



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

INTERNALLY ADAPTED PROVISION DEPUTY MANAGER

JOB DESCRIPTION

JOB PURPOSE

To support the development of a strong, effective school by assisting the Provision Manager in promoting a culture of educational excellence. The role focuses on helping to foster a caring environment enriched with the values of discipline, mutual care and respect, extending these values beyond the school into the wider community.

JOB SUMMARY

1. Work under the guidance of the Internally Adapted Provision (IAP) Manager, teaching/senior staff, and within an agreed system of supervision.
2. Assist in developing and implementing systems that enable excellent learning, progress, and behaviour for pupils in the In-school Inclusion Centre.
3. Support the IAP Manager in the strategic development of behaviour systems and help identify trends and patterns in pupil behaviour.
4. Help co-ordinate protocols and routines for pupils within the In-school Inclusion Centre, ensuring a calm and orderly environment for learning.
5. Assist in providing outstanding support to enable pupils with SEMH and additional needs to play a full and active part in the life of the In-school Inclusion Centre and to make excellent progress in their learning.
6. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links in collaboration with the Provision Manager.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Support for Pupils

- 1.1 Assist the Assistant Principal (Inclusion) by ensuring all pupils are able to fully access education and deputise for the IAP Manager in their absence as required.
- 1.2 Uphold school policies regarding the safeguarding of pupils and support the identification and provision for pupils at risk.
- 1.3 Monitor trends and patterns in pupil behaviour data and collaborate with nominated leaders to highlight any barriers to learning which may hinder progress so that all pupils can thrive and succeed.
- 1.4 Support the Inclusion Team in integrating pupils who exhibit challenging behaviours or have faced social and emotional difficulties in previous schools.

- 1.5 Promote and consistently apply school policies, monitor and support pupil conduct during structured and unstructured times, and contribute to maintaining a calm, orderly, safe and stimulating environment where all pupils are valued and encouraged to fully participate.
- 1.6 Work collaboratively with parents/carers in various ways to enhance their support for their child and assist in managing strategies for involving parents in the daily life of the school.
- 1.7 Agree strategies regarding identified concerns with individual pupils, in consultation with relevant staff, and act as intermediary at home, including facilitating home visits if school attendance is problematic or the pupil needs to be taken home due to illness or conduct.
- 1.8 Handle referrals for identified pupils or cohorts and ensure that appropriate records are kept and maintained to support the child and their family.
- 1.9 Liaise with school support personnel and external agencies to meet the attendance and wellbeing needs of pupils, including attending multi-agency review panels and coordinating internal behaviour and attendance panels as needed, deputising for the manager when required. This includes contributing to and producing accurate reports and risk assessments within necessary timescales.
- 1.10 Utilise specialist skills, training, and experience (such as de-escalation, curricular, learning) to support pupils.
- 1.11 Assist the SENDCo and IAP Manager in developing and implementing Individual, Behaviour, Support, and Mentoring plans.
- 1.12 Build productive working relationships with pupils, act as a role model, and maintain high expectations among all staff, supporting the manager and deputising as needed.
- 1.13 Encourage the inclusion and acceptance of all pupils within the In-school Inclusion Centre and classrooms.
- 1.14 Foster independence and utilise strategies to recognise and reward self-regulation achievements.
- 1.15 Provide feedback to pupils regarding their progress, achievement, behaviour, and attendance.
- 1.16 Assess pupil needs and apply detailed knowledge and specialist skills to support learning.
- 1.17 Provide pastoral support to pupils.
- 1.18 Coordinate 1:1 mentoring arrangements with pupils and offer support to those who are distressed.
- 1.19 Receive and supervise pupils removed from, or not following, their normal timetable.
- 1.20 Collaborate with teachers to secure outstanding progress in all subjects for pupils within the centre.
- 1.21 Attend to pupils' personal needs and provide advice to support their social, health, and hygiene development.
- 1.22 Adapt or modify materials and resources to ensure all pupils have full access to a broad and balanced curriculum.
- 1.23 Deliver individual and/or small group interventions as directed, supporting the manager as necessary.
- 1.24 Assist in the effective transfer of pupils across pathways, integration of commissioned places onto dual registration, and reintegration of those absent from the centre.
- 1.25 Develop positive relationships with pupils and encourage self-esteem and independence.
- 1.26 Provide feedback to targeted pupils regarding their progress and attainment.
- 1.27 Provide additional support for pupils with disabilities, including personal hygiene, to secure their wellbeing and enable full participation in school life. Where this requires support using specialist equipment, training will be provided.

2. Support for Teachers & Teaching

- 2.1 Work with all teachers to establish a calm learning environment.
- 2.2 Provide information for teachers and other support staff and ensure that planning is appropriate to the needs of all pupils within the centre.
- 2.3 Liaise with the SENDCO and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support pupils across curriculum areas.
- 2.4 Be responsible for maintaining and updating records, Education Health Care Plan paperwork and data as agreed with school leaders and contributing to the reporting systems as required.
- 2.5 Lead meetings with parents and carers, external agencies and provide constructive feedback on pupil progress, attainment, attendance and behaviour.
- 2.6 Under the direction of the SENDCO and the IAP Manager, lead a team in contributing to pupil profiling of SEND by carrying out a range of appropriate tests including AFIT, BPVS, DRA, Boxall Profiles, Goodman's, spelling and reading tests.
- 2.7 Under the direction of the SENDCO and the IAP Manager develop, monitor and review pupils' Individual Education Plans (IEPs) / Pupil Individual Support Plans (PISPs) / Star Maps / Behave Like a Star Plans
- 2.8 Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning. Therefore, supporting the home to school links.
- 2.9 Attend specific training as and when requested by the SENDCO / IAP Manager / Assistant Principal (Inclusion).
- 2.10 Support with pupil supervision and management of pupil behaviour, in line with school procedures.
- 2.11 Create and maintain a calm, purposeful and orderly, productive working environment.
- 2.12 Provide clerical/admin support e.g. dealing with a correspondence, compilation/analysis/reporting on attendance, exclusions etc. coordinating the making of daily phone calls with updates on pupil progress.
- 2.13 Contribute to coaching, mentoring and sharing good practice, within the pastoral and inclusion team, throughout the school and Trust.
- 2.14 Support the school and Trust's drive for excellent academic results by ensuring pupils needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual pupil achievement and aspirations.

3 Support for the School

- 3.1 Deputise for the Manager in their absence, ensuring continuity of systems and routines.
- 3.2 Assist the IAP Manager in coordinating the work of support assistants / TAs within the In-school Inclusion Centre and support their induction and professional development.
- 3.3 Develop and ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality and data protection, reporting all concerns to the appropriate person.
- 3.4 Support and guide other behaviour support assistants' work in the classroom when required.
- 3.5 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- 3.6 Support the IAP Manager in creating a culture in which effective learning can take place.

- 3.7 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- 3.8 Lead meetings of In-school Inclusion Centre staff, communicate information to staff and co-ordinate resulting action.
- 3.9 Work within school policies and procedures.
- 3.10 Attend and participate in individual and team meetings as required.
- 3.11 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 3.12 Undertake planned provision for pupils on visits, trips, out of school activities and enrichment programmes and take responsibility, as required.
- 3.13 Work as part of a team and support the role of other people in the team.

4 Strengthening the Community

- 4.1 Contribute to stakeholder engagement and communication with parents, carers and families across year groups.
- 4.2 Work effectively in partnership with all external agencies and the Trust.
- 4.3 Represent the school at meetings.
- 4.4 Be a professional advocate for the school in all contexts.

5 Other Responsibilities

- 5.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.3 Contribute to the wider life of the Trust and the Star community.
- 5.4 Carry out any such duties as may be reasonably required by the Trust.
- 5.5 Attend multi agency meetings as required.
- 5.6 Support the delivery of enrichment activities and trips including accompanying and supervising of pupils as needed.
- 5.7 Ensure effective communication of all safeguarding information training.

6 Records Management

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	Level 3 qualification (NVQ level 3 or A level).	E	✓	
2.	5 GCSEs including English and Maths at grade 9-4/A*- C.	E	✓	
3.	Degree level qualification or equivalent experience.	D	✓	
EXPERIENCE				
4.	Leadership experience in an Alternative Provision with children in a secondary school or other setting.	E	✓	✓
5.	Supporting children with special educational needs and/or Disabilities (SEND).	E	✓	✓
6.	Supporting children with English as an additional language (EAL).	D	✓	✓
7.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	E	✓	✓
8.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	E	✓	✓
9.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
10.	Ability to maintain positive relationships with pupils, parents and staff.	E	✓	✓
11.	Ability to work effectively within a team.	E	✓	✓
12.	Effective classroom and behaviour management skills.	E	✓	✓
13.	Ability to communicate effectively using technology.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
14.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
15.	Good knowledge of the secondary curriculum.	D	✓	✓
16.	Knowledge of strategies to support pupils with specific SEND e.g. SEMH, physical disabilities, visual and/or hearing impairment, dyslexia.	D	✓	✓
PERSONAL QUALITIES				
17.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
18.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
19.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
20.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
21.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
22.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
23.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓