

JOB PROFILE		
<b>Department:</b>	Education	
<b>Job title:</b>	<u>Alternative Provision and Outreach Manager</u>	
<b>Reports to:</b>	Principal / Teacher with Responsibility for AP and Outreach	
<b>Level/Grade:</b>	Hours of work: 36 Hours Per Week/ Term Time Only /	Salary Scale: R5 /Spine Point 27-34  Actual Salary £25,300.21 - £28,631.52 per annum (FTE £29,546.00-£32,993 per annum)
<b>Job Purpose:</b>  JOB <ul style="list-style-type: none"> <li>• To manage and oversee all forms of Alternative Provision (AP) used at GGS, in its day-to-day operation, ensuring the provision is effective, appropriate and meets the needs of all students who access it</li> <li>• Work alongside the Pastoral team to increase student engagement and reduce absence and exclusion rates</li> <li>• To raise attainment for those students most at risk of underachievement, through the delivery of bespoke learning and enrichment programmes for these students</li> <li>• To lead intervention sessions and mentor of students</li> <li>• To support the management and development and staff as appropriate</li> </ul>		
Job Description		
<b>Key Accountabilities:</b>  1. Strategic Direction 2. Teaching & Learning 3. Curriculum Responsibility 4. Safeguarding 5. Administration 6. Leading & Managing Staff 7. Continuing Professional Development 8. Other duties		
<b>1.Strategic Direction</b> <ul style="list-style-type: none"> <li>• To work alongside the Teacher with Responsibility for AP and SLT, to develop a strong AP strategy that provides avenues of curriculum support for GGS students</li> <li>• To develop robust AP procedures that ensure all AP is of the highest quality and provides the outcomes that we demand of it</li> <li>•</li> </ul> <b>2.Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>• To maintain accurate and up-to-date attendance records of all students engaged with AP</li> <li>• To maintain accurate and up-to-date assessment records of all students engaged with AP</li> <li>• To ensure that all students engaged in off-site AP are visited regularly</li> </ul>		

### **3. Curriculum responsibility**

- With the Teacher Responsible for AP, Quality Assure the curriculum offer of all AP providers.
- Support students engaged in AP activities in accessing their curriculum (ie – transport, IT resources)
- Work with the Safeguarding Team to ensure that AP maintains the highest quality of safeguarding for all students
- Ensure equality of opportunity for staff and students engaged with AP
- To identify appropriate AP for students who are not engaging with the core curriculum offer
- To work with a range of different providers to build curriculum pathways suitable for students unable to access the core curriculum offer
- To work with SLT, SENCO, teachers and support staff to identify students who require the support of AP

### **4. Safeguarding**

- To undertake Level 3 Safeguarding Training
- To be a member of the wider safeguarding team
- To attend weekly safeguarding risk and review meetings
- To support the safeguarding team in home visits when required
- To monitor the quality of safeguarding at all APs
- To attend multiagency meetings (CIN, TAF etc) for students engaged in AP

### **5. Administration**

- To maintain high quality, up-to-date records of all AP, including records of
  - Attendance
  - Assessment
  - Quality Assurance
  - Visits
  - Case Studies
  - Risk Assessments
- Maintain an up-to-date knowledge and understanding of the AP sector, in particular being aware of all local AP opportunities, whether we employ them or not

### **6. Leading and Managing Staff**

- To manage all GGS staff who are involved in supporting the delivery of AP
- Lead the QA of AP across all APs

### **7. Continuing Professional Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods
- To achieve any performance criteria or targets related to the management post arising from the School's Performance Management arrangements
- To engage in the Performance Management Review process.
- Undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Maintain any relevant memberships to professional bodies, commensurate with the job role

### **8. Other**

- Drive school vehicles when required
- Be aware of school policies and procedures
- Ensure own safeguarding and behaviour management qualifications are up to date
- Organise and take part in educational visits, including undertaking risk assessments

<ul style="list-style-type: none"> <li>Attend and contribute to meetings, open days and other events as required.</li> </ul>		
<b>Person Specification</b>		
<b>Criteria</b> <i>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A; Assessed by Certificates = C; Assessed by References = R</i>		
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>Evidence of recent professional development</li> <li>Willingness to undertake continuing professional development</li> <li></li> </ul>	E E	A, C, I
<b>Knowledge and Experience</b>		
<ul style="list-style-type: none"> <li>Significant teaching or therapy experience in Key Stage 3 &amp; 4</li> <li>Effective knowledge of the AP sector</li> <li>Experience as a successful curriculum leader</li> <li>Knowledge of national requirements and best practice in PSHE, RSE, SMSC and CEIAG.</li> </ul>	D D D E	A A, I A, I A, I
<b>Skills and Abilities</b>		
<ul style="list-style-type: none"> <li>Ability to work independently</li> <li>Ability to represent the school to a high standard, to a variety of audiences</li> <li>Ability to drive own vehicle and school vehicles</li> <li>Ability to communicate clearly, both verbally and in writing, to a range of audiences</li> <li>Able to work constructively as part of a team</li> <li>Able to challenge and support colleagues to improve their practice</li> <li>Ability to accept challenge and constructive criticism.</li> <li>Able to assess needs of individuals and groups to inform planning</li> <li>Able to analyse data to assess needs, develop action plans and report on pupil and student performance</li> <li>Able to carry out action plans and report on progress effectively</li> <li>A commitment to inclusive education and a determination to meet to the needs of individual learners</li> <li>A positive and resilient attitude to the changing demands of a special school</li> <li>Ambitious about raising standards for all pupils and students: high standards, equality of opportunity and continuous improvement</li> <li>Commitment to the safeguarding and welfare of all pupils and students</li> <li>Committed to the ethos of the school in all work</li> <li>Competence with ICT</li> <li>Ability to work collaboratively with others</li> <li>Ability to plan, support and evaluate target setting</li> <li>Ability to manage own time and task</li> <li>Practical and theoretical knowledge of behaviour management</li> <li>Ability to deal directly with challenging behaviours and to promote good relationships and good behavior</li> </ul>	E E E E E  E E E E  E E  E E E E E E E E E D	I I A, I A, I I  I I I I  I I  I I I I I I I I I I

<ul style="list-style-type: none"> <li>Ability to produce careful, accurate, positive and well written reports, policies, guidance, letters and memos.</li> </ul>		
<b>Personal Attributes</b>		
<ul style="list-style-type: none"> <li>Commitment to meeting the needs of our pupils and students and their families Ability to work sensitively with a variety of people and stakeholders</li> <li>Ability to reflect on own practice and learn from experiences</li> <li>Reliability and integrity &amp; Creativity in problem solving and a willingness to try new approaches</li> <li>Self-motivated and able to work unsupervised</li> <li>Able to quickly engage and build appropriate relationships with children</li> <li>High levels of emotional literacy</li> <li>Dependable and reliable, with an excellent record of attendance (above 95%)</li> <li>Willing to go the extra mile, have high levels of stamina, energy and determination</li> <li>Flexible, able to respond quickly to changes and think on your feet</li> <li>A commitment to inclusive education and a determination to meet to the needs of individual learners</li> <li>A positive and resilient attitude to the changing demands of the school</li> <li>Ambitious about raising standards for all pupils and students</li> <li>Genuine commitment to the ethos and work at Unified AcademySt Dominic's School</li> </ul>	E E E E  E E E E E D D  E  E E	I  I I  I I I I I I I  I  I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p> <ul style="list-style-type: none"> <li><b>Date Reviewed for Grafham Grange produced: June 2023</b></li> </ul>		