



Alternative Provision Manager - Job Description / Person Specification

SUMMARY OF MAIN JOB ROLE AND RESPONSIBILITIES

Reports to: Assistant Headteacher - Pastoral

Hours: Full time - 37 hours per week – term time only
Monday to Thursday : 08:00 – 16:00 Friday: 08:00 – 15:30

Grade: SO1 Pt 23

Main duties and responsibilities:

This role is exclusively based in our onsite seclusion provision called Navigation. This provision supports our most vulnerable and challenging young people on a medium-to-long term basis. The provision has a full time Teaching Assistant within it at present, whom you would line manage.

Work in and manage the timetable for the school’s seclusion base called Navigation, overseeing all aspects of conduct, organisation, resources, staffing, and curriculum.
Plan, implement and deliver individual behavioural support programmes for named children or small groups. For example these may include anger management, self-esteem, resilience and social skills.
Provide effective line leadership of the full time Teaching Assistant who currently works within this provision. This line leadership needs to maximise the wide skills base of this TA, especially in terms of mentoring students within this provision and actively supporting them in their return to mainstream lessons
Plan and support with the re-integration of students returning from Fixed Term Exclusion or long term absence when they return to school, in conjunction with the Assistant Head – Pastoral.
Liaise with teachers over subject specific work. Assist with individuals and small groups of students to further develop their literacy, numeracy, ICT problem solving, and study skills. Ensure each child within the Alternative provision unit has the maximum access to all learning activities and differentiate activities when necessary.
Use Microsoft Teams and the IT infrastructure already within the seclusion area to ensure students are provided with accurate and timely work based on their year group or Key Stage.
Participate in Derby City’s seclusion programme, whereby we facilitate students from other local secondaries attending our provision for short periods. These students can be of varying year groups and will provide further challenge to this environment.

Keep written records of children's behavioural development and progress with their support programmes.
Report the progress of students within the seclusion unit to SLT, Heads of Year, Form Tutors, class teachers, parents/carers and relevant external agencies as necessary.
Support students with re-integration to mainstream classes and provide in class support where required.
Work with the SENDCo and SLT in supporting students on the SEND register and contribute to and attend reviews as required.
Oversee the school's use of external alternative provision and lead on the students accessing this, liaising with external schools, organisations. Oversee the attendance, safeguarding and quality assurance of this area.
Analyse the school's wider behaviour data and identify individuals who may need support from the seclusion base in a pro-active approach
Support with transition work from KS2 for key individual students with behaviour support needs.
Support On-Call in an emergency with students who may need to be removed from class and moved to the AP unit.
To plan and undertake learning and behaviour walks around school to monitor specifically targeted groups that have been previously been placed in the seclusion base due to their poor / disruptive behaviour.
Provide mentoring support for identified groups of students and challenge and motivate students to promote self-esteem.
Assist with the supervision of students and the maintenance of good order within school and around the site during unstructured times of the day and at the beginning and end of the school day.
Assist with the school's detention programme where required
To undertake individual support for identified students through internal and external exams.
Liaise with, and provide support for with staff about the needs of individual children.
Attend staff meetings, INSET activities and further training where relevant.
Uphold and actively support the academy's policies and procedures.
Undertake any other duties which might be reasonably be regarded as within the responsibilities of the post, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms.

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> At least five A*-C GCSEs, including English and Mathematics. 	<ul style="list-style-type: none"> Have relevant, recent behavior support training. An Enhanced DBS An up-to-date first aid certificate. Relevant degree
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> Working within a Secondary School or Alternative Provision setting Experience of working in a behaviour support capacity previously Experience with working with vulnerable students Experience of diversity and delivery of intervention and support at KS3 and KS4 	<p>Leading other staff</p>
Knowledge and skills	<p>The successful candidate will:</p> <ul style="list-style-type: none"> Be adept at problem-solving, including being able to identify and resolve issues in a timely manner. Possess strong interpersonal skills. Be able to communicate clearly, both written and orally. Be organised, accurate and thorough in their work. Be dependable, able to follow instructions and respond to management directions. Have good working ICT knowledge including Microsoft Office. Have a willingness to extend skills through appropriate training 	<ul style="list-style-type: none"> Have a School support qualification

<p>Personal qualities</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Excellent verbal and written communication skills. • Excellent time management and organisation skills. • High expectations of self and a desire to maintain professional standards. • The ability to work as both part of a team and independently. • The ability to lead others. • The ability to maintain successful working relationships with colleagues. • High levels of drive, energy and integrity. • A commitment to equal opportunities • A commitment to supporting others. • An excellent understanding of confidentiality. • A warm, engaging and transparent personality. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to promoting high quality and consistent practices. • Dedicated to their professional development and achieving desired qualifications. • Able to plan and take control of situations. • Committed to contributing to the wider school and its community. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. • Willing to go the extra mile. • Able to quickly adapt to changes. 	