



## Alternative Curriculum Officer

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| Salary / grade range | SO2 (SCP 26-28) £28,680 - £30,267 (TTO +1)                                  |
| Location             | Co-op Academy Grange  |
| Reports to           | Alternative Provision Manager<br>Deputy Headteacher – Behaviour & Attitudes |

### Purpose of role:

- To educate, help and support the students in the KS3 and KS4 internal provision and to ensure the provision meets all students' needs.
- To play a significant role in the safeguarding of vulnerable students in the internal provision.
- To be an active advocate and mentor for the students, helping them to achieve and secure future pathways
- To liaise with teachers, the leadership team, pastoral team and external agencies as well as students and parents for all the students in the provision
- To provide input into the referral process to the provision and take a lead with liaison with home.
- To oversee the exit procedures from the provision and plan for a smooth re- integration back into mainstream.
- To work with KS3 and KS4 students in managing and improving their behaviour and well-being
- To provide analysis of key data for the senior leadership team, so that our inclusive practice can be monitored and improved.
- To ensure a calm, consistent approach to deliver the provision and maintain high standards of behaviour.
- Support with behaviour interventions run by mentors and external agencies

### Key accountabilities (and specific duties / responsibilities):

- To be a key member of the team which manages the use of the internal provision, as an integral part of the Behaviour Management system within the academy.
- To maintain appropriate standards of behaviour in the provision in accordance with academy policy.
- To maintain accurate records and update the school information management system with accurate information.
- To liaise with the Heads of Year/ Senior Leadership Team and other relevant stakeholders to trigger interventions.
- To provide input into the whole school ISM meetings to discuss the supportive provision for students, evaluate impact and establish next steps.
- To develop restorative practices in an attempt to modify and improve behaviour, and improve relationships between students and staff.



- To complete exit interviews from the provision with students and families complete the appropriate records and communicate with staff.
- To challenge and motivate students to promote and reinforce high levels of self-esteem.
- To liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
- To ensure that students and parents understand the standards of behaviour required and the consequences of not meeting those standards.
- To provide information and advice to enable students to make choices about their own learning and behaviour.
- To arrange for resources to support learning and oversee the appropriate use of learning resources and ICT.
- To supervise students at breaks and lunchtimes.
- To attend relevant meetings and undertake and provide in-service training
- To work with the SENDCo to ensure that appropriate support is in place for students
- To support the whole school initiative and drive to be inclusive and reduce exclusions.
- To provide feedback on the progress of students who have been placed in the provision to relevant external agencies, staff and parents/carers.
- To carry out general administrative duties e.g. completion of standard forms, respond to routine correspondence.
- To respond to face-to-face, telephone and email enquiries with all staff and outside agencies.
- To work with the attendance team and when necessary, complete first day calls for absent students placed in the provision and liaise with the attendance team for home visits / follow up.
- To contribute to the overall ethos/work/aims of the academy.
- To appreciate and support the role of other professionals.
- To establish constructive relationships and communicate with other agencies/professionals.
- To be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher or Senior Team.
- To play an active role in promoting equality and diversity.
- To promote the ethos and values of the academy.
- Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the Headteacher / Executive Headteacher.

## Personal attributes required (based on job description):

| Attributes | All attributes are essential, unless indicated below as 'desirable' | How measured, e.g. application form (A), interview (I) test |
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| <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Relevant training for working with young people aged 11 – 16</li> <li>• GCSE C grade or higher (or equivalent) in Maths and English.</li> <li>• Evidence of training and/or qualifications which reflect appropriate communication / educational skills e.g. NVQ Level 3 or equivalent.</li> <li>• Evidence of higher education e.g. Degree.</li> </ul>   | <p>D</p> <p>D</p> | <p>A</p> <p>A</p> <p>A</p> <p>A</p>  |
| <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with young people aged 11 – 16</li> <li>• Proven track record of successfully working with disaffected young people.</li> <li>• Experience of working in a secondary school setting.</li> <li>• Experience of assisting students with their learning.</li> </ul>  |                   | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>  |
| <p><b>Skills, Ability, Knowledge</b></p> <ul style="list-style-type: none"> <li>• An ability to communicate effectively with teachers, students, parents and multi-agencies.</li> <li>• An ability to work autonomously and as part of a team.</li> <li>• Good organisation, time management, communication and interpersonal skills</li> <li>• Good research and planning skills</li> <li>• Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information.</li> <li>• The ability to liaise with and gain the confidence of all school staff.</li> <li>• A clear understanding of the factors which lead to educational disaffection in young people.</li> <li>• Knowledge and understanding of strategies to remove barriers to learning in young people.</li> <li>• Knowledge of the range of additional support/agencies available for students.</li> <li>• Good ICT skills.</li> </ul> | <p>D</p>          | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> |



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| <ul style="list-style-type: none"><li>• The ability to work flexibly.</li><li>• The ability to produce detailed, concise evaluative reports.</li></ul>  |  | A/I<br>A/I |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"><li>• Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life.</li><li>• The ability to find creative and imaginative solutions to problems.</li></ul> |  | A/I<br>A/I |

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.