black background with blue text  Description automatically generated  We recognise that quality comes from our commitment to best practice, improvement, and learning; not just compliance.  A blue circle with a white house in the middle  Description automatically generated  A pink and black sign with text  Description automatically generatedWe are passionate about improving lives and work together to enable the people we support to achieve their aspirations.  We embrace a culture of trust and safety so that each of us can perform to our best and thrive.  Universal Attributes  A close-up of a logo  Description automatically generated  Communication is a two-way street; as well as honesty, we actively listen so we can  understand the needs and views of others.  A close-up of a logo  Description automatically generated  Good collaboration between individuals strengthens the team, enabling  us to share ideas, encouraging others to adopt new skills, while learning from others  ourselves.  A close up of a sign  Description automatically generated  By taking a non-judgmental approach, we can demonstrate empathy and be seen  as approachable, while respecting the culture and opinions of our peers.  A close up of a logo  Description automatically generated  We are accountable for our own actions, and by sharing the lessons we learn in our  working lives, we do things better individually and more broadly as an organisation. | | | |

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| **Last Updated By:** | Emma Piper | **Date:** | 16/05/2025 |