



Job Title: Alternative to Suspension Room Co-ordinator
Grade: Band 06.

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.



Core Purpose

To co-ordinate the Academy's Alternative to Suspension room as part of the Academy's student behaviour management strategy.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. This job description is not a definitive list of tasks of the role.

- To co-ordinate and supervise Alternative To Suspension (ATS).
- To co-ordinate and manage administration pertaining to alternative to suspension.
- Maintain appropriate standards of behaviour in the room in accordance with school policy.
- To liaise with Deputy Headteacher responsible for behaviour and attendance.
- Management in regards to alternative to suspension referrals.
- To communicate to staff the daily alternative to suspension register.
- To contribute to half termly statistical reports and analysis on alternative to suspension referrals.
- To maintain accurate records and update the school information management system (SIMS) with accurate information regarding alternative to suspension.
- To deliver appropriate work for student to complete during alternative to suspension.
- To develop restorative practices in an attempt to modify and improve behaviour, and improve relationships between students and staff.
- Challenge and motivate students to promote and reinforce high levels of self-esteem.

Administration

- To complete appropriate data input associated with the smooth administration of the whole School using the School Information Management System (SIMS), e.g., pupil records, suspensions, detentions and behaviour/achievement referrals recording.
- To contribute towards the production of information and statistics associated with pupil records, along with a range of school procedural tasks.
- To work closely with the Admin Team Leader/Head's PA to create reports and to assist staff and the School Leadership Team in the interpretation and analysis of the information. Identifying any changes to improve the process.

Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses



- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<p>Relevant training for working with young people aged between 11-19</p> <p>GCSE C grade or higher (or equivalent) in Maths and English</p> <p>Experience of working with young people aged 11-19</p> <p>Proven track record of successfully working with disaffected young people</p> <p>Experience of assisting students with their learning</p> <p>An eagerness to gain experience, expertise and professional development through this position</p> <p>An understanding of and commitment to the equal opportunities policies of the LA, and the school</p>	<p>NVQ accreditation in a relevant subject or area</p> <p>Experience of working in a secondary school setting</p>

	<p>Adaptability and a professional approach to the responsibilities of the post</p> <p>A commitment to and an enthusiasm for the post</p>	
<p>Knowledge/Skills</p>	<p>An ability to communicate effectively with teachers, students, parents and multi agencies</p> <p>An ability to work autonomously and as part of a team.</p> <p>Good organisation, time management, communication and interpersonal skills.</p> <p>Good research and planning skills</p> <p>Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information</p> <p>The ability to liaise with and gain the confidence of all school staff</p> <p>A clear understanding of the factors which lead to educational disaffection in young people</p> <p>Knowledge and understanding of strategies to remove barriers to learning in young people</p> <p>Able to demonstrate a commitment to the safeguarding and well-being of children</p> <p>Good ICT skills</p> <p>The ability to work flexibly Patience, resilience, tolerance and a genuine understanding of</p>	<p>Knowledge of the main aspects of the organisation of secondary schools</p> <p>Knowledge of the rights and responsibilities of parents</p> <p>Knowledge of the range of additional support/agencies available for students The ability to find creative and imaginative solutions to problems</p>



	<p>the difficulties that students may encounter with their school and home life</p> <p>The ability to produce detailed, concise evaluative reports</p>	
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