

JOB PROFILE

Vocational Provision Co-Ordinator

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| **POSITION TITLE:**  **Vocational Provision Co-ordinator** | **DIRECTORATE:** CSF |
| **DIVISION:** Education |
|  | **SECTION:** Camden Centre for Learning |
|  | **PAY LEVEL:** SO2 Term Time only |
| **REPORTS TO:** Vocational lead teacher | |

**JOB PURPOSE**

To be an integral member of the Camden Centre for Learning (CCfL) to assist in the support, inclusion and intervention of students with social, emotional, behavioural and learning difficulties.

To enable the CCfL to fulfil statutory and regulatory roles in line with national and local policies, regulations and guidance.

To demonstrate a commitment to assisting the CCfL to implement and continuously improve the delivery and quality of service to students, parents/carers, partner agencies, colleagues and managers.

**Specific Purpose and Main Duties**

To play a key role in the Vocational Team at the CCfL, assisting in support, inclusion and intervention for students with social, emotional, and mental health difficulties (SEMH) and learning needs, including early morning pick-ups.

To work as part of the Camden Centre for Learning staff team coordinating, planning and delivering, bespoke off-site provision for students whose educational and vocational needs cannot be met within CCfL on-site provision, including mentoring.

To work as part of the Camden Centre for Learning staff team coordinating, planning and delivering, bespoke on-site provision for students whose educational and vocational needs will be best met in the Individual Programme Facility.

To implement, monitor and overview the Post 16 Support Programme, including quality assuring provision to ensure it meets the needs of all students including those who hold an EHCP.

To identify early and create a range of interventions to address those in danger of being NEET.

To work as part of the Camden Centre for Learning Vocational team in the supervision of CCFL students in off-site placements, as directed, including college, work experience and volunteering roles.

To work alongside the vocational lead teacher to produce accredited course units and deliver these units of work to students.

To work alongside the vocational lead teacher to produce personal development course units and deliver these units of work to students.

To liaise with a range of 14-16 providers about alternative curriculum pathways and to oversee and monitor student progression at these provisions.

To ensure Safeguarding practices, including risk assessments, are followed in all off-site placements.

To ensure that all off-site experiences lead to suitable accredited qualifications.

To prepare reports and analysis for areas held.

**General responsibilities**

1. Contribute to the overall ethos/work/aims of the CCfL.
2. To understand and actively promote all school policies and procedures.
3. To commit to safeguarding and promoting the welfare of children and young people.
4. To cover lessons and duties as directed
5. To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the CCfL CPD programme.
6. To participate in training and promote strategies around positive behaviour management, including restorative approaches, de-escalation and positive handling.
7. Recognise own strengths and areas of expertise and use these to support and develop others.
8. To take responsibility for your own physical and emotional health, so that you attend school regularly and meet the whole school attendance target.
9. Attend and participate in meetings as required.
10. Treat all users of the CCfL with courtesy and consideration.
11. Present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.
12. Promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

***This job description will be reviewed in July as part of the performance management review process and after consultation with the line manager and the post holder.***

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| **Note:** All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties |

**WORK ENVIRONMENT**

The post holder will be based within the Camden Centre for Learning, a specialist SEMH provision.

The CCfL has an ethos of developing positive relationships to manage behaviour and to support every child to achieve.

The post holder will require flexibility and resilience in order to be able to manage the demanding environment of working in a SEMH setting.

The post holder will be working directly with young people who have significant social, emotional, learning and behavioural difficulties and the behaviour of the students is often challenging and demanding and therefore they will need to deploy effective behaviour management skills in their interactions with the students.

Due to the nature of the school there are certain enhanced risks associated with the post including:

1. Pupil behaviour & incidents including aggression
2. Stress

The post could also include occasional Lone Working.

**WORK CONTEXT**

**Communications and working relationships**

1. Regular communication with teaching and support staff, the multi-agency team and parents / carers; the post holder will need to build positive relationships with students and other stakeholders through excellent interpersonal skills to provide support guidance and information.
2. Regular communication with other educational providers including referring schools and or colleges and vocational providers.

Person Specification

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| **Category** | **Essential** | **Desirable** |
| **Qualifications and Training** | * GCSE Grade C or above in Maths and English. * Evidence of qualifications in further/higher education. * Relevant professional qualification or experience of working with young people with Social, Emotional and Mental Health needs. * Relevant professional qualification or experience of working with young people who hold an EHCP and/or SEN experience/qualification. * Evidence of additional study, experience or qualification in teaching/education of young people. * UK Driving License | * Evidence of Continuing Professional Development relevant to role. |
| **Experience** | * Experience of working in mainstream and / or special educational settings. * Experience of working with children with EHCP/SEMH and learning difficulties. * Experience of delivering high quality learning experiences to students * Experience of teaching accredited courses to students. * Experience of liaising with a range of professional colleagues outside the organisation, including schools/colleges/outside providers/ work experience providers * Experience of producing reports to contribute to students’ Education and Health Care Plans * Experience of working effectively with the parents /carers of children / young people * Experience of creating whole-school systems that support the inclusion and improvement of student’s behaviour. * Experience of line management and/or coordinating teams | * Good understanding of creative strategies to ensure pastoral care and support the development of academic skills. * Experience of working in an urban complex school. |
| **Skills, knowledge and aptitude** | * Good understanding of the emotional and psychological needs of young people. * Good understanding of the application of appropriate nurture and learning strategies that enhance students’ engagement, progress and learning. * Good working knowledge of how to refer students to alternative provision and other off-site providers. * Good working knowledge of safeguarding policies and procedures, including child protection. * Good understanding of the emotional and psychological needs of young people. * Good working knowledge of the Gatsby Benchmarks. * Proven ability to deliver high quality learning experiences for students * Ability to work with multi-agency teams and alternative provision staff * Ability to complete enquiries and reports in a timely manner * Maintain detailed, accurate and secure student records, and produce reports as required * Ability to engage constructively with, and relate to, a wide range of young people from difference ethnic and social backgrounds and with their families and carers * High expectations of students and the ability to motivate them to ensure that they can achieve their full potential. * Good ICT, administrative and organisational skills. The ability to prioritise changing demands whilst managing own workload. * The ability to work flexibly as part of a team and to work cooperatively and collaboratively. * The ability to communicate effectively with students, parents, teaching and non-teaching staff and outside agencies. * Knowledge of and commitment to strategies to ensure inclusion and equal opportunities. * Evidence of a good record of attendance and punctuality, and an ability to cope under pressure. | * Knowledge and experience of monitoring, evaluation and review processes. * The ability to lead, challenge and support others. |
| **Personal Attributes** | * Energy, ambition and enthusiasm with a willingness to develop new skills. * Ability to self-motivate and time manage * Ability to establish inclusive, respectful, supportive and constructive relationships with young people. * A “can do” attitude towards supporting the aims and ethos of CCFL and contributing to its success. * Commitment to the protection and safeguarding of children and young people. | * Flexibility and desire to adapt to different role and tasks |

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