East Area Inclusion Partnership (AIP)

East **AIP** Project Lead

Job description and person specification

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| Job Title: | East Area Inclusion Partnership **(AIP)** Project Director |
| Purpose of Role: | * Work proactively to know all schools and school leaders and have a positive relationship resulting in timely and appropriate responses to referrals for support * To co-ordinate and support the services within the east locality that meets the needs of our the most vulnerable children from Key Stages 1 - 4 who have significant social emotional and mental health difficulties, are at risk of poor attendance, are extremely challenging, are at risk of exclusion or suffer from serious behavioural issues – working closely in collaboration with the cluster partnerships, Targeted Service Leaders and Headteachers or their representatives. * To have overall responsibility for all East AIP Alternative Provision placements * Ensure systems within the AIP are clear, well-promoted and understood and equitably applied * To Chair the Primary Fair Access meetings, support the processes and provide all necessary information prior to the meeting. To be responsible for checking and disseminating accurate records from the meetings. * To chair the Secondary Fair Access meetings to provide support and update attendees on the AIP. * To Chair the Inclusion Sub Groups both primary and secondary (if necessary) and to be responsible for checking and disseminating accurate records from the meetings. * To represent the citywide AIP on a termly basis by sitting on the SEMH panel to provide support and guidance for pupils with exceptional SEMH needs * To develop alternative provision placements in East Leeds to meet the needs of students with exceptional SEMH needs and ensure that suitable qualified staff are in place. * To coordinate Quality Assurance of all East AIP alternative provisions and alternative provisions citywide * To work collaboratively with schools and alternative provisions citywide to ensure there are no permanent exclusions – building relationships, working restoratively by providing support and challenge to schools and Headteachers to ensure policy and practice is inclusive for children in an organisation * To attend Family of Schools Meetings to give advice, support and guidance to Headteachers * To manage and oversee the AIP budget and provide financial reports to the AIP board * To lead, support and maintain the East Area Inclusion Partnership ensuring the partnership continues to develop and is ready for future initiatives. This will involve being outward facing and using initiative to stay ahead of the curve in terms of anticipating (as much as possible) the needs of the schools you serve. * To provide a solution-focussed support for schools and other agencies to ensure that the city wide vision of the AIP is maintained - working positively with a wide range of colleagues, encouraging ideas and motivating and co-ordinating agreed change that ensures the best educational and well-being outcomes for children and young people and their families. * To identify and support the development of best practice with Headteacher/ Inclusion Leaders by developing and sharing resources and training staff where required. * To support schools to establish early identification of pupils with SEMH difficulties and provide support, advice and guidance * Ensuring the dissemination of good and outstanding practice where the learning offer meets the needs of children. * To foster a culture of shared learning through collaborative working.  This may be linked to identifying additional CPD opportunities in consultation with the AIP. * To support the integration of targeted/cluster support where the focus is on building stronger engagement of vulnerable families with the school/student learning/needs. * To seek innovative and sustainable sources of funding to meet identified needs, particularly where there are gaps in provision. * To uphold and develop the terms of reference as agreed by the East AIP. * To develop and manage outreach provision to reduce the need for alternative provision placements * To develop and manage primary and secondary alternative provision which supports children to make positive changes and return to mainstream school/transition to the alternative/most appropriate setting * To liaise with partner organisations to get good value for money, commissioning placements to support children and young people at other alternative provisions |
| Responsible to:  Line managed by: | East Area Inclusion Partnership    Chair(s) of the AIP or designated Headteacher |
| Line management responsibility for | Re-integration officer,  additional staff as employed by the AIP over time |
| Main Duties: | Key responsibilities.   * Provide Informative data provided for all stakeholders on the current picture/provisions to allow decisions to be made by AIP committee members * Be the first point of contact for all Headteachers * Be the first point of contact for East AIP Alternative Provision Managers (where applicable) * Recruitment of staff at AIP and Alternative Provisions * Performance management of RIO and AIP staff * Training of new staff * Training of school staff where required * Monitor SLA for traded services * Parental support and guidance * To ensure the excellent standard of support from the East AIP is maintained by regular communication and feedback to LA/schools etc * To provide an overview of vulnerable children within the East and report to the AIP and local authority on trends identified * To ensure the effective integration of students into appropriate provisions and reintegration back into mainstream school/correct provision * To support the continued development of collaboration between schools, services and other agencies so that the East Area Inclusion Partnership continues to be enhanced and extended. * Make all aware of agencies/services available for the East AIP. * Identify where there are gaps or changes required in current inclusion services and make recommendations to the East AIP regarding how support may need to be supplemented, enhanced or rationalised. * Consult and engage with services including cluster partnerships, targeted services and complex needs across the East to ensure that resources are optimised, services are not unnecessarily duplicated and that families have access to local, relevant provision. To attend cluster meetings as required. * Influence commissioning strategies to ensure that appropriate funding streams become available to support inclusion within the additional and targeted needs. * To be responsible for a substantial budget for commissioning and brokerage of services for SEMH and vulnerable pupils * Represent the East AIP at other appropriate local, regional and national networks and share best practice, ideas and information within the Locality and Locality area whilst keeping up to date with current research and national and local agendas. * To represent schools/AIP at forums/referral panels where complex individual cases require additional support/planning/provision as required. * Provide leadership, supervision, performance management and CPD to Re-integration officer and Achieve staff. * To provide a detailed termly report of the impact of the AIP to the local authority, detailing where Key Performance Indicators have been met * To liaise with the Chair/Co-Chair of the AIP on agreed actions. * To work within the effective financial and administrative systems of the East AIP and undertake reviews with the local authority * To undertake other tasks related to the job purpose which may be reasonably requested by the Chair(s) of the AIP. |
| Competencies: | The post holder will be expected to have the following competencies:  Core   * Acting positively * Behaving ethically * Teamwork * Striving for excellence * Managing personal learning and development * Customer focus * Time management   Role Specific   * Communicating * Managing change * Influencing others * Planning and prioritising * Managing conflict |
| Knowledge | * An informed understanding of the social, emotional and mental health needs of children and their families (SEMH). * A sound knowledge of new accountability measures for schools. * A sound knowledge of and commitment to the principles of Inclusion. * A sound knowledge of primary and secondary education and governance. * A sound knowledge of restorative practice and family/child friendly solution focused processes. * A sound knowledge of the latest Ofsted framework. * A sound knowledge of the up to date with current legislation affecting schools. * A sound knowledge of the Children Leeds structure, the CYPP, the Child Friendly City and the cluster agenda. |
| Experience | * Experience of working with vulnerable and challenging children and their parents/carers. * Experience of working with school leaders. * Experience of working in a Primary/PRU/Secondary setting. * Experience of working with pupils, families/carers and school staff to avoid permanent exclusions. * Experience of working or clear understanding of the workings and processes in both primary and secondary schools. * Experience of case supervision with cases of the high challenge and complexity. * Proven record of improving social and emotional mental health of pupils leading to learning outcomes. * Experience of working towards tight and often conflicting deadlines. * Experience of budgets and financial processes. |
| Essential Skills: | * An ability to work creatively, pro-actively and flexibly in a range of settings * With excellent communication/listening skills, the ability to communicate to colleagues across a wide/target audience influence and impact including networking and sharing practice * Ability to develop positive relationships with professionals as well as ability to communicate directly with parents/carers, children and young people. * Experience of working with vulnerable and challenging children and their parents/carers * Ability to work to tight deadlines and prioritise work accordingly * Ability to keep accurate and detailed records. * Able to produce clear and concise reports for a number of reporting audiences * Able to undertake data management - identifying priorities and meeting deadlines * An ability to work on own initiative and with limited supervision * An ability to exercise discretion and confidentiality * The ability to establish and maintain systems, structures and procedures * An ability to maintain detailed record keeping systems regarding all working practice to support service monitoring, challenge and evaluation processes. * An ability to work positively with a wide range of colleagues, encouraging ideas and motivating and guiding change. * Effective time management * Excellent inter-personal skills * Conflict management and mediation skills * Ability to support and develop staff that the post is responsible for * Educated to a degree level or has relevant experience * Ability to work well under pressure * Competent ICT skills * Clean driving licence |
| Desirable Skills: | * Experience of working with other Children Leeds services on developmental projects and delivering resulting training. * Qualified Teacher Status or other relevance experience or inclusion qualification. * Evidence of recent professional development in line with Inclusive learning issues and social, emotional and mental health management. * Experience of working with external agencies to deliver training. |