

## TUDOR GRANGE ACADEMY SOLIHULL



## COLLEGE INTERVENTION CO-ORDINATOR

### Job Description

### Maternity Cover

Grade 5 NJC Points 12-17

Permanent, Full-time  
37 hours per week

Up to 43 Weeks per Year  
8:00am – 4:00pm  
(One 3:30pm finish)

### Core Purpose

Our vision is to provide a world-class education which develops the potential of all students, no matter what their starting point.

The aim of the Academy is to maintain high academic outcomes by creating an environment where every child has the desire and the opportunities to reach their academic potential, whilst develop as individuals who demonstrate the Tudor Habits and Values and who are able to navigate the various challenges of life with integrity, morality and kindness.

The College intervention Co-ordinator is an important role in the Academy and post holders play a key role in ensuring that students are safe and supported and that a purposeful learning environment is maintained at the Academy. The college intervention Co-ordinator will support the College Leader to lead and manage student achievement, behaviour and safeguarding. They will act as a role model for students and staff by demonstrating high quality pastoral care and support, rigorous expectations and a visible, professional presence with students.

### Specific Responsibilities

**This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.**

- Act in accordance with and in support of the aims and policies of the Academy.

### Qualities, Qualifications, Knowledge & Skills

- Demonstrate clear and consistent values.
- Act with integrity, maintaining confidentiality at all times.
- Ability to relate well to children of all ages, their families and professionals and outside agencies.
- Have a positive attitude to continuous improvement.
- Be a strong role model and set a good example to others.
- Support staff in working confidently and effectively.
- Consistency and high level of rigour with implementing Academy systems and processes.
- Work constructively and effectively as part of a team, both within the academy and with external agencies, understanding school's role and responsibilities and your own position within these.
- Strong literacy and numeracy skills and excellent communication skills.

### Roles & Responsibilities

- To support the Senior Leadership Team (SLT) with ensuring that staff understand and implement the school's behaviour and safeguarding policies.
- To maintain strong communication with parents and carers to ensure the systems implemented in the academy are supported and communicated clearly.
- To oversee sanctions for students in the college, using the Trust Tracker.
- To liaise with SLT to investigate incidents and the on-call rota system.

- To provide support to tutors and subject teachers to enable them to effectively identify students who are in need of intervention.
- To work with the college leader and team of tutors to implement and monitor behaviour and academic interventions for students using the assess, plan, do and review process.
- To maintain effective communication with parents and carers with the aim of supporting students within the college.
- To have an overview of the range of barriers to learning and good behaviour for students within the college.
- To assist in the preparation of relevant paperwork for TAP, PSP and Student Disciplinary meetings.
- To be a visible presence around the academy, modelling expected standards, routines and effective management.
- To assist in the development of peer mentoring to impact positively on the school community.
- To make referrals to supportive agencies where appropriate.
- To monitor attendance, identifying students at risk of persistent absenteeism, liaising with the attendance officer and establishing strategies to improve attendance.
- To oversee and implement the internal Exclusion and TATE provision at the academy – including the curriculum offered within this.
- To act as a link between students in the college and any students in alternate provision. To gather information about the provision (Quality assurance) and the TGAS students attending (for example attendance behaviour, engagement.)
- To mentor and/or coach identified groups of students within the college.
- To ensure effective systems are in place to advise students and parents on appropriate pathways (particularly at Year 8 options process and Year 11 for Post-16 guidance).
- To establish systems and strategies to address student underachievement within the college for all abilities and years.
- To utilise tracking systems to identify student underachievement and action appropriate support.

**Member of the Safeguarding Team:**

- Stand in for the DSL in their absence or when necessary at other times, for example in meetings or when staff are reporting a concern.
- Refer cases of suspected abuse to the Local Authority Children's Social Care as required, and support other staff who make a referral.
- Refer cases where a crime may have been committed to the Police as required.
- Refer cases to the Channel programme where there is a radicalisation concern as required, and support other staff who make a referral.
- Support the Academy with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Respond appropriately to all other incoming referrals and causes for concern and take appropriate action.
- Manage referrals and causes for concern and escalate concerns as appropriate if not satisfied with the outcome.
- Keep detailed, accurate and secure records of concerns and referrals, ensuring all actions are logged.
- Ensure safeguarding and child protection files are securely transferred to the new school or college as soon as possible when a child leaves the Academy.
- Attend and contribute effectively to child protection conference, core groups, child in need meetings and other planning, review and strategy meetings.
- Ensure that all agreed actions from meetings are carried out and monitored and that children who are victims of abuse are supported appropriately and sensitively.
- Liaise with case managers and designated officers for child protection concerns at the local authority.
- Liaise with the Principal or Head of the School to inform them of safeguarding issues, especially ongoing enquires under section 47 of the Children's Act 1989 and police investigations.
- Provide guidance to the Principal and SLT on the application of safeguarding policies and procedures.
- Support the development of safeguarding policies, procedures, and practises.

- Maintain detailed safeguarding risk assessments for children who may require one as either a victim or a perpetrator.
- Understand the assessment process for providing early help and intervention and liaise and co-ordinate with external agencies to provide early help as soon as a problem emerges.
- Develop and maintain positive working relationships with the safeguarding governor, Children’s Social Care, and other relevant external agencies to ensure effective multi-agency working.
- Maintain links with the Local Children’s Safeguarding Board to make sure staff are aware of training opportunities and the latest local policies and updates on safeguarding.
- Act as a source of support, advice, and expertise for staff.
- Provide training for all staff on how to identify signs of abuse; when to make a referral; how to respond appropriately to disclosures; how to report concerns using Academy procedures.
- Provide frequent safeguarding updates to staff on range of safeguarding issues.
- Ensure availability of at least one of the safeguarding team during term time school hours for staff in the Academy to discuss any safeguarding concerns.
- Ensure adequate and appropriate cover arrangements for any out of hours activities.
- Ensure all staff have access to and understand the Trust safeguarding policy and Academy procedures for reporting a concern.
- Induct new members of staff regarding the Academy’s procedures and Trust safeguarding policy and relevant Local Safeguarding Children Board procedures.
- Ensure the Trust safeguarding policy is available publicly on the Academy website.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure safeguarding has a consistent and visible presence in the Academy.
- Contribute to Trust quality processes with the support of the Executive Trust Lead for Safeguarding.

**Any other duties in support of the Academy as reasonably decided by the Principal.**

#### **Outcomes**

- An improvement in behaviour and standards across the academy
- Reduction in suspension levels
- Staff feel supported and empowered to effectively deal with behaviour within their own departments/classrooms.
- Students feel safe and cared for across our community.

**Line Manager**

College Leader