

Job Description – Onsite Alternative Provision Leader

Post responsible to: Associate & Deputy Headteachers

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS). All colleagues in the school have a responsibility to safeguard students and should ensure they have read and understood Keeping Children Safe in Education, Safer Working Practice Guidance and the school's child protection policy.

Purpose:	<ul style="list-style-type: none">• To teach students within an SEMH setting and undertake professional responsibilities as directed by the Headteacher.• To provide leadership of the provision and ensure that it is managed and organised to meet the aims and objectives of the school and the pastoral system.• To lead a team of people which includes a classroom teacher, an HLTA and a TA, so that the provision runs efficiently and can respond to the needs of the school.• To lead on curriculum delivery and undertake necessary pastoral duties.• To develop pedagogy and practice relevant to social and emotional wellbeing.• To create a community which inspires independent, resilient learners to improve their learning habits.• To ensure that the quality of teaching and learning is improved so that it is consistently outstanding.• To close the gap between PP and non-PP, SEN and non-SEN and boys versus girls.• To put strategies in place to ensure those students are effectively supported.• To inspire high quality teaching and learning and high expectations through the modelling of excellent practice meeting all the varied additional needs of students at the school.• To ensure that the timetabled curriculum offer is relevant and delivers the key elements of the programme of study.• To collaborate with curriculum leads and specialist staff to assess individual needs and implement a graduated response to meet needs.• To quality assure all aspects of the provision to improve teaching and learning, personal development, behaviour and attitudes.• To promote positive relationships and work within a restorative framework.• To develop stakeholder voice to support quality assurance in all areas.• To improve attendance so that it is above national average.• To significantly reduce the number of PA students.
-----------------	--

	<ul style="list-style-type: none"> • To improve punctuality within the provision towards the school target. • To promote and celebrate excellent behaviour. To ensure behaviour management is consistent throughout the provision. • To contribute and develop therapeutic approaches to student engagement. • To develop and fully implement the PSHCE and extended provision programme. • To work with the pastoral teams to confidently protect and safeguard students from various issues including radicalisation and extremism.
Reporting to:	Associate & Deputy Headteachers
Responsible for:	Teaching within the provision, Higher Level Teaching Assistants, Teaching Assistants
Liaising with:	Senior Leadership Team, Heads of Year, student support colleagues and relevant staff with whole responsibilities, other relevant support staff, LEA staff, parents etc.
Working time:	Full Time
Salary:	MPS/UPS + TLR1a (£9,781, pay award pending)

Main (core) duties	
Strategic direction and development of the provision	<ul style="list-style-type: none"> • To line manage the staff within the provision and co-ordinate staff to ensure that the work in the Link fully reflects the school's ethos and mission for excellence. • To lead the day-to-day management, control and operation of the Link team including effective deployment of staff and physical resources. • To implement school policies and procedures, e.g. equal opportunities, health and safety, Behaviour Policy, SEN, ICT, ARR etc. • To develop trauma informed practice, creating a team around each student. • To lead on induction meetings into the provision. • To analyse attendance and punctuality data on a regular basis and ensure follow up procedures and intervention are put in place and impact is measured. • To ensure action is taken with attendance that falls below 96% and that impact is measured.

	<ul style="list-style-type: none"> • To analyse behaviour data on a weekly basis and put actions in place to ensure improvement and measure impact. • To work with colleagues and other relevant agencies to identify barriers to learning and negotiate and implement behaviour improvement plans and other strategies to overcome them and measure impact. • To prepare reports for Senior Leadership meetings and other agencies as and when appropriate. • To prepare an annual strategic improvement plan for the provision which has coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. • To ensure the effective implementation of the monitoring systems within the provision and produce reports that celebrate good practice, informs future practice and improvement and measures impact. • To contribute to the school procedures for school quality assurance. • To use data on student performance to inform policy and practice, target setting, identify underachieving students, implement targeted intervention and monitor the effectiveness of the support. • To communicate with parents on a daily / weekly basis as well as at parents' evenings as appropriate. • To ensure that health and safety policies and practices, including risk assessments, throughout the provision are in line with national requirements and are updated where necessary. • Lead the graduated response to students within the provision. • Management of a budget. • Organisation and co-ordination of multi- agency support. • Deliver and support learning activities.
Teaching and learning	<ul style="list-style-type: none"> • Provide education for pupils that are within a specialist setting. • To support the delivery of the curriculum for both KS3 and KS4 students, ensuring access to a broad curriculum that meets the needs of the students. • To baseline assess pupils in cooperation with the SENDCO so as to develop an individual learning plan and specialist Pupil Profile to support learning and behavior for each student. • To use creative approaches within curriculum development. • Collaboratively address deficiencies with any barriers to learning associated with all areas of the national curriculum, but with a particular focus on identified curriculum areas. • To develop appropriate interventions for students within the provision and be able to show impact. • To ensure the provision of the learning support within the Link enables continuity and progression for all students including those with high ability and special educational needs.

	<ul style="list-style-type: none"> • To provide guidance to staff within the Link on the choice of appropriate support methods to meet the needs of the pastoral system and of different students. • To ensure effective development of students' knowledge of school rules and ensure effective compliance with uniform, manners, learning and equipment. • To establish and implement clear policies and practices, in line with school policy, for assessing, recording and reporting on pupil progress, and to use this information to recognise achievement and assist students in setting targets for further improvement. • To ensure that staff are aware of their contribution to students' understanding of the duties, opportunities, responsibilities and British values. • To encourage and monitor enrichment activities related to the provision. • To play a role in ensuring that whole school celebrations occur and are organised efficiently and that these link to the provision. • To monitor attendance and liaise with parents and our attendance improvement officer to ensure that attendance of individuals is maximised. • To develop effective links with the local community, including primary feeder schools, higher education links, business and industry, in order to develop students' wider understanding. • To ensure a high-quality learning experience for all students with a focus on extended provision. • To ensure the provision makes an effective contribution to the social, moral, spiritual and cultural development of staff and students. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour and standards of work.
Leading and managing staff	<ul style="list-style-type: none"> • To line manage staff within the provision. • To establish clear expectations and constructive working relationships among staff involved with the provision through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate. • To be responsible for the day-to-day management of staff within the provision and act as a positive role model. • To coach members of staff in order to develop pastoral expertise within the provision and to enable them to achieve expertise in their pastoral roles. • To evaluate practice, appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness, audit training needs of pastoral staff.

	<ul style="list-style-type: none"> • To work with the SENDCo and any other staff within the Inclusion team, to ensure that work is matched to individual student's needs. • To make appropriate arrangements for when staff are absent, ensuring appropriate cover within the provision.
Efficient and effective deployment of staff and resources	<ul style="list-style-type: none"> • To allocate available pastoral resources with maximum efficiency to meet the objectives of the school and pastoral plans. • To advise line managers on the deployment of staff involved in the intervention and wellbeing sessions to ensure the best use of experience and other expertise. • To maintain existing resources and explore opportunities to develop or incorporate new resources into the pastoral programme. • To ensure that there is a welcoming, safe working and learning environment in which risks are properly assessed. • Manage and co-ordinate the timetables of students within the provision. • Manage, co-ordinate and liaise with staff assigned to the provision. • To lead and attend meetings with external agencies as required.
Pastoral system	<ul style="list-style-type: none"> • To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. • To monitor and support the overall progress and development of students within the year group. • To develop a bespoke behaviour and relationship policy that builds on restorative practices. • To encourage a consistent, positive approach to the pastoral welfare of all students. • To ensure the behaviour management system is implemented within the provision so that effective learning support can take place. • To promote the general progress and well-being of individual students within the provision. • To liaise with Heads of Year to ensure that referrals into the provision are accurate and that students can reintegrate back into the mainstream provision. • To evaluate and monitor the progress of students and keep up-to-date student records as may be required. • To contribute to the preparation of student pastoral files and other reports. • To alert appropriate staff to problems experienced by students. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

	<ul style="list-style-type: none">• To support pupil reintegration from and back into a mainstream setting, and onwards to KS5.
--	---

Other specific duties
<ul style="list-style-type: none">• To actively promote the school's safeguarding policies and procedures.• To play a full part in the life of the school community, to support the school's ethos of welcome and care and to encourage staff and students to follow this example.• To actively promote the school's policies and procedures.• To continue personal development as agreed.• To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.• To undertake break, lunchtime, before and / or after-school duties, as outlined in the duty rota.• To undertake any other duty as specified by STPCB not mentioned in the above.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced Disclosure and Barring Service check. If shortlisted, you will be required to disclose relevant information regarding criminal history and an online search will be conducted. This includes only information publicly available online. We promote diversity and want a workforce which reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU settlement scheme or having secured any other relevant work visa. Lawnswood School is not registered with the UK Government to offer visa sponsorship.