

Job Title:	Manager of Remote Education (Camp Education)		
Department:	Department of Education	Section:	IJS&CE
Reports to:	Principal of Primary		
Grade:	Falkland Islands Government Grade - B	Job Code:	259CM1
Overall Purpose of the Role:			
To support the Principal to provide effective leadership and management in the Infant and Junior School and Camp Education, focusing on the provision of education in Camp. Based at the main school site in Stanley, this is a Senior Leadership role and will include whole school development responsibilities as well as a specific lead focus on Camp Education.			
Job Facts & Figures:			
The Infant Junior School and Camp Education (IJS&CE) is a 3-11 years school with approximately 320 students on roll. Teaching and learning at the school follows the Early Years Foundation Stage framework and National Curriculum for England, enhanced by local content. Children take standard assessment tasks at the end of Key Stage 2. The school includes small rural schools and a 'travelling teacher' service. IJS&CE is the only primary school in the Falkland Islands and has a critical role in securing outcomes for all primary aged students.			
Key Role			
To fulfil the duties of a primary teacher in line with the job description. In addition:			
Strategic direction and school development			
<ul style="list-style-type: none"> • Be a positive, proactive and effective member of the Senior Leadership Team (SLT), work with the Principal and Deputy to promote and deliver the vision and direction for Camp Education. • Support the Principal and Deputy to: <ul style="list-style-type: none"> ○ provide quality education in Camp to support high levels of attainment and progress. ○ review the outcomes and impact of strategies and initiatives in relation to: the quality of education; behaviour and attitudes; personal development; leadership and management and keeping children safe. ○ ensure that the strategies and initiatives developed for Camp Education enable pupils to have the very best life opportunities to meet their current and future needs. ○ apply all school policies within the Camp Education context to ensure that the school works towards a shared vision and policies are reflected in practice. ○ contribute to and evaluate the success of key school improvement documents (the SEF and the SIP). • Contribute to the planning, monitoring, development and evaluation of the school curriculum. • Present financial proposals to support any planned actions in Camp Education. 			
Teaching and Learning			
<ul style="list-style-type: none"> • Undertake the role of settlement, travelling and telephone teacher in Camp locations, as required, to meet staffing needs. • Take responsibility for the quality of teaching and learning across Camp Education: <ul style="list-style-type: none"> ○ Monitor provision in Camp Education to ensure equality and consistency is achieved across the school ○ Ensure that resources are targeted correctly towards pupils who may require additional support in English and Maths; support staff working in Camp to ensure pupils make the necessary progress ○ Be a role model for others through the setting of high standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and secures high standards of achievement, behaviour and discipline 			

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Key Role Activities:	
<ul style="list-style-type: none"> • In partnership with the Principal and Deputy, monitor and review the impact of teaching on learning and pupil progress in Camp through: <ul style="list-style-type: none"> ○ formal observations ○ enabling collaborative development opportunities e.g. peer observations ○ planning and book / work audits ○ marking and feedback audits providing constructive developmental feedback as appropriate • Regularly visit all school settings in Camp to support teaching staff, pupils and families • As a member of the SLT share whole school responsibility for the pastoral care of pupils and staff • Support a safe, calm and well-ordered environment for all pupils and staff in Camp Education, focused on safeguarding pupils and maintaining good behaviour for learning. <p>Assessment Tracking and reporting</p> <ul style="list-style-type: none"> • Lead teaching staff in Camp to implement the whole-school assessment strategy, ensuring judgments are accurate, well evidenced and moderated against judgments across the school. Provide training and support to ensure the assessment system is effective. • Ensure assessment data is recorded centrally and combined with cohort data and presented at year group pupil progress meetings. • Set up electronic files for individual pupils to track curriculum coverage, reading records, planning and attainment for each academic year; ensure teaching staff update the files. • Track and analyse pupil performance data, paying particular attention to disadvantaged groups e.g. pupils with special educational needs or English as an additional language. • Support Camp teachers to plan/implement intervention actions for pupils not progressing at expected rates. • Monitor the Foundation Stage observation and assessment cycle through the 'Tapestry' online learning journal and tracking system. <p>Relationships</p> <ul style="list-style-type: none"> • Build and develop a positive and constructive partnership with parents and key stakeholders. Participate in out-of-hours activities and contribute to traditional Falkland Islands activities. • Support staff, families and children as children move into Camp Education, and when preparing for and during the process of transitioning into school in Stanley. <p>Staff</p> <ul style="list-style-type: none"> • Lead the Camp Education staff team, ensure and enable staff to work within existing school systems. • Ensure Camp staff are informed of all aspects of school life in order to promote good communication and maintain high morale, at least weekly contact. • Build a collaborative culture by employing a team approach. • Induct new staff to the school, following the school's induction and probation processes; introduce staff to life in Camp, including driving on Camp roads and making initial visits to locations. • As a member of SLT and through the performance management structure, support teachers to enable them to meet the Teachers Standards, holding them to account through FIG processes as necessary. • Support the school's recruitment process, with other key members of the SLT, all roles, but in particular for staff to work in Camp Education. <p>Continuing professional development</p> <ul style="list-style-type: none"> • Coach and mentor Camp Education staff, and others assigned to them, to: <ul style="list-style-type: none"> ○ support their continuing professional development ○ maintain positive attitudes towards teaching and learning ○ be confident to use a range of teaching strategies to meet the needs of all students in their setting. 	

- Identify development needs and provide support to improve the quality of teaching and learning.
- Assist the Principal and Deputy in the co-ordination of the INSET programme; delivering training to teachers in Camp as required.
- Keep up to date with developments in education, and have a good knowledge of education systems nationally and globally.
- Seek training and continuing professional development to meet own needs, develop their professional knowledge, understanding and skills.

Managing and Deploying Resources

- Be proactive to mitigate against Health and Safety concerns; respond appropriately to any related issues raised by staff members, pupils or families.
- Ensure risk assessments for each location are updated by staff at the beginning of each academic year.
- Draft the 'beat sheets' for deployment of travelling teachers.
- Implement effective systems for the management of resources to ensure teachers have the resources they need to support service delivery in Camp Education.

Additional Responsibilities

- Develop a topic box rota for all locations where there are Foundation Stage pupils; ensure the boxes are moved at the end of each half term; collected in at the end of the academic year and audited, ordering new resources, as required.
- Lead school assemblies, as required.
- Undertake training specific to requirements in Camp e.g. FIGAS fire appliance training, changing tyres.
- Support new families with telephone lessons and help them to support their child with follow up work.
- Plan and lead all aspects of Summer Camp for KS2 pupils in Camp Education, including resourcing this event.
- Plan and prepare for Winter School (July), including organising the annual 'Camp Ed Dance'. Liaise with families, staff, Stanley House and the Rural Business Association (RBA), to prepare a timetable of events in Stanley for the children in Camp Education.
- Collate and edit the termly Camp Education newsletter 'Classroom Wall'.
- To undertake any other reasonable duties that may be determined by the Principal commensurate with a post of responsibility.

The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.

Criminal Record Checks: (This post is regarded as a sensitive post)

All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s).

Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers.

Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.

Person Specification:	Manager of Remote Education (Camp Education)		
Criteria	Essential	Desirable	Assessment Method
Qualifications & Training			
To be a graduate primary teacher with Qualified Teacher Status (recognisable in UK)	✓		A
Evidence of attendance at, and capturing impact from, recent & relevant CPD/INSET	✓		A
Hold current certificate of training in Safeguarding and Child Protection of an appropriate level	✓		A / I
Leadership training e.g. NPQML &/or NPQH		✓	A
Hold current swimming teacher qualification or willingness to attend qualification course		✓	A / I
Current First Aid qualification & clean driving licence and significant driving experience	✓		A
Knowledge, Skills & Experience			
At least 5 years successful primary teaching experience (including successful completion of induction year); model teacher	✓		A / I / R
Experience leading a team within a school setting	✓		A / I / R
Experience working within a remote teaching setting		✓	A / I / R
Experience teaching across at least two key stages		✓	A / I / R
Experience of school evaluation processes	✓		A / I / R
Knowledge of current educational pedagogy, particularly of the English National Curriculum and assessment schemes	✓		A / I / R
Experience of supporting a diverse range of learning needs and developing teaching materials to support personalised learning	✓		A / I / R
Able to review and evaluate impact of teaching and learning and plan actions for continued improvement	✓		A / I / R
Experience of preparing children for and administering statutory National End of Key Stage Assessments		✓	A / I / R
Ability to lead high quality CPD focused on school improvement and raising standards by methods such as modelling practice, coaching, mentoring and delivering in-service training	✓		A / I / R
The drive and ability to set clear expectations and parameters and to hold self and others accountable for performance	✓		A / I / R

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Knowledge, Skills & Experience (cont.)	Essential	Desirable	Assessment Method
Effective communication and interpersonal skills	✓		A / I / R
High level of ICT competence	✓		A / I / R
Excellent organisational and time management skills	✓		A / I / R
Able to drive a 4x4 vehicle over Camp / gravel tracks. Knowledge of basic vehicle maintenance	✓		A / I / R
Personal Attributes:			
Demonstrates alignment with FIG's core values: Diverse, Professional, Resilient & Resourceful and the values of the Falkland Islands Schools: Respect, Resilience and Curiosity	✓		A / I / R
Demonstrates a genuine interest and passion for the education of young people	✓		A / I / R
Clear, confident and articulate	✓		I
Positive and optimistic attitude; self-motivated; enthusiastic and independent	✓		I
Organised; flexible and resourceful when responding to logistical issues	✓		A / I
Calm and resilient approach, can work effectively under pressure	✓		A / I / R
Ability to build effective working relationships, motivating and inspiring trust and confidence in others	✓		A / I / R
Work positively and effectively with all external stakeholders to support school aims	✓		A / I / R
Commitment to safeguarding, equal opportunities and inclusion	✓		A / I / R
Commitment to confidentiality and respectful of others' views	✓		A / I / R
Able to undertake duties outside the normal school hours	✓		A / I / R
Cognisant of the requirements of living and working in a small community, ability to contribute to community life.	✓		A / I / R
<p>Note to Applicants: Please ensure that you demonstrate your ability to meet the requirements of the job in your application form by giving clear, concise examples of how you meet each criterion.</p> <p>Method of assessment: A - Application Form I - Selection Interview R – Reference O - Other</p>			