

### JOB PROFILE

<b>Job title:</b>	<b>Alternative Provision Centre Manager</b> Initially offered as a 12 month contract
<b>Responsible to:</b>	Associate Assistant Head Teacher – Inclusion
<b>Responsible for:</b>	Alternative Provision Learning Assistants
<b>Salary / Grade:</b>	£25,591 - £27,668 with potential to go to £30,153 pro rata
<b>Working hours / weeks:</b>	37 hours per week for 41 weeks per year (term time + 2 weeks)
<b>Core purpose:</b>	To work with the Associate Assistant Head Teacher (AAHT) to lead the Alternative provision centre. To plan deliver, assist teaching and learning, provide pastoral support and other associated activities for students with challenging behaviours who are at risk of permanent exclusion. To liaise with the home schools, sharing information for children accessing the centre who are not on role at the Academy.

#### Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

#### Key responsibilities:

- To take on a key worker role, reviewing student progress, setting appropriate targets and liaising as appropriate with home.
- To enhance the learning of individual students with a wide range of learning needs in consultation with the AAHT.
- In consultation with the AAHT, organise and participate in meetings and other contact with parents/carers.
- To act in accordance with Academy policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
- To ensure students make good progress whilst at the Alternative Provision Centre through assessment, tracking and intervention.
- To promote the positive ethos of the Academy and the welfare and behaviour of students, promoting positive student attitudes and behaviour in and around school, and mutual respect for members of the school and wider community.
- To act in accordance with Academy policy and procedures in relation to child protection and ensure effective communication with the designated child protection coordinator and to follow the identified filing, logging and recording procedures to ensure consistency across the school.
- To work with the pupils to safeguard their welfare and help to keep them safe.
- To take an active role in the transition of students from mainstream to the 'Alternative Provision' facility.
- To take an active role in setting targets with reference to students' Pupil Passports and

statements.

- To follow and monitor behaviour management programmes for individual students.
- To attend student reviews as appropriate.
- To support pupil learning by contributing to the planning, delivery and evaluation of teaching and learning activities for individuals and small groups, which leads to good progress.
- To take small group lessons under the direction of the subject specialist teachers from core subjects.
- To differentiate work as required
- To monitor and contribute to the assessment and recording of students' development and share this information.
- To develop and maintain good working relationships with parents and carers
- To support good attendance by being involved in early interventions including daily contact with home and other strategies in line with the attendance policy.
- To make recommendations regarding referrals for additional services and support to meet the needs of the students
- To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure a positive physical learning environment
- To develop and promote positive relationships that promote behaviour and contribute to the prevention and management of challenging behaviour in pupils
- To facilitate pupil learning and development by taking a key worker role for selected individuals.
- To use ICT to support pupil's learning
- To undertake relevant training to enhance personal development and use the knowledge to benefit the academy.
- To carry out additional duties as directed by the line manager.

#### Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

#### Core Values:

Respect for individuals:	We work together to create a culture based on trust, respect and dignity.
Integrity:	We are open, honest and direct in our dealings.
Collaboration:	We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives.
Continual improvement:	We are a learning organisation that strives always to 'make our best better'.
Accountability:	We hold ourselves accountable and take ownership.

### PERSON SPECIFICATION

Role: Alternative Provision Centre Manager		E/D	A	I
<b>Qualifications and Training</b>				
1	Teaching assistant qualification or willingness to achieve.	E	✓	✓
<b>Experience</b>				
2	Relevant experience of working in secondary education	D	✓	✓
3	Experience of successfully implementing successful strategies to support students with challenging behaviour.	E	✓	✓
4	Proven track record of delivering provision leading to strong outcomes for students who present challenging behaviours	E	✓	✓
<b>Knowledge and understanding</b>				
5	Excellent knowledge and understanding of how to motivate students who display challenging behaviour.	E	✓	✓
6	Good knowledge of pedagogy, how disaffected students learn and teaching styles.	E	✓	✓
7	Good understanding of how to meet SEND needs of students who have ADHD/ Autistic tendencies.	E	✓	✓
<b>Skills and abilities</b>				
8	Ability to communicate effectively with students' and parents.	E		✓
9	Flexible and imaginative with the ability to solve problems creatively.	E		✓
10	Good IT skills with the confidence to exploit new technology.	E	✓	✓
11	Ability to effectively manage behaviour.	E	✓	✓
12	Ability to motivate and inspire students to achieve.	E		✓
13	To be able to motivate and engage students who demonstrate challenging behaviours.	E	✓	✓
<b>Personal attributes</b>				
14	Tenacity and resilience.	E		✓
15	A strong and supportive team player.	E		✓
16	Personal presence and confidence; warmth & sensitivity.	E		✓
17	Enthusiastic and determined.	E		✓
18	Courteous and tactful. Relates well to young people	E		✓
19	Able to work on own initiative and manage diverse work pressures	E		✓
<b>Other</b>				
20	A commitment to uphold and promote equality of opportunity	E		✓
21	Demonstrates an understanding of Safeguarding issues relevant to the post	E		✓

**KEY:** ✓

<b>E</b>	Essential
<b>D</b>	Desirable
<b>A</b>	Assessed by Application Form
<b>I</b>	Assessed by Interview

**Date:** August 2017