

## Job Description

### Teachers and Support Staff

<b>Role:</b>	<b>Virtual Learning Centre Co-ordinator / Behaviour Support Worker</b>
<b>School:</b>	Beckfoot Thornton
<b>Salary/Grade:</b>	Band 7, SCP 11-17
<b>Reporting to:</b>	Assistant Head Inclusion

### Core Purpose of the Post:

- To work as part of a team providing disaffected students with appropriate short-term education provision.
- To assist students under the direction of the Assistant Head for Inclusion, in particular those identified as requiring additional support in our Virtual Learning Centre.
- Design and deliver courses to enable students' reintegration into mainstream lessons.
- To be proactive in dealing with day-to-day incidents as they arise.
- To follow behaviour and learning programmes in order to facilitate the re-integration back into lessons from the Unit.
- To maintain effective records and contribute to monitoring procedures.
- To liaise with families, carers, external agencies and relevant staff according to students' individual action plan in collaboration with other members of the team.

### Main Duties and responsibilities:

#### Support Leadership Expectations

##### Pupil Focused

- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide assistance in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with special needs.
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/effective transfer of pupils across phases/integration of those have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

##### Teacher Focused

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, making phone calls etc.

<b>Curriculum Focused</b> <ul style="list-style-type: none"> <li>Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.</li> <li>Be aware of and appreciate range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.</li> <li>Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.</li> </ul>	
<b>Supervision and range of decision making:</b> <ul style="list-style-type: none"> <li>Will assist with the supervision of pupils in and out of lesson times, including before and after school and at lunchtimes.</li> <li>No supervisory responsibility for other staff.</li> </ul>	
<b>Communications and working with others:</b> <ul style="list-style-type: none"> <li>Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>Operate equipment/ICT packages that are relevant to the position.</li> </ul>	
<b>Professional development:</b> <ul style="list-style-type: none"> <li>Engage fully with the school's appraisal / performance management system</li> <li>To actively participate in continuous professional development</li> </ul>	
<b>Other Considerations:</b> <ul style="list-style-type: none"> <li>To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.</li> <li>To comply with Health and Safety regulations and act as a Fire Marshall as directed do so.</li> <li>To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.</li> <li>Accept and commit to the principles underlying the Schools Equal Rights policies and practices.</li> <li>Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.</li> <li>Must be legally entitled to work in the UK.</li> </ul>	
<b>Safeguarding:</b> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
<b>Advanced Threshold Fluency Duty Required:</b> In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can: <ul style="list-style-type: none"> <li>Express themselves fluently and spontaneously at length effortlessly.</li> <li>Explain difficult concepts simply without hindering the natural smooth flow of language.</li> <li>Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.</li> </ul>	
<b>Notes:</b> This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
<b>Date:</b>	9.7.2021



## Person Specification Teachers and Support Staff

Role:	Virtual Learning Centre Co-ordinator	
	Essential Requirements	How Identified
Qualifications	Good general education. GCSE level C and above in Maths and English or equivalent. Further education desirable but not essential.	Application
Experience	Experience of working with children of relevant age e.g. secondary school setting, assisting in their development in a behavioural or alternative provision setting. Experience in a classroom supporting students' learning. Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances. Experience of working with children with challenging behaviour and learning difficulties. Experience of managing the behaviour of vulnerable students to prevent exclusion and disaffection. Experience of working collaboratively with senior management, parents and carers and external agencies. Monitoring and evaluating educational provision. Experience of implementing quality assurance procedures.	Application References Interview
Training	Demonstrate training or willingness to undertake training appropriate to the role. Ability to self-evaluate learning needs and actively seek learning opportunities.	Application Interview
Knowledge, Skills and Ability	Demonstrable ability to work effectively in a wide range of partnerships to achieve school improvement. Excellent leadership, motivational and communication knowledge and skills. Ability to understand complex organisations and work with clearly defined line management and supervision structures. Ability to analyse and interpret data to support pupil level intervention Able to collaboratively work with senior management, other staff, agencies, parents and carers. Ability to effectively line manage the VLC Teaching Assistant. Imaginative. Visionary. Risk Taker, Good oral and written communicator. Look smart and professional. Good Numeracy / literacy skills. Good co-operative, interpersonal and listening skills. Ability to work proactively and independently as well as being Team Worker. Good ICT skills. Good organisational skills.	Application Interview
Personal Circumstances	Must have the ability to be flexible and work to the requirements of a busy school. Hold business travel insurance and be prepared to travel to other Beckfoot Trust schools. Able to speak in fluent English (in accordance with The Immigration Act October 2016).	Application Interview
Disposition and Attitude	A passion for education and a deep felt desire to make a difference for young people. To like young people and be liked by them To possess educational vision underpinned by values	Application Interview References

	<p>Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'.</p> <p>Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of others sensitivities; to have personal pride and lead by example.</p> <p>Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself.</p> <p>Understand the importance of work/ life balance.</p> <p>Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.</p> <p>Desire for significant professional development.</p>	
Physical	Excellent attendance and punctuality. Resilient	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview