

- Job Title:** Alternative Provision Co-ordinator
- Accountable to:** Assistant Headteacher (Climate for Learning)
- Accountable for:** Effective targeting and coordination of personalised provision for pupils at risk of repeated fixed term exclusions through internal timetable modifications and small group work
- Purpose:** To work alongside the Assistant Headteacher (Climate for Learning), Progress Leaders, Heads of Faculty, Directors of Learning and teachers to maximise the achievement and progress of pupils identified as at risk of repeated fixed term exclusions
- To generate a tailored offer to meet individual needs informed by pupil, staff and parental input
- To contribute towards meeting the school aim of inspiring every member of the school community to achieve their potential and enjoys the experience

## Overview

- To inspire success in all pupils and staff
- To help raise the achievement and aspiration of all pupils
- To work in accordance with the school's aims, policies, vision and mission statement
- To help develop a pleasant and welcoming learning environment for pupils where learning is fully inclusive
- To work in accordance with the school's values at all times
- Adhere to the classroom 'non – negotiables'

### 1) Curriculum

- To work with Progress Leaders, SENCO and Assistant Headteacher (Climate for Learning) to identify pupils who would benefit from alternative provision and/or timetable modifications
- To work with relevant Heads of Faculty and Directors of Learning to ensure effective delivery in relation to subject support
- To source, plan, deliver and/or coordinate the delivery of bespoke education packages with a combination of functional skills, life skills and a vocational element for pupils identified as in need of timetable modifications. Content of taught sessions negotiable depending on candidate
- To maximise the use of pupil premium funding, where applicable, ensuring maximum impact on pupil progress and good value for money

## **2) Support and Standards**

- To work closely with parents, teachers and other stakeholders to ensure the identified cohort of pupils achieve the best possible academic, vocational and personal outcomes including formal qualifications and attendance and post-16 pathways.
- To provide support and advice to alternative provision pupils in line with promoting their social care and personal development with respect to learning and health and safety.
- To respond to and take steps to resolve relationship issues between alternative provision pupils and other members of the school community.
- To follow up attendance matters for alternative curriculum pupils and contact or meet with parents/carers where necessary.
- To provide advice and guidance to teaching staff working with alternative curriculum pupils to ensure provision meets their social, emotional and academic needs.
- To lead the day to day running of unit, interventions and behaviour and attendance support. Contributing to the compilation and delivery of Additional Needs Plans/Pastoral Support Plans and Individual Education Plans.
- To be aware of and comply with policies and procedures relating to Child Protection and all aspects of safeguarding children.
- To liaise with, track involvement of and refer to where appropriate, external agencies.

## **3) Communication**

- To be the first point of contact for parents/carers of alternative curriculum pupils, being responsible for and dealing with issues when appropriate and referring to other staff for action, support or guidance where appropriate.
- To ensure contact is made with parents/carers whenever incidents are dealt with by self or when delegated to contact by others.
- To produce appropriate records of incidents dealt with – e.g. bullying, racial incident files. (SIMS updates)
- To seek/Facilitate/Coordinate reporting on pupil progress from school staff.
- To meet regularly with parents to discuss provision and progress

## **4) Evaluation**

- To quality assure the provision on offer and evaluate the impact of alternative provision on progress of particular pupils

## **5) General**

- Actively interact with targeted pupils in lunch time and break.
- Assist with supervision when required.
- Assist with the induction/support of new starters/ transients to the alternative provision programme.
- Represent the School in a manner consistent with its ethos and values.
- Contribute to school development through identified communication and consultation channels.
- To respect the confidential nature of information relating to the School and its pupils.
- Establish effective working relationships with professional colleagues and associate staff
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare
- Be aware of the role of the Governing Body of the School and support it in performing its duties
- Attend parents' evenings and other events as directed
- Participate in the School's agreed pattern of meetings
- Perform duties in accordance with the directions given by the Headteacher.

The above job description is deemed to include the national professional duties and standards. The post is subject to the current conditions of employment and current legislation. This job description may be amended at any time following discussion between the member of staff and the Headteacher, and will be reviewed annually. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

**CAVENDISH SCHOOL  
PERSON SPECIFICATION**

JOB TITLE	Alternative Provision Co-ordinator	
	Essential Criteria	Desirable Criteria
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of alternative curriculum provision and management of personalised learning</li> <li>• Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven experience of working with children with challenging behaviour and learning difficulties</li> <li>• Proven experience of managing the behaviour of vulnerable pupils to prevent exclusion and disaffection</li> <li>• Experience of working with senior management, parents and carers and external agencies</li> <li>• Monitoring and evaluating educational provision</li> </ul>	
<b>Education, Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• To be educated to minimum G.C.S.E level C and above in English and maths</li> </ul>	<ul style="list-style-type: none"> <li>• QTS/NVQ Level 3/Degree level or appropriate equivalent qualification</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively in a wide variety of partnerships to achieve school improvement.</li> <li>• Excellent management , motivational and communication skills</li> <li>• Ability to apply up to date legislation and practice in supporting inclusion for disaffected pupils.</li> <li>• To work collaboratively with senior management, other staff, other agencies, parents and carers and gain their confidence.</li> <li>• Effective ICT skills</li> <li>• The ability to use a range of tools and evidence, including performance data to support, monitor, evaluate and improve pupils outcomes including challenging poor performance</li> <li>• The ability to implement strategies which encourage parents and carers to support their children’s learning and attendance</li> <li>• An understanding of the wider curriculum beyond school and the opportunities it provides for pupils and the community</li> </ul>	

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to raising standards and achieving the highest level of achievement for pupils within the school</li> <li>• Work in ways that promote equality of opportunity, participation, diversity and responsibility</li> <li>• A commitment to abide by and promote the Schools' Equal Opportunities, Health and Safety and Child Protection policies</li> <li>• Resilience, a good sense of humour and an excellent attendance record</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• The post holder will require an enhanced DBS</li> </ul>	