

Job Description

Job Title	Alternative Provision Administrator
Reports to	AP for Safeguarding, Behaviour and Attitudes
Working Hours & Pattern	35 hours per Week, 39 Weeks per annum
Salary / Grade	Pathway 4
Date Last Evaluated	April 2024
Core Purpose	To administrate Alternative Provision placements and complete/ update IEAP's and Early Help Assessments

Key Responsibilities

Attendance for Students Accessing Alternative Provision

- Completion of day-to-day attendance procedures across both campuses for all those learners who are accessing alternative provision.
- Holding regular liaison meetings with the strategic lead for attendance on each campus to review cohort and individual attendance and determine key actions as required.
- Conducting home visits with team members as required
- Liaison with other agencies and professionals to support the development and delivery of bespoke support packages for learners where required.
- Maintain accurate case records.
- To provide pupil data for all learners as required by SLT.
- Liaise with the Safeguarding & Wellbeing Officer to complete any safe and well visits for non-attendance and keep records up to date.

Co-ordinating IAEP's and Managing Provision Map

- Ensure that all learners who are not full-time face to face on site at RBA have a an IAEP.
- Co-ordinate the review of the IAEP on a half-termly basis.
- Liaise with parents and provide up to date information regarding their child's provision.
- Liaise with and visit all alternative provision providers and ensure that a regular progress report is provided for each learner.
- Maintain an accurate provision map which identifies students accessing alternative provision and all associated costings.
- Ensure the provision map is shared with the appropriate strategic lead on each campus in a timely way.
- To work closely with the Local Authority Inclusion Team, so that accurate records for students on bespoke learning programmes are shared.
- To carry out regular quality assurance and compliance visits.

Early Help Support

- To understand the purpose of an Early Help Assessment and be able to explain this to families.
- Undertake training so that the whole process of Early Help is understood and can be used to maximise support identified for families.
- Be able to successfully understand navigate the EHA / MASG process.
- Be able to liaise effectively with external professionals.
- Use effective verbal and written communication skills.
- Co-ordinate TAF meetings so that appropriate professionals are in attendance.
- To liaise with DSL to keep them informed of progress of TAF plans
- Ensure all EHAs and TAC/F notes are uploaded onto My Concern
- Liaise with DSL on each Campus when EHA need to be /are escalated to Children's Social Care.

General Responsibilities

- Take on any additional responsibilities which might from time to time be reasonably determined
- Create and maintain positive and supportive relationships with staff, parents, business, community and other partners including the Board
- Demonstrate a positive commitment to equality and diversity
- Engage with appropriate training opportunities to promote professional effectiveness in this role
- Promote a flexible approach to meet the changing needs of the Trust.
- Ensure the Business Services Team receive adequate support to meet operational objectives.

Trust Responsibilities

- In addition to the specific responsibilities of this post, every member of staff at the Trust will commit to:
- Providing a courteous and efficient service at all times
- Using their influence with other staff and students to promote high standards of behaviour and order within the Trust
- Working to maintain the Trust at the forefront of educational practice
- Fostering and sustaining a culture of leadership and creativity within all aspects of the Trust's operation
- Promote the safeguarding of all learners.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
GCSE English and Maths (grades A* - C) or equivalent.	E	A
Knowledge and Understanding		
A clear understanding of what makes TDET different	E	A/I
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD.	D	A/I
An understanding of disadvantage and difficult settings.	E	A/I
An understanding of the Early Help process	D	A/I
Skills and Abilities		
Ability to use a range of IT packages, i.e Microsoft Word, Excel, PowerPoint, Publisher and Outlook.	E	A/I/T
Ability to work at pace and meet deadlines.	E	A/I
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups	E	A/I/T/R
Ability to multi-task within own remit and other areas.	E	A/I
Experience		
Experience of working with children, young people, parents and families preferably within an educational context.	E	A
Experience of working with IT systems including Microsoft Office (Word, Excel and Outlook)	E	A/I
	D	A/I

Experience of working collaboratively with others.		
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References