



ST THOMAS MORE CATHOLIC PRIMARY, A VOLUNTARY ACADEMY JOB DESCRIPTION

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE	This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
POST TITLE	Alternative Provision Leader
GRADE	5 (SCP 15-20)
RESPONSIBLE TO	SLT
RESPONSIBLE FOR	N/A
HOLIDAY AND SICKNESS COVER	Teaching Assistants
PURPOSE OF JOB	To undertake outreach work in classes as well as leading alternative provision classes for children with SEMH and/or additional needs.
RELEVANT QUALIFICATIONS	Experience of working with children with SEMH, additional needs, behavioural needs and/or who face barriers in education.

Job Description & Personal Specification for post of:-

Alternative Provision Leader

The post holder must at all times carry out their duties and responsibilities within the spirit of School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Key Responsibilities

1. To deliver high-quality learning sessions, interventions and enrichment activities for individuals and small groups.
2. Provide in-class support.
3. Plan, lead and deliver daily alternative provision, including at social times for identified children (PPA time will be given).
4. Build strong, trusting relationships with children to improve engagement, emotional regulation and learning outcomes.
5. Support the development and implementation of personalised SEMH and stress support plans.
6. Use de-escalation strategies and restorative approaches to manage behaviours that challenge.
7. Maintain a calm, structured and predictable learning environment.
8. Work collaboratively with the SENDCo, safeguarding staff and external agencies.
9. Monitor and record behaviour incidents, progress and interventions accurately and promptly.
10. Act as a positive role model, promoting resilience, self-esteem and independence.
11. Contribute to the wider culture and ethos of the Alternative Provision.

Skills and Experiences

1. Experience of working with young people with SEMH needs or within an Alternative Provision/PRU setting.
2. Strong behaviour management and emotional regulation support skills.
3. Ability to build rapport quickly and work empathetically with children who may be disengaged or have experienced trauma.
4. Resilience, adaptability and a solution-focused mind set.
5. Effective communication skills and the ability to work as part of a multi-agency team.
6. HLTA status is desirable, however experienced support staff, mentors or behaviour specialists are encouraged to apply.
7. A genuine commitment to helping young people re-engage with learning and achieve their potential.
8. Trauma informed UK diploma – desirable.
9. Extensive training in SEMH, ie: Lego Therapy, Elsa, Attention Autism, etc.

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Schools Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

Qualifications	
GCSE Mathematics and English, minimum grade C, or equivalent	Essential
HLTA qualification	Desirable
Evidence of recent professional development	Essential
First aid qualification / training	Desirable
TIS UK Training	Desirable
DSL/DDSL Training	Desirable
Experience	
Relevant, recent experience in an Alternative Provision, PRU in a similar position	Desirable
Evidence of successful impact on pupil progress and SEMH	Essential
Experience of working with pupils with a variety of SEMH needs including pupils with SEBD SEN and having successful outcomes	Essential
Knowledge and experience of using strategies to support vulnerable pupils	Essential
Evidence of CPD in a relevant area	Desirable
Experience of working with parents/carers and other agencies	Essential
Experience of working successfully as part of a team	Essential
Skills, Knowledge and Understanding	
A good knowledge of strategies and techniques in behaviour management and the ability to effectively communicate with pupils in a professional, confidential and compassionate way	Essential
An understanding and belief in the power of inclusive education	Essential
Knowledge of the different types of outside agencies and services that can support pupils with effective outcomes	Essential
An ability to diffuse difficult situations and find constructive ways forward with a focus on removing obstacles to learning	Essential
Ability to communicate effectively and appropriately with both staff and pupils, and to be able to prepare reports, profiles and maintain clear and comprehensive records	Essential
A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	Essential
Personal Qualities	
Ability to relate well to people at all levels	Essential
Ability to inspire, challenge, influence and motivate others	Essential
An absolute commitment to the belief that every child deserves the very best education	Essential
A passion for the values of community education	Essential
An ability to maintain professional integrity even when under pressure	Essential
Flexibility and resilience	Essential
An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas	Essential
High organisational skills including the ability to prioritise and manage time effectively	Essential
Capacity and enthusiasm for hard work and challenge	Essential
Able to work as part of a team whilst also being self-motivated	Essential
Emotional intelligence	Essential
Capacity to reflect on practice	Essential
An understanding of the strategies for ensuring inclusion, diversity and access	Essential
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	Essential
Ability and confidence to communicate effectively both verbally and in writing	Essential
A commitment to on-going personal development and willingness to undertake appropriate training	Essential
Evidence of commitment to safeguarding and protecting the welfare of children	Essential