

Applicant
Information Pack



TCE&S

**THE COMPLETE
EDUCATION SOLUTION**

HOME LEARNING



“

They have always made my son's learning very personalised and continued to be mindful of his specific needs throughout.

Parent

“

Thank you to all the staff who are working very hard to pull home schooling resources and lessons together.

Parent

“

Prior to online lessons, we really struggled as we had a lot of work to get through and I'm working full time. Since he's had online lessons, the balance has been better, and the workload has been more manageable.

Parent

“

The communication from my son's teacher has been fantastic along with the support that he has given us as a family.

Parent

WELCOME FROM THE CHIEF EXECUTIVE

Thank you for your interest in The Complete Education Solution (TCES). We are delighted that you see us as a place where you want to work and feel you can have a positive impact and 'make a real difference'.

As we enter our 21st year, our Board of Governors and Commercial Board as well as our Senior Management Team are all proud of the success that TCES has achieved.

We want to look back at the past decade with pride over many accomplishments and successes, but we equally feel it is time to move forward into the next decade with a renewed energy and sense of purpose.

The education world is currently in flux and we recognise that there will be many challenges ahead in delivering the provision of high-quality education, health and care to some of the most complex and vulnerable children and young people in society in an ever-changing education market.

What has made our schools and services successful over the past two decades is a strong set of values, a clear function and purpose and an amazing staff team who epitomise and live these values daily.

We are particularly proud of their 'never give up' attitude which has ensured that we hold a very proud record over the past 20 years of never permanently excluding a single one of the 3000 plus pupils we have worked with.

We are privileged to work with such gifted and talented pupils, and success for our pupils at TCES is multi-faceted. If our pupils leave a TCES school with a wide range of qualifications and accreditations based on

their hard work and abilities, and can foster a positive sense of lifelong learning, then we can feel a real sense of achievement.

However, more than that, a significant part of our roles at a TCES school is that we must help our pupils when they leave us to make and sustain long term appropriate relationships and to have an ability to manage in future groups at work, training or further education.

Thank you for your interest in TCES. Together with our colleagues, we look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Please ensure that in your application you detail how your knowledge, skills and experience address the criteria listed on the person specification and job description. You may give any evidence either in the personal statement section of the application form or in a separate letter.

We look forward to hearing from you.

Yours sincerely



Thomas Keaney
Chief Executive &
Chair of
Governors



ABOUT TCES HOME LEARNING

TCES Home Learning offers one-to-one distance or home/community education to children and young people between the ages of 5-19 currently without school-based SEN provision in London.

Whether a child or young person is awaiting a placement from a TCES school, another school or service, or is without an integration plan, TCES Home Learning offers immediate support for a child's academic and personal development.

TCES Home Learning follows a comprehensive process to match a pupil's favoured learning style to the most appropriate tutor for their individual needs. With over 20 years' experience, our team understands that basic educational provision is not suitable for every individual, and that diagnoses rarely depict a child's true nature.

We operate entirely on a strengths-based approach with our pupils so that they can learn and thrive, also providing individualised resources and a timetable that we are able to implement effectively.

Our wider group, TCES, provides authentic, therapeutic education for young people between the ages of 7-19 years with SEMH (Social, Emotional and Mental Health) needs and/or an Autistic Spectrum Condition. TCES operates a policy of no permanent exclusions and aims to provide a complete transition into full-time schooling.



HOME LEARNING SERVICES

FACE-TO-FACE LEARNING

At TCES Home Learning, we provide specialist one-to-one tuition to vulnerable children and young people in London. All our pupils are taught the core subjects of English and Maths and our Complete Home Learning option offers teaching of other subjects.

TCES Home Learning undertakes preliminary checks and risk assessments to guarantee the safety of both the tutor and pupil, before performing an initial informal assessment so that we can build a structured programme of learning that will re-engage the pupil and prepare them for re-integration into small group learning environments.

Initial assessments are informed by the EHCP to best match a pupil with one of our special educational needs and disability (SEND) tutors in terms of personality, experience, and learning style.

Once lessons are underway, TCES Home Learning monitors learning outcomes through regular reports to assess readiness for transition into full-time education.

We are ambitious in our teaching and actively encourage pupils to partake in exams. Our goal is to prepare pupils for full-time education, whether that be at one of TCES's 'Outstanding' schools or elsewhere.

DISTANCE LEARNING

Although TCES Home Learning believes face-to-face learning is preferable for some pupils, we understand that this is not always possible, and have developed our service so that we can effectively deliver education remotely.

We subscribe to a number of learning platforms which offer necessary and relevant lessons and other material designed for ease of use in order to align our face-to-face lessons to those within a virtual learning environment (VLE).

All tutors are provided with training for remote learning packages and programmes and TCES Home Learning is similarly willing to assist pupils with technical expertise.

Through distance learning we are able to set and assign work, and most importantly assist pupils during lessons, as we do through face-to-face lessons. Distance learning also allows us to teach pupils where this would otherwise not be possible.

COMPLETE HOME LEARNING

TCES Home Learning is able to provide our pupils with a complete timetable through a combination of face-to-face and distance lessons taught on an individual or group basis. Our Complete Home Learning option is most suitable for pupils unable to access full-time group education for longer periods of time due to complex needs or those awaiting the outcome of a tribunal.

As with our short-term options, the aim of Complete Home Learning is to prepare pupils for transition into permanent placements in group education or training.

Complete Home Learning is split into two bands, Standard and Enhanced, both of which offer an allocated teacher and Therapeutic Educational Practitioner. Our Enhanced package also offers a specialist subject teacher, on top of support in core subjects of English and Maths.

As well as our core subjects offer of English and Maths, Complete Home Learning provides opportunities for engagement and enrichment such as health, fitness and wellbeing, creative arts projects and Distance Therapy. We also offer our Complete Home Learning pupils the opportunity to engage in our L.I.F.E (Leadership, Independence skills, Financial awareness, and Enterprise/Employability) programme which can lead pupils to further qualifications, roles and experiences.





THERAPEUTIC AND WELLBEING SUPPORT

All Home Learning staff are trained in TCES Group's unique socio-educational approach to learning, to the same standard as any of our schools.

Our approach centres on the belief that pupil success and engagement lies within a strong and trusting teacher-pupil relationship. To ensure this, all our teachers are trained in therapeutic strategies most likely to be effective when working with a pupil whether in-person or remotely.

For those pupils who require therapeutic support, this will be offered via one or more of our experienced TCES Group therapists. This might include:

- Relationship mentoring
- Psychotherapy
- Creative arts therapies (including drama, music, and art therapy)
- Play therapy
- Speech and language therapy (SALT)
- Occupational therapy (OT)

STUDENT PROFILE

- Diagnosis of an ASC and/or PDA
- Diagnosis of ASC and/or Foetal Alcohol Syndrome (FAS)
- Mild – moderate learning difficulties with challenging behaviour
- Severe anxiety/school phobia as a result of multiple exclusions and placement breakdowns
- History of school refusal, periods of time out of school
- Complex needs and associated challenging behaviour which are deemed unsafe when interacting with other young people (violence, sexually harmful behaviour)
- Requiring a community recovery programme following admission to a CAMHS inpatient unit or with ongoing mental health issues (e.g. anxiety)
- May have immuno-deficiency issues which make school attendance risky or difficult
- May be attending part time activities with an alternative provider so not on a school roll
- Pupils between educational placements and/or awaiting tribunal outcomes
- Pupils currently out of education, waiting on a new education placement



JOB DESCRIPTION

Head of Home Learning

Reporting to:	Commercial Director
Responsible for:	Deputy Head(s), Home Learning Coordinator
Salary:	£50,000 to 55,000 per annum plus 10% performance-based bonus
Location:	South Wimbledon with travel within/around London as required
Contract and hours:	Permanent, full time

TCES Home Learning is a high quality, peripatetic specialist education service that delivers a model of educational excellence aligned to TCES schools. The service supports neurodiverse children and young people, aged 5 to 25 years, who are not currently receiving education for a variety of reasons, predominately linked to their inability to access educational setting (parents have removed pupils from school, health and other factors, including high/extreme anxiety).

Most children and young people referred to Home Learning will have Special Educational Needs & Disabilities (SEND) and an Education, Health and Care plan (EHCP), and are referred to the service by local authority (LA) SEN/EHC case managers, parents/carers and medico legal case managers.

Job Purpose

To support the strategic development of the service, ensuring we meet financial and budgetary targets.

To work with the wider School Support Team to deliver a high-quality outcomes-focused service, aligned to TCES values.

To ensure we are prepared for future Department of Education (DfE) virtual learning registration requirements.

To line manage the Deputy Head(s) of Home Learning to deliver a quality education service.

Main duties and responsibilities

Leadership and management

Ensure the service is developed in accordance with TCES values and the development plans of the organisation.

Drive a culture of accountability, KPIs and service standards within a continuous improvement framework.

Be the Designated Safeguarding Lead (DSL) for the service, ensuring the whole peripatetic team understands and is following the TCES safeguarding policy and procedures.

Lead on the self-evaluation and ongoing improvement of Home Learning, including gathering, analysing and evaluating evidence of pupil progress towards school readiness, to inform service development/business development.

Provide high quality reports for Operational and Commercial boards

Manage Deputy Head(s) of Home Learning to ensure TCES Home Learning provides an effective and valuable service, based on positive student outcomes and parent/carer feedback.

Utilise LA/Parent/Carer and Pupil questionnaires and other data to ensure that a wide range of qualitative analysis is available to evidence that TCES Home Learning is delivering a high-quality service.

Ensure the Deputy Head(s) of Home Learning is supported to follow protocols and procedures as if TCES Home Learning was a TCES 'virtual' school – including the 3Is of Ofsted: Intent, Implementation, Impact.

Liaise with the referrals team and colleagues where stepdown from TCES Home Learning to a TCES school is appropriate.

Manage the budget and finance.

Responsible for recruitment and training of tutors, building a bank of skills to draw on for face-to-face delivery in pupil homes as well as virtually.

Lead on communication with local authorities on referrals, education programmes and funding issues, with support from the Business Development Team.

Service Delivery

Ensure the service delivers outcomes-focussed programmes that support the needs of neurodiverse pupils in their community/family home.

Ensure we meet TCES standards, following TCES processes and policies, reflecting the TCES Way and 6 models of excellence as appropriate.

Ensure attendance, progress and other records are maintained and managed, and reported to schools where we are providing an additional service under Section 11.

Ensure TCES Home Learning delivers a service that would meet Ofsted inspection standards – although it is not Ofsted registered.

Prepare the service for the new DfE virtual school registration that is proposed for 2022.

Implement monitoring and reporting for all aspects of the service including reports for local authorities funding the service, for parents whose children are receiving the service, and for the Operational Board.

Knowledge and experience of assessing needs to determine programmes and approach for neurodiverse pupils currently out of an educational setting.

Business development

Identify service development and business opportunities to expand our customer base and funding opportunities.

Work with LAs and parents/carers within London, Home Counties initially (expanding to UK-wide regions) to develop and grow the service.

Implement and demonstrate a high-level customer service ethos to ensure both Local Authority customers and Parent/Carer clients are dealt with promptly and with the highest level of professionalism and courtesy on every occasion.

Lead on the forthcoming application for DfE virtual school registered status.

Ensure that students are well supported and welcomed to the service.

Ensure that pupil successes are shared with Parents/carers and LAs.

Lead on referrals, funding requests and issuing contracts with local authorities.

Maintain positive relationships with Local Authority stakeholders to generate referrals to Home Learning and support referrals/cross referrals to other TCES schools/services within the group.

Share intel with Business Development Team colleagues to inform good TCES customer service and potential opportunities for business development across the group.

Work with the marketing team to support marcoms for TCES Home Learning.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity and GDPR etc.

PERSON SPECIFICATION

Education and qualifications

Educated to degree level.

Qualified Teacher (QTS trained or equivalent).

Knowledge and experience

Senior leadership/management experience (e.g., Assistant Head, Deputy in school/college), developing strategy and project planning.

Knowledge and experience of working with children and/or adults with SEND, ideally in a PRU or SEN educational setting.

An understanding of the specialist education system, EHC plans and relevant legislation relating to specialist education provision.

Substantial experience of directly managing a service or a large team, including recruiting, managing and motivating staff.

Knowledge and experience of writing and delivering educational programmes.

Knowledge of funding streams and contractual requirements of public sector funding processes with Local Authorities and/or CCGs in education, health or social care (D).

Skills and ability

Ability to execute growth plans for the service.

Ability to manage a wider team of teaching staff working remotely – on virtual teaching programmes and face to face with pupils in their own homes.

Strong interpersonal and decision-making skills with the ability to show initiative to resolve parent/carer and LA issues, including excellent negotiation skills.

Research and data savvy, able to extrapolate information and provide written and/or verbal reports to stakeholders, including the Operational board.

Accuracy and attention to detail due to the confidential and sensitive nature of the information being processed.

Excellent time-management skills in order to make appropriate decisions based on evidence and risk assessment and to deliver within timescales.

Solution focussed and clear about areas for improvement in relation to own work as well as the team and organisation.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D= Desirable

October 2021

HOW TO APPLY

To apply for this role, please complete a TCES application form available alongside this advertisement, or visit <https://www.tces.org.uk/vacancies>

Each application is shortlisted against the Job Description and Person Specification above, so please ensure you complete the application form in its entirety, providing sufficient information and a supporting statement in relation to these documents. The form is designed in line with safer recruitment practices and allows us to determine your potential suitability for the role and carry out appropriate pre-employment checks.

If shortlisted, you will be invited to interview. This will be with at least two members of Senior Management who will discuss the role in more detail and carry out an interview to assess your experience and skill set as well as your overall suitability. You may be required to undertake further tasks dependent on the role applied for.

For those candidates shortlisted, we will request references in advance of any interviews so ask that you specify on the application form (where requested) if you do not permit us to apply for these prior to offer. You must also provide appropriate qualifications and identity documents at interview to enable us to complete safer recruitment checks. These include:

- Enhanced DBS check – we can apply for one of these on your behalf if you do not have a current DBS (i.e. dated within two years or on the Update Service).
- Children’s barred list check.
- Prohibited from Teaching check.
- S128 – management of an Independent School check.
- A minimum of two references, covering your last five years of employment or education history.
- Identity checks including right to work in the UK.
 - You must provide 3 documents to cover the following:
 - Photographic Identification, e.g. passport or driving licence.
 - Proof of right to work in the UK, e.g. current UK passport, UK Visa or UK Birth Certificate
 - Proof of current address, e.g. a current driving licence or bank statement / utility bill dated within three months or council tax statement dated within twelve months.

If you cannot provide documents to satisfy above, please contact the Recruitment department (by emailing: recruitment@TCES.org.uk) who will be able to advise you on other documents that can be used.

Following the interview process, the successful candidate will be offered the role subject to the outcome of the vetting checks.

We look forward to receiving your application.