

## Job Description

<b>Post Title:</b>	<b>Alternative Provision Co-Ordinator and Student Well-Being Team Lead</b>
<b>Location:</b>	<b>George Spencer Academy</b>
<b>Salary/Pay Range:</b>	<b>NJC24 – NJC28</b>
<b>Hours of work:</b>	<b>Full Time, 37 hours per week, term time + 3 weeks</b>
<b>Reporting to:</b>	<b>Assistant Principal (Student Development and Well-Being)</b>

### Purpose of Role

Responsibility for the leadership, management and organisation of our on-site Well-Being Hub and Well-Being team. The main purpose of the post is to co-ordinate highly effective programmes of support, intervention and provision for targeted students as well as co-ordinating provision for students who access their education off-site. The successful applicant will lead a team in helping disaffected and vulnerable students overcome barriers to learning and maximise their potential whilst at school.

### Nature and Scope

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

### Main Duties and Responsibilities

In leading this important team, you will be required to carry out the following duties. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate.

Specific responsibilities include:

- Provide high quality leadership and management of the Well-Being team.
- Manage the Well-Being Hub effectively to ensure a quality facility for targeted students.
- Line manage the Well-Being team.
- Oversee our ARNA (Anxiety Related Non-Attendance) intervention as a bridge to supporting students with low attendance return to lessons.
- Lead the Well-Being team in creating and delivering bespoke packages of support for vulnerable students.
- Contribute to the strategic direction of the Well-Being team through developmental planning linked to the school improvement plan.
- Implement highly effective quality assurance procedures.

- Develop and oversee well-being and behaviour support referral systems.
- Provide excellent support, supervision and care for all users of the Well-Being Hub.
- Liaise with the school's Pastoral and Inclusion Teams about targeted students.
- Oversee parental communication as appropriate; to provide regular feedback to parents/carers of targeted students.
- Oversee communication with colleagues regarding students accessing Well-Being team support.
- Supervise the Well-Being Hub at lesson change over, break and lunchtimes.
- Support the school's Behaviour Policy.
- Develop systems to monitor individual progress and set targets for improvement.
- Provide a system for the accurate recording of attainment/attendance/behaviour/well-being to the required standard and ensure that statistical data is readily available for monitoring and evaluation purposes.
- Oversee and coordinate highly review system for all students accessing ARNA intervention, well-being support and external alternative provision.
- Ensure that record keeping in relation to individual casework and team activities is maintained to the required standard and statistical data is readily available for monitoring and evaluation purposes.
- Be a pro-active and strategic member of the wider inclusion team.
- Develop and oversee systems and procedures linked to external alternative provision to ensure appropriate safeguarding and suitability for all placements.
- Co-ordinate highly effective provision and support, ensuring the school meets safeguarding and statutory guidance regarding students accessing their education at external Alternative Provision.
- Establish constructive relationships and communicate with other agencies/professionals/institutions to support the achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multiagency approaches to supporting pupils.
- Provide advice and guidance linked to careers and post-16 choices.
- Be aware of, and comply with, policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- Ensure that policies for safeguarding and Health & Safety are securely in place within the Well-Being Hub and external Alternative Provision.

## **General**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name

Signature

Date

## Person Specification

<b>Qualifications and experience</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Good standard of education especially with regard to literacy and numeracy skills.</li> <li>• GCSE Maths and English grade C or equivalent</li> <li>• Experience of working in Education</li> <li>• Experience of successfully working with identified disaffected students, or groups of students</li> <li>• Experience of monitoring and recording progress of learners</li> <li>• Experience of forging community / voluntary / parent and partner agency links</li> <li>• Experience of working with young people with SEN or behavioural issues</li> <li>• Leadership of a community project/area of school development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in Management of staff</li> <li>• Experience of working at an alternative provision or a school inclusion unit</li> </ul>
<b>Knowledge and skills</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Ability to work calmly under pressure</li> <li>• Ability to communicate clearly orally and in writing</li> <li>• Ability to work collaboratively with others</li> <li>• Ability to work within school-based systems and specified timelines</li> <li>• Understanding of students' welfare and pastoral needs</li> <li>• Innovative approaches to working with students, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies</li> <li>• Strategies for ensuring equal opportunities for students, staff and other stakeholders</li> <li>• Ability to lead meetings professionally</li> <li>• Understanding of Safeguarding and Child Protection issues</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in using SIMS / PARS management information system</li> <li>• Ability to proficiently use office computer software including word processing, spreadsheets, databases and internet systems</li> </ul>
<b>Personal qualities</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• A diplomatic and patient approach</li> <li>• Able to appropriately deal with confidential information / situations</li> <li>• Able to follow direction from Line Manager</li> <li>• Initiative and ability to prioritise one's own work and meet deadlines</li> <li>• Efficient and meticulous in organisation</li> <li>• Desire to enhance and develop skills and knowledge through CPD</li> <li>• Evidence of excellent attendance and punctuality record</li> <li>• Recognition of the importance of personal responsibility for Health &amp; Safety.</li> </ul>	<ul style="list-style-type: none"> <li>• A supportive ethos of enhancement, study support and extra-curricular activities</li> </ul>

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| <ul style="list-style-type: none"><li>• Inclusion and a positive, “can do” approach to learning</li><li>• Commitment to the school’s ethos, aims and its whole community</li><li>• Flexible working practices and willingness to go that “extra mile”</li><li>• Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with</li><li>• Not barred from working with children</li></ul> |  |
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