



WESTCOUNTRY SCHOOLS TRUST
JOB DESCRIPTION

Job Title:	Alternative Provision Coordinator
Location:	Callington Community College
Grade/salary:	WeST Cornwall Grade G (scale point 1-6) - £26,162 to £31,023 FTE per annum
Actual salary:	WeST Cornwall Grade G (scale point 1-6) - £21,953.30 to £26,032.31 per annum
Hours:	36.25 hours per week, 39 weeks per annum
Reports to:	Assistant Principal for SEND
Responsible for:	Students allocated to on-site direction HUB (ODH) ALL students who are known to the Inclusion team
Key relationships:	Internal: Senior Leadership Team, SEND Leadership team, Pastoral team, Heads of Department, teachers, children, teaching support staff. External: Governors, parents, Education Welfare Officers, Educational Psychologists, LA departments and advisers and Early help.

Job Purpose

The Alternative Provision Coordinator supports the effective operation of the trust and works to uphold and promote its vision and values.

1. To coordinate the running of the alternative provision base and work with the Inclusion Team. To support young people on a bespoke timetable with additional needs including challenging behaviour and complex needs.

Duties and Responsibilities

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
3. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
4. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
5. To manage the day to day running of the Onsite Direction HUB (ODH) Inclusion provision.
6. Communicate with the Inclusion Team at Callington to support students' progress and achievement.
7. Liaise with relevant external professionals and agencies as appropriate to support students' progress and achievement.
8. Plan, implement and facilitate appropriate interventions to support students' social, emotional, mental health and wellbeing.
9. Design, monitor and track pupil progress through internal recording systems such as ClassCharts, Provision Mapper, SIMS, etc...
10. Communicate with all stakeholders including; External Professionals, Parents/Carers and Callington Staff to ensure all are aware of the planned pupil outcomes, targets and ongoing progress and achievement.

11. Facilitate pupil learning through the collection of work from teachers at Callington and partner schools.
12. Facilitate appropriate baseline testing of students when they enter the onsite direction HUB (ODH).
13. Provide study skills support including; organisation, time management, research, revision, comprehension, confidence, motivation, goal setting, note taking, target setting, basic skills, to maximise learner independence.
14. Provide effective support to help learners keep on track with course targets and assignments.
15. Maintain accurate and timely support records including safeguarding information.
16. Raise concerns in line with confidentiality and data protection any areas of concerns to your line manager.
17. Liaise with your line manager lead on attendance to maximise student attendance.
18. Liaise with Designated Safeguarding Leads to ensure that safeguarding concerns are effectively resolved.
19. Provide accurate statistical information and reports for the Inclusion team.

Supporting students by:-

1. Supervising and providing particular support for students, including those with additional needs, ensuring their safety and access to learning activities whilst in the ODH.
2. Supporting the implementation of individual behaviour plans/ILP's

Supporting the school by:-

3. Being aware of, and complying with, policies and procedures relating to Behaviour Policy, Child Protection, Health, Safety and Security, Confidentiality and Data Protection, and reporting all concerns to an appropriate person.

General Support

1. To contribute to the development of multi-agency approaches to supporting students.
2. To demonstrate and promote positive British values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting child self-- control and independence.
3. To be aware of confidential issues linked to home/ child/ teacher/ College work and to ensure the confidentiality of such sensitive information.
4. To attend staff meetings and College-based INSET as required.
5. To be aware of and work in accordance with the College's child protection policies and procedures, and to raise any concerns relating to such procedures that may be noted during the course of duty.
6. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Colleges Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
7. To maintain confidentiality of information acquired in the course of undertaking duties for the department.
8. To contribute to the overall ethos and aims of the College.
9. The post holder is responsible for their own self-development on a continuous basis.
10. To carry out administrative tasks inline with the above duties.
11. To undertake other duties appropriate to the grading of the post as required and as necessary in order to support students within a mainstream educational setting
12. To maintain a positive attitude and to work flexibly to support the efficacy of the whole SEND Support Team and to impact positively on the educational and emotional outcomes for students.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X
QUALIFICATIONS:			
Minimum 2 GCSEs including Mathematics & English (Equivalent to Grade C or above).	E		
QTS Teaching Assistant/Child Care/Teaching qualification. · First Aid Qualification.	D		
EXPERIENCE:			
Significant experience of working with children i.e. voluntary/paid work in schools, playgroups etc.	E		
Experience of dealing with a range of student behaviours.	E		
QTS Experience of working in a secondary school. Knowledge of relevant policies/ codes of practice and awareness of relevant legislation. Experience of supporting individuals with additional learning, medical & welfare needs.	D		
KNOWLEDGE, SKILLS AND ABILITIES:			
Ability to use ICT and support students with their learning.	E		

Ability to develop and maintain good relationships with staff, parents, outside agencies and be able to foster good relationships and gain the confidence of young people. ·Positive and consistent approach to managing students.	E		
Ability to remain calm and measured in challenging situations. · Good numeracy/literacy skills. · Commitment to participate in development and training opportunities. ·Excellent interpersonal and communication (written & oral) skills. ·Flexible and adaptable approach to work demands. ·An understanding of and commitment to the co-operative values. ·Ability to work within school policies and procedures with an awareness of equality.	E		
FURTHER REQUIREMENTS:			
Physical Requirements Ability to lift and carry objects/ equipment in the classroom setting. Ability to move around the school site which is located over several floors.	E		