



Commitment to others, Commitment to learning.

Job Description

Job Title	Alternative Provision Coordinator
Grade	Grade 8, SCP 18-23, 45.24 paid weeks Actual salary £22,367-£24,512 (£29,269-£32,067 FTE)
Hours	32.5 hours per week, term time plus 5 inset days
Contract type	Permanent
Reporting to	Deputy Head for Inclusion
Additional Information	<p>We are open to a discussion regarding part time working/ job share for this post.</p> <p>The successful candidate will be engaging in regulated activity, working on a regular basis in a location where the work gives an opportunity for contact with children.</p> <p>An Enhanced DBS will be required.</p>

Purpose	<p>Some students need additional support to thrive at school. This support may come from external interventions such as local colleges and charities where students enrol in off-site provision. Alternatively it may come from internal support within school such as art therapy and mentoring.</p> <p>In order to ensure the best provision for the student, along with the best use of resources for the school this must be carefully planned, tracked and reviewed. This would be the primary purpose of this role.</p>
Specific areas of responsibility	<ul style="list-style-type: none"> ● Work across teams as part of the inclusion, pastoral care, wellbeing and safeguarding teams to ensure the alternative provision is the best fit for students. ● Liaise with key staff to ensure referral paperwork is completed in a timely manner. ● Co-ordinate, and where appropriate, attend, the transition sessions with students. ● Ensure the provision of all students on alternative provision (to include off site AP and internal curriculum interventions) is reviewed in line with trust policy including visits to external providers. ● Liaise with the attendance and safeguarding teams to ensure students are attending provision. Intervene where necessary to support students to attend.

	<ul style="list-style-type: none"> ● Ensure accurate records are kept of all interventions and that these are shared with relevant stakeholders. ● Be creative with our use of interventions to ensure the best use of finances and other resources. ● Work with the finance team to manage the invoices for students on alternative provision. ● Continue to look for opportunities for students to ensure their needs are met so that they can have the best possible experience at TOA and maximise their academic potential. ● Coordinate the transition of students from AP/ Interventions back to mainstream lessons when appropriate, including monitoring of progress post-intervention ● Communicate regularly with parents, carers and other stakeholders regarding interventions. Record student and parent voice with regards to interventions as part of the Assess, Plan, Do, Review cycle. ● Mentor students or groups as seen appropriate by the head of inclusion as part of a package of support. ● Work with all stakeholders including staff and parents to ensure the best possible provision for all students and in line with the inclusive ethos of the school.
Additional Duties	<ul style="list-style-type: none"> ● To be familiar with and adhere to all Trust and School Policies; ● To fulfil your duties and responsibilities regarding safeguarding pupils and health and safety in the workplace; ● To support the aims and ethos of the school and promote good relationships with students, colleagues and parents; ● To set a good example in terms of dress, punctuality and attendance; ● To participate in the School's arrangements for appraisal, professional development and other mandatory training; ● To undertake other such duties as may be reasonably required by the line manager which are in line with the grading of the post.
Support	<p>The postholder is expected to continue in his/her own professional development.</p> <p>Support in this role will be available through the Deputy Headteacher, Inclusion as well as the school's CPLD programme.</p>
Safeguarding	<p>The Oxford Academy and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.</p> <p>The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.</p>

	<p>Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.</p> <p>A 'prohibition from teaching' check will be completed for all applicants.</p>
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This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Academy as part of the River Learning Trust need to be aware that they may be asked to perform tasks and be given responsibilities not specified on this job description.

Person specification

SELECTION CRITERIA	ESSENTIAL	DESIRABLE
Qualifications/ Training/ Knowledge:	<p>Full valid driving licence</p> <p>Be able to demonstrate levels of numeracy and literacy applicable for the role.</p> <p>Knowledge of working with vulnerable learners</p> <p>Knowledge of Relevant policies, codes of practice and legislation including safeguarding</p> <p>Knowledge of behaviour management strategies</p>	<p>Other relevant qualifications (e.g. Foundation Degree in Education)</p> <p>Training in relevant strategies e.g. Alternative Provision</p> <p>Multi agency working</p> <p>First Aid</p>
Experience:	<p>Working with pupils in school for a minimum of 2 years</p> <p>Working with children who have special educational needs/SEMH</p> <p>Planning and teaching individuals, small group interventions</p> <p>A good awareness of inclusion, especially within a school setting</p>	<p>Leading and managing other support staff</p> <p>Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)</p>
Skills:	<p>Have effective oral and written communication skills</p> <p>Form effective professional</p>	<p>Use coaching and mentoring skills with adults and pupils</p> <p>Demonstrate leadership and line management skills</p>

	<p>relationships including team working</p> <p>Have good organisational and time management skills</p> <p>Have sound ICT skills</p> <p>Be able to plan effective activities and interventions for pupils at risk of underachieving;</p> <p>Develop their knowledge through the evaluation of their own learning needs;</p> <p>Be able to work independently;</p> <p>Remain calm under pressure and be able to adapt to change quickly</p> <p>Provide detailed and regular feedback to teachers on children's achievements and progress</p> <p>Assist with the development and implementation of Provision Plans</p>	
<p>Aptitudes:</p>	<p>Committed to the success of every student, including those who are vulnerable.</p> <p>Reflective practitioner, open to new ideas.</p> <p>Resilient and hard working team player, supportive to others.</p> <p>Sense of humour and perspective.</p>	<p>Flexible, able to adapt to change.</p> <p>Understanding of effective interventions to accelerate progress.</p> <p>Commitment to the development of others.</p>
<p>Other:</p>	<p>Committed to your own professional learning.</p> <p>Understands safeguarding issues and professional responsibilities.</p>	