

Job Description

Teachers and Support Staff

Role: Alternative Provision Coordinator Including VLC

School: Beckfoot Thornton

Salary/Grade: SO1-SO2, SCP 23-28

Reporting to: Deputy Headteacher for Standards

Core Purpose of the Post:

To develop, co-ordinate, deliver and quality assure a programme of on and off-site provision for a targeted group of vulnerable students.

Oversee and lead transition of students from mainstream lessons to the VLC, monitoring provision and identifying those whose needs are met by our complementary curriculums at KS3 and 4, working closely with SEND and pastoral teams.

Oversee reintegration of students into mainstream where appropriate, ensuring the learning needs of the students are met to ensure their best possible outcomes.

Main Duties and responsibilities:

Support Leadership Expectations

Management of all aspects of the day-to-day operation of the Alternative Provisions and VLC including:

Leadership and Development of the Alternative Provision Programme and VLC:

Providing high quality leadership of the Alternative Provision Programme and VLC.

Line manage all staff allocated to the programmes.

Are responsible for an identified budget for all alternative provision settings.

Organisation of an effective group/individual teaching/learning programme, including any off-site provision.

The monitoring of progress of all students.

Management of the KS4 teaching base and oversight of all allocation of resources.

Co-ordinate all aspects relating to the operational management of all three provisions.

Implement quality assurance procedures to ensure no child is left behind and consistent quality across all three provisions.

Quality assurance of offsite provisions.

Pupil support and development

Effectively lead on the behaviour of vulnerable students in order to prevent exclusion and disaffection from the Alternative Provisions and VLC.

Identify and deliver relevant programmes of intervention for those in the VLC.

To work with the SENDCO to oversee referrals to the alternative provisions and determine suitability.

Liaise closely with parents throughout the process of transition to all three provisions.

Progress, tracking and information

Compile all necessary monitoring reports for Senior Leader Team and provide adequate remedies for change / improvement programs of the provision, liaising closely with the other leads of the provisions.

Organise an accurate assessment system for each student and a personalised programme to meet identified need.

To monitor individual progress and set targets for improvement on a daily/weekly basis.

To accurately record attainment/attendance/behaviour data to the required standard and ensure that statistical data is readily available for monitoring and evaluation purposes.

To manage the process for monitoring the quality of provision at alternative sites and work experience placements.

Quality Assure and moderate the work of staff and students within the KS4 and KS3 Alternative Programme.

Oversee the quality of learning resources provided by the VLC, liaising with Heads of Department when required.

Policy Development and Implementation Ensure that policies for safeguarding and Health & Safety are securely in place within the Alternative Provision. Additional duties may include being a qualified first aider. Additional duties may include being a fire marshal.	
Supervision and range of decision making: To effectively line manage colleagues, embed ambition, drive improvement, quality assure their work and share accountability for their effectiveness. Lead appraisal for all staff within the KS4 provision and VLC as well as the KS3 lead.	
Communications and working with others: Establish and maintain constructive relationships with parents/carers, through letters, telephone calls and meetings; providing information about any support for students' learning offered within the provisions, delegating effectively to the other leads. Maintaining regular contact between the school and home as appropriate; establishing constructive links with families / carers, exchanging information; keeping them informed and facilitating support for their child. To establish a system for the regular formal progress reports to parents/carers.	
Resources: Operate equipment/ICT packages that are relevant to the position.	
Professional development: Engage fully with the school's appraisal / performance management system. To actively participate in continuous professional development.	
Other Considerations: 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. 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. Accept and commit to the principles underlying the Schools Equal Rights policies and practices. Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act. Must be legally entitled to work in the UK.	
Safeguarding: 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).	
Advanced Threshold Fluency Duty Required: 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"> Express themselves fluently and spontaneously at length effortlessly. Explain difficult concepts simply without hindering the natural smooth flow of language. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school. 	
Notes: 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	
Date:	September 2020

Person Specification

Teachers and Support Staff

Role:	Alternative Provision Coordinator (incl VLC)	
	Essential Requirements	How Identified
Qualifications	Good general education, minimum GCSE level C and above in Maths and English or equivalent.	Application
Experience	<p>Experience of working with children of relevant age e.g. secondary school setting, assisting in their development in a behavioural or alternative provision setting.</p> <p>Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances.</p> <p>Leadership experience.</p> <p>Experience of working with children with challenging behaviour and learning difficulties.</p> <p>Experience of managing the behaviour of vulnerable students to prevent exclusion and disaffection.</p> <p>Experience of working collaboratively with senior management, parents and carers and external agencies.</p> <p>Monitoring and evaluating educational provision.</p> <p>Experience of implementing quality assurance procedures.</p>	Application References Interview
Training	<p>Demonstrate training or willingness to undertake training appropriate to the role.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p>	Application Interview
Knowledge, Skills and Ability	<p>Demonstrable ability to work effectively in a wide range of partnerships to achieve school improvement.</p> <p>Excellent leadership, motivational and communication knowledge and Skills.</p> <p>Lead and co-ordinate staff through an effective team based approach</p> <p>Ability to understand complex organisations and work with clearly defined line management and supervision structures.</p> <p>Ability to analyse and interpret data to support pupil level intervention</p> <p>Ability to apply up to date legislation and practice in supporting inclusion for disaffected pupils.</p> <p>Able to collaboratively work with senior management, other staff, agencies, parents and carers.</p> <p>Able to use financial planning, budgetary management and principles of best practice.</p> <p>Ability to use a range of tools and evidence, including performance data to support monitor, evaluate and improve aspects of challenging poor performance.</p> <p>Imaginative. Visionary. Risk Taker, Good oral and written communicator. Look smart and professional.</p> <p>Good Numeracy / literacy skills.</p> <p>Good co-operative, interpersonal and listening skills.</p> <p>Ability to work proactively and independently as well as being Team Worker.</p> <p>Good ICT skills.</p> <p>Good organisational skills.</p>	Application Interview

Personal Circumstances	<p>Must have the ability to be flexible and work to the requirements of a busy school.</p> <p>Hold business travel insurance and be prepared to travel to other Beckfoot Trust schools.</p> <p>Able to speak in fluent English (in accordance with The Immigration Act October 2016).</p>	Application Interview
Disposition and Attitude	<p>A passion for education and a deep felt desire to make a difference for young people.</p> <p>To like young people and be liked by them</p> <p>To possess educational vision underpinned by values</p> <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>	Application Interview References
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