Phoenix Values

Community | Respect | Engagement | Aspiration | Trust | Equality

JOB DESCRIPTION
WORK RELATED LEARNING CO-ORDINATOR

At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.

GRADE: **SCALE 5, TERM TIME ONLY, 35 HOURS PER WEEK**
RESPONSIBLE TO: **ASSISTANT HEAD: SIXTH FORM**

PURPOSE OF THE POST:

- To support the school's mission, vision, values and strategic objectives.
- To facilitate vocational work-related learning opportunities such as **running coffee cart, painting and decorating sessions, bike maintenance, car valeting, grounds and building maintenance** for students who are on the autistic spectrum, coaching and mentoring them to fulfil their potential.
- To take responsibility for and organise work placements with local business and industry and suitable links for the students across KS4 and KS5
- To monitor the health and safety of students on work placements/during activities and develop students' autonomy around this.
- To make reasonable adjustments and scaffold students to carry out work tasks with greater independence and increase their confidence in the workplace.
- To capture student progress feeding back to the class teacher/parents and gather and collate relevant evidence towards accreditation units.
- To use a TSI approach when delivering lessons and work-related tasks
- To establish good working relationships with other providers and agencies.

JOB DUTIES AND RESPONSIBILITIES:

- To identify and generate ideas for potential work placements for students both onsite and offsite.
- Demonstrable practical vocational skills and experience in one or more relevant areas, such as bike maintenance, coffee making/barista skills, hospitality, car valeting, painting and decorating, grounds maintenance, carpentry, artistic projects.
- The practical competence and confidence to independently demonstrate, teach and supervise vocational tasks

- Plan, resource and deliver work related learning sessions for individuals and small groups both in onsite placements and in community placements.
- Evaluate the work-related learning activities and use the assessment data to plan next steps/ further opportunities.
- Complete risk assessments for planned placements.
- Work with the class teacher to plan and prepare appropriate visuals and resources to scaffold and support students to complete work related learning tasks and develop their skills.
- To break down practical tasks into manageable steps, explicitly teach and model vocational skills, and use appropriate teaching strategies, demonstrations and prompts to develop students' knowledge, competence and confidence.
- Work with the class teacher to plan and prepare information packs about work placements including timetables, social stories, route maps, motivators to support students in their understanding.

- Liaise with the class teacher regarding challenges with progress for individual students and their communication needs.
- Keep learning records on every pupil to track progress over time and to assess/plan and build on prior learning and input to students' vocational profile at the end of placement.
- Work with class teacher to collate evidence towards relevant accreditations.
- To work with individual students and small groups, under the direction of the class teacher, introducing tasks, monitoring student's work and using a range of strategies to support their learning.
- To review and contribute to the further development of onsite work placements.
- To meet regularly with the class teacher during contracted hours to discuss students' progress and to plan and review support.
- To be familiar with, actively support and comply with all the schools' policies and procedures, e.g. Equal Opportunities, Communication, Health and Safety, Safeguarding and Behaviour.
- Attend relevant meetings on and offsite when necessary.

MANAGEMENT

- To take responsibility for one's own professional development and participate in relevant internal and external training and activities.
- To contribute to the school's commitment to continuous improvement as identified in the quality assurance systems.
- To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
- Be aware of the particular learning and physical needs of the students you support.
- Actively participate in the school's performance management process, as specified in the policy, meeting regularly with your team leader, ensuring that performance standards/targets are set and met within the agreed time scale.
- Undertake other relevant and appropriate training during contracted hours, as identified with your team leader at a Performance Management Review.
- To share skills with less-experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.

NETWORK

- To participate in school-wide projects and tasks.
- To accompany students on educational visits and trips during contracted hours.
- To undertake other similar nature commensurate with the grade as may be required from time to time, provided that such duties are within the competence of the post holder. This may, on occasion, require work in other locations/sites of the school.
- To network with different agencies about work-related learning opportunities.

COORDINATION

- To support students to access the full Preparation for Adulthood curriculum, at the same time promoting independent learning.
- To observe students' performance, and use the systems in place in the class, provide the Class Teacher with feedback on pupil progress and help to maintain individual and group records.
- To provide targeted support to individuals and groups.
- To contribute to the planning for teaching and learning

ADDITIONAL RESPONSIBILITIES AND GENERAL REQUIREMENTS

- Undertaking any professional duties commensurate with the grade of the post, reasonably delegated by the Executive Headteacher or Head of School.
- Showing commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- To set a standard of behaviour for colleagues which is polite, honest and friendly.
- Participating in the school appraisal and professional development arrangements, ensuring that objectives are set and met within the agreed timescale.
- To carry out additional training as appropriate (which may occur during holidays) to ensure up to date knowledge of all legislations are maintained.
- To comply with the school's equal opportunities and diversity policies, ensuring anti-discriminatory practice within the working area.
- The postholder will undertake training and development as appropriate and keep apprised of developments.
- To be familiar with all relevant school policies, rules and procedures and any changes to

VARIATION CLAUSE:

1. This is a description of the job as it is constituted on the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.

2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

1. Other duties and responsibilities express and implied, which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.
2. Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

EQUAL OPPORTUNITIES STATEMENT

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

ADDITIONAL DUTIES

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and students.

SAFEGUARDING

Phoenix is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment.

PERSONAL SPECIFICATION

POST TITLE: **WORK RELATED LEARNING CO-ORDINATOR**
GRADE: **SCALE 5 TERM TIME, 35 HR PER WEEK**

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

Selection criteria – Please address these in your personal statement	
Qualifications & Training	Vocational experience in suitable roles such as barista, painting and decorating, bike maintenance, hospitality services and any other relevant vocational areas that could be beneficial to students.
	Relevant experience of working with autistic young adults in different environments
	The ability to work as part of a team.
	Ability to follow appropriate administrative systems.
	The ability to communicate effectively with individuals and groups of students, tutors, parents and other members of staff
	The ability to establish and maintain effective working relationships with teachers and other members of staff
	The ability to accept guidance and direction from others.
	The ability to keep written records and collate a profile of evidence for students
	Awareness of how students learn and the various factors which affect their learning.
	Be prepared to work throughout the school with any students.
	Awareness of Health and Safety issues in the care and supervision of people with learning difficulties and/or disabilities;
	The ability to adapt to differing environments within the school and to all significant needs of the range of students at Phoenix
	Support for the use of information and communication technology in the classroom.
	Support for students in developing their functional literacy skills.
	Support for students in developing their functional numeracy skills.
	Support for student in developing their employability and work skills.
	Support for student in developing their independence and life skill.
	Recent experience relevant to autism.
	Administrative tasks, including record keeping and note writing essential.
Knowledge and Understanding	Basic Knowledge of communication disorders relevant to Autism
	Basic Knowledge of approaches/strategies relevant to Autism
	Basic Knowledge of informal assessment techniques
Skills and Ability	Good verbal and written communication skills and an ability to use own initiative in prioritising and organising workload.
	Vocational skills such as coffee making, painting and decorating and bike maintenance.
	Good listening skills.
	The ability to distinguish between the roles and responsibilities of the learning mentors and the class tutor.
	Flexibility and able to take on new initiatives.
	Awareness of the need to show respect and value students as individuals.
	An understanding of and commitment to inclusive education.
	A commitment to the authority's Equal Opportunities Policy.
	Good organisational skills**.** Ability to plan and organise workload effectively and take responsibility for ensuring continuity of provision.

	Ability to adapt and use different communication systems to support the students.
Personal Qualities	Flexibility and ability to work as part of a team and commit to the school's values.
	A commitment to working positively with and to embrace the challenge of working with multiple agencies.
	Demonstrates reliability and a strong commitment to fulfilling agreed work commitments, recognising the importance of consistency and continuity in maintaining work placements
	An understanding of the need for confidentiality across all aspects of booking and attendees.
	Be prepared to work throughout the school with any age group if needed
Other	An enhanced DBS with barred list child and adult disclosure that is satisfactory to the school
	Willingness to work flexibly, including occasional out-of-hours working to meet the needs of the school