 **JOB**

 **DESCRIPTION**

 Job Title:

 **ALTERNATIVE PROVISION**

 **COORDINATOR LEAD**

 Location:

 **THOMAS MIDDLECOTT ACADEMY**

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| **Background:**  | The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London. Our aim is to be the country’s leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment. |
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| **Reporting To:** | Alternative Provision Inclusion Manager  |
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**KEY RESPONSIBILTIES AND ACCOUNTABILITIES**

**MAIN DUTIES AND RESPONSIBILITIES**

* To ensure high levels of student attendance, punctuality and behaviour;
* To work closely with students, teachers and parents and other support staff as well as outside agencies to ensure that students flourish within the MAP provision at Thomas Middlecott Academy and thereby achieve their potential;
* To work with individual students, using a range of strategies, to ensure that they achieve personal goals;
* Support with annual residentials and Duke of Edinburgh camps.
* To provide support to address the personal, social, and educational needs of students who are underachieving, misbehaving, or in need of behaviour intervention;
* To provide support for students at risk of permanent exclusion; and for students who have been permanently excluded;
* To manage Pastoral Support Plans and student case studies for identified students and provide data where required to senior staff;
* To undertake work/care/support programmes to enable access to learning for students and to assist the teacher in the behaviour management of students and the classroom;
* To strategically plan, deliver and manage intervention programmes & KS3/KS4 Lessons.
* To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all students;
* To assist with the development and implementation of appropriate behaviour management strategies;
* To promote the inclusion and acceptance of all students;
* To motivate students, to promote and reinforce self-esteem;
* To participate in the induction of students, both at the start of the year and in year as necessary;
* To liaise with Internal Isolation and support in this provision as needed;
* To conduct restorative practice with those students within the MAP;
* To document meetings and minutes as necessary [parental meetings, PSP reviews and others as appropriate];
* To log rewards as appropriate and to assist in the administration of rewards;
* To participate in the comprehensive assessment of students to determine those in need of particular help;
* To carry a case load of students causing concern and to produce an action plan with students, parents, teachers and SLT;
* To provide information and advice to enable students to make choices about their behaviour/attendance/punctuality;
* To support students to improve their behaviour/ attendance/ punctuality through the use of a range of strategies including target-setting;
* To respond to staff requests for behavioural support, advising on strategies, providing in-class observation, removing students and supervising them if appropriate;
* To liaise with teachers to ensure that students who may from time to time be withdrawn from normal lessons are reintegrated as smoothly and as soon as possible;
* To evaluate progress with individuals/groups of students against agreed targets on a regular basis;
* To provide regular information on such progress to parents and to the MAP Manager and the Assistant Principal (SENCo/Behaviour & Rewards);
* To keep accurate records of interviews with students and agreed outcomes;
* To contact parents/carers regularly by telephone or home visits where necessary to discuss specific issues; and to keep accurate records of agreed outcomes;
* To analyse and evaluate data/information and to produce reports/information/data as required by SLT, Governors and staff;
* To liaise closely with other agencies [EWS; Social Services; Educational Psychologist; Health Services; Young Minds Matter and others as appropriate];
* To represent the Academy at meetings involving other agencies [Case Conferences, Review meetings, etc];
* To follow and promote all aspects of the Academy’s Behaviour Management Policy;
* To participate in the Academy detention and removal systems and to follow up on non-attendance;
* To be aware of and comply with policies and procedures on child protection, health and safety, confidentiality, data protection.

**CREATIVITY AND INNOVATION**

Because every child has different needs, unexpected demands are almost a daily occurrence. The post-holder will be required to deal with new situations on a regular basis and to show initiative. The degree of difficulty is likely to vary according to the particular set of circumstances.

Under normal circumstances, guidance and support are available from MAP and pastoral staff and/or members of Leadership Team. However, much work with students will be outside the normal class situation and, possibly, off site [home visits/case reviews, etc]; the post-holder will be expected to draw upon his/her training and experience to deal with such situations.

**CONTACTS AND RELATIONSHIPS**

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| **Contacts** | **Who?** | **What for?** | **How often?** |
| Internal contacts | Teaching staff and SLTOther support staff in Academy [SENCO; Teaching Assistants]Teaching Staff/Teaching Assistants Students | Identification of students in need of support; discussion of appropriate strategies;Feedback of information/progressDiscussion over specific issues for individuals; exchange of information, advice or guidanceDiscussion over specific issues for individuals; exchange of information, advice or guidance; provision of possible strategies; agreeing reintegration programmeWorking with targeted individuals/ groups | DailyAs requiredAs requiredDaily |
| External contacts | ParentsExternal agencies [EWS, Social Services, Health Service, YPSS (Young People’s Support Service), Educational Psychologist]  | First point of contact for parents of students. Telephone contact/home visits to secure partnershipDiscussion over specific issues for individuals; exchange of information, advice or guidance.Attending Case Conferences/ Reviews | Weekly/ Daily – as requiredAs required |

**DECISIONS**

Discretion:

The programme for students is determined by the post-holder in discussion with the MAP Manager and wider pastoral team. The post-holder is expected to use initiative in modifying approaches/strategies according to changing circumstances

Evaluation and management of support programmes, recording outcomes and contributing to review and assessments

Initiating contact with home/other agencies

Administration and organisation of resources, including prediction of future needs

Most decisions are limited by Academy policies and procedures. Guidance will be readily available from senior staff. The post-holder is not required to initiate policies and procedures but will be involved on a consultation basis as part of the team supporting learning.

**RESOURCES**

The post-holder has no direct responsibility for cash or equipment. He/she will have regular access to a laptop/PC/AP Mobile.

**WORK ENVIRONMENT**

**Work Demands** – The post-holder will normally work within an agreed routine which may be varied dependent upon the needs/behaviour of students.Time management is a key element of this post. The co-ordination of support for targeted students requires consultation and negotiation with a range of adults/service providers/students. There is a need to be vigilant and responsive to students’ needs, often at very short notice.

**Physical Demands –** Normal physical demands of an office/classroom based post. The role may involve travel locally to meetings or to conduct home visits.

**Working Conditions –** The post-holder will work within the Academy environment. Some external visits, including home visits, Enrichment trips, and attendance at meetings may be required.

**Work Context –** Normal office/classroom context within an Academy environment. Some external visits to meetings/homes may be required, dealing with students and parents.

**GENERAL**

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

**HEALTH AND SAFETY**

Health and Safety - The post holder is required to carry out the duties in accordance with the Health and Safety policies and procedures. All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.

**PERSON SPECIFICATION**

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 – Application

2 – Test/Presentation

3 – Interview

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|  | **Essential**  | **Desirable**  | **Assessed**  |
| Qualifications and Professional Development  |  |  |  |
| * Level 2 (or equivalent) in Mathematics and English.
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| * Qualification in related area [Classroom Support; Social Work; Police; Health Service; Counselling; Mentoring]
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| * Proven experience of working with children with challenging behaviour and learning difficulties.
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| * Proven experience of managing the behaviour of vulnerable pupils to prevent exclusion and disaffection.
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| * Experience of working with senior management, parents and carers and external agencie
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| * Outdoor education qualifications – DofE, John Muirs, Water based activity leader, Land based activity leader.
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| Experience  |  |  |  |
| * A proven track record in working with young people and the ability to see a young person’s needs from a range of perspectives.
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| Skills and Knowledge  |  |  |  |
| * A basic understanding of the education system and a willingness to learn
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| * Basic computer skills and the ability to develop competencies in word processing, databases and spreadsheets.
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| * Good communication skills, both written and oral.
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| * Organisation skills – can prioritise work; maintain accurate records; meet deadlines; manage conflicting demands
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| * Competence in the skills of networking and facilitating.
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| * Ability to work effectively with and command the confidence of colleagues.
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| * An understanding of the structure and operation of an Academy environment and an appreciation of how this role will enhance support mechanisms for students
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| * Working knowledge of curriculum provision in a secondary Academy and of recent developments in education
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| * Knowledge and experience of techniques related to raising self-esteem/modifying behaviour/target setting/monitoring progress/conflict resolution - with students/young adults and parents
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| * Knowledge of ICT systems and applications, and an understanding of how such technology can be used to support students
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| * The ability to establish good relationships with students, working as a role model and being aware of and responding appropriately to needs
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| * Team worker – able to organise and motivate others; able to work positively with others: encourage input from all and actively contribute to team discussions, working to come to consensus decisions
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| * Socially and professionally skilled at dealing with a range of people;
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| * Ability to engender confidence in others; able to secure confidence of others; able to listen/counsel/ negotiate/ be sensitive/tactful/diplomatic as circumstances demand
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| * Demonstrate integrity and total discretion in maintaining confidentiality
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| Equal Opportunities  |  |  |  |
| * A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.
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| Safeguarding  |  |  |  |
| * Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.
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| * Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.
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| * Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.
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| Health and Safety  |  |  |  |
| * Aware of Health & Safety and Safeguarding as appropriate to role
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*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

*The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

***All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.***