

Individual Pathways Co-ordinator

Job Description



POST:	Individual Pathways (IP) Co-ordinator
RESPONSIBLE TO:	Principal, under the day to day management and leadership of the Assistant Principal (Student Entitlement).
SALARY:	Starting salary NJC Scale point 21
LOCATION:	Oasis Academy Lord's Hill
WORKING PATTERN:	Full Time
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

The post holder will work under the direction of the Assistant Principal (Student Entitlement) to support the planning and delivery of individual pathways and the day-to-day co-ordination of internal exclusion. The post holder will oversee the targeted intervention and tracking of our most vulnerable students, ensuring they make good or better progress.

The duties outlined in this job description may be modified by the Principal, in consultation with the post-holder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Strategic direction of Individual Pathways

- Ensure effective systems of communication, including feedback about students' learning to inform future planning.
- Monitor the quality of provision in Individual Pathways and Internal Exclusion by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

Curriculum, Teaching and Learning

- Identify and adopt the most effective teaching approaches for students within the Individual Pathways provision.
- Monitor teaching and learning activities to meet the needs of students.
- Plan, coordinate and teach timetabled intervention groups and classes as appropriate.
- Contribute to INSET regularly and where appropriate; this may include chairing and being a part of working parties.
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret assessment data gathered on students and use to inform practice.
- Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for the students.

- Ensure that students accessing Individual Pathways are encouraged by all staff to fulfil their potential through appropriate challenge and support.
- Work with referred students individually, in an appropriate group context and within the classroom.
- Produce regular reports on the impact of interventions led by the support centre.

Recording and Assessment

- Maintain and update the provision map with Individual Pathways interventions.
- Set targets for raising achievement among students with SEMH and others who may be at risk/vulnerable.
- Collect and interpret assessment data with relation to identified students
- Undertake a weekly analysis of available data in order to identify trends and plan for the support of vulnerable students.
- Update the Assistant Principal (Student Entitlement) and inclusion on the effectiveness of provision for students with SEMH and others who may be at risk/vulnerable.
- Attend consultation evenings, where appropriate, and keep parents informed about their child's progress.

Working with others

- Provide line management and strategic direction for the Individual Pathways and Internal Exclusion provisions.
- Develop pro-formas for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identify the CPD needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Encourage all members of staff to recognise and fulfill their statutory responsibilities to students with SEMH, and disseminate good practice in SEMH across the school.
- Communicate regularly with parents of students accessing Individual Pathways or Internal Exclusion provisions
- Provide training opportunities for teaching assistants to learn about SEMH.
- Identify resources needed to meet the needs of students with SEMH and advise the Assistant Principal (Student Entitlement).

Health and Safety

- Undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Safeguarding Children

- Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Other

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

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

Person specification

Competency	Essential	Desirable
ICT	Computer literate with good working knowledge and experience of a range of programs including Microsoft Word and Excel.	
Literacy & Numeracy	Qualifications in English Language and Maths to at least GCSE level or equivalent. Ability to produce articulate and concise written reports within a given timescale.	English or Maths qualification at L3 or beyond
Organisational	Ability to work unsupervised and to plan and prioritise effectively. Ensure routine and non-routine correspondence is produced on time. Maintain a range of records, e.g. student timetables, targets and records of mentoring sessions. The ability to work flexibly to meet the needs of young people.	Knowledge of SEN practices and procedures. Good understanding of school structure.
Relevant experience and knowledge	Aware of the principles involved in giving advice and guidance to young people including the place of confidentiality. The ability to produce detailed, concise evaluative reports of the programme. Experience of staff management and appraisal. The rights and responsibilities of parents.	A relevant qualification in relation to SEMH or SEN more broadly e.g. HLTA status Knowledge of the range of additional support/agencies available for students. Experience of providing advice and guidance. CP Level 3 training.

	<p>A clear understanding of the factors that lead to educational disaffection in young people.</p> <p>Knowledge and understanding of strategies to remove barriers to learning in young people.</p> <p>Knowledge and understanding of Child Protection protocol.</p> <p>A desire and proven track-record of successfully working with vulnerable young people.</p>	<p>At least 3 years working with young people of secondary school age.</p>
Interpersonal / communication skills	<p>The ability to lead and inspire staff.</p> <p>The ability to liaise with and gain the confidence of the ALT and other members of school staff.</p> <p>The ability to work as part of a team.</p> <p>To be able to liaise clearly and effectively with mainstream staff, teachings assistants and the academy leadership team.</p> <p>To be able to liaise confidently and sensitively with parents.</p> <p>The ability to converse with ease with parents/students and members of the public, and provide advice in accurate spoken English.</p>	<p>The ability to find creative and imaginative solutions to problems.</p>