



JOB DESCRIPTION

Job Title: BASE Coordinator
Grade: C3 SCP (19 – 22)
Reporting to: Assistant Principal: SEND

Job Purpose:

To manage the day-to-day operations of the BASE ensuring that the environment is purposeful, calm and productive for students on short, medium or long term placement in the provision. The postholder will ensure the highest standard of behaviour and learning at all times and will liaise with teaching staff, non-teaching staff and parents / carers to provide purposeful intervention and support for students to prepare them for reintegration back into mainstream lessons.

Key Responsibilities:

- To ensure students with specific social, emotional and mental health difficulties are safe and well looked after in the BASE, contributing to IPRA's and Pupil passports if/where needed.
- To oversee the SEND support for students accessing the BASE to ensure they complete purposeful work with the support of a HLTA.
- To liaise with teachers to facilitate work for students to complete in the BASE that will allow them to catch up on work that they have missed as a result of low attendance to school, repeated isolation referrals or suspensions.
- To ensure that all behaviour, inclusion and attendance staff are following the correct referral process for the BASE, liaising with the senior leadership team regarding student referrals for the BASE.
- To assess student needs on entry to the BASE using a variety of well-informed assessment methods to determine the most appropriate BASE pathway in order to meet the student's individual needs.
- To form positive relationships early with parents / carers, informing them of the purpose of the BASE and agreeing with both the student and parent the intended outcome.
- To support with the completion of academic progress reports for students in the BASE ensuring effort grades are correctly inputted.
- To support improvements in behaviour and attitudes to learning from students who are referred to the BASE and prepare students for reintegration back into mainstream lessons.
- To review the provision, welfare needs and progress for each individual student biweekly or as required, providing regular updates to members of the Inclusion, Attendance, Behaviour and SEND Team.
- To lead on implementing and overseeing reintegration, providing advice and liaising with teachers, support staff, students and parents / carers on progress within the BASE and reintegration plans.
- To follow up on students who have completed pathways in the BASE through visits to lessons during the reintegration process.
- To work alongside other pastoral colleagues, Assistant Principals and the SENDco to plan and implement strategies that will improve the behaviour, attendance and attainment of individual and targeted groups of students.
- To complete quality assurance checks within the BASE to ensure best practice and development for staff working in the BASE.
- To ensure all students' records are kept up to date and disseminated to key staff.
- To develop, plan and implement effective intervention strategies with students needing particular support, setting challenging and demanding expectations and promoting independence so that their behaviour improves before returning to mainstream lessons.

GORSE

- To establish productive working relationships with students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills.
- To reinforce the expectations of the Positive Discipline policy with students in the BASE, seeking every opportunity to praise / celebrate work completed in the BASE and positive steps taken to improve behaviour.
- To track and identify the reasons for referrals to isolation / suspension and provide relevant support and intervention.
- To attend meetings with parents / carers and multi-agency meetings, when appropriate.
- To participate in the academy's pastoral training programme as appropriate and when requested.
- To telephone parents / carers where appropriate to engage families in the BASE provision.
- To update CPOMS with any matters related to child protection / concerns as required.
- To be committed to improving personal practice through training and performance management.
- To undertake additional duties appropriate to the post as required.

General Duties:

- To provide reports to the Senior Leadership Team and Governors as required.
- To provide support to the SEND, Behaviour, Attendance and Inclusion Team as required.
- To provide support to the Administration Team as required.
- To attend key after school events and fully participate in training days.
- To attend staff training and briefings as required by the principal.
- To attend middle and senior leadership meetings as required by the principal.
- To complete AM, Break, Lunch and PM duties as required by the principal.

Accountability Key Performance Indicators:

- Accountability for ensuring that students who enter the BASE catch up on work that they have missed as a result of missing lessons due to a variety of reasons.
- Accountability for the progress of students that access the BASE on short / medium / long term plans.
- Accountability for reducing the number of repeat isolations from students who have been through the BASE programme.
- Accountability for ensuring that standards of behaviour and work rate are high within the BASE.
- Accountability for supporting the reintegration of students from Alternative Provision back into the academy.
- Managing and running a successful inclusion provision through the BASE that ensures students within the provision are successfully reintegrated back into lessons.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that 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. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Criteria	Essential/ Desirable
Qualifications	E/D
• 5+ GCSE C/4 and above (or equivalent) including English and Mathematics.	E
• A Level 4 qualification (or equivalent) or be willing to work towards a Level 4 qualification.	E
Knowledge and Skills	E/D
• Knowledge of Microsoft packages.	E
• Good ICT skills.	E
• A passion for education and making a difference.	E
• Excellent communicator.	E
• Effective team member.	E
• Drive and determination.	E
• Ambition. Energy, enthusiasm.	E
• Willingness to contribute to the wider life of the Academy	E
Experience	E/D
• Recent experience working in a school within a data role. Having previously used software such as SISRA Observe, SISRA analytics, class charts, SIMS and NOVA-T6.	D
Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance	E

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