

Alternative Learning Provision (ALP) Room Co-ordinator

The Stanchester Academy Culture reflects that of our sponsor.

The success of the Stanchester Academy will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Trust is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Trust. It also drives the Trust's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Trust shares this philosophy.

All staff employed at the Trust are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Trust. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Trust in its wider community.

PERSONAL PROFILE

The success of the Stanchester Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Our aim at Stanchester Academy is to develop ambitious learners who are knowledgeable and literate.

Crucially the post holder must have a commitment to comprehensive education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

Core purpose

To support the Leadership Team to achieve the vision to foster: ambitious learners who are knowledgeable and literate by co-ordinating the school's Alternative Learning Provision room and pastoral administration in line with the school's behaviour policy.

Key accountabilities of the post

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. This job description is not a definitive list of tasks of the role.

- To co-ordinate and supervise the ALP room.
- To co-ordinate and manage administration pertaining to alternative to exclusion.
- Maintain appropriate standards of behaviour in the room in accordance with school policy.
- To liaise with assistant headteacher responsible for behaviour and character and the assistant headteacher over pastoral leadership.
- Management in regards to alternative to exclusion referrals.
- Conduct interviews with students in the facility to ensure they are aware of the procedures and required standards and to reinforce the reasons for the sanction.
- Maintain appropriate records of discussions with students, reporting to the relevant staff.
- To communicate to staff the daily alternative to exclusion register.
- To provide half termly statistical reports and analysis on alternative to exclusion referrals.
- To maintain accurate records and update the school information management system (SIMS) with accurate information regarding alternative to exclusion.
- To understand the process of self-quizzing and support student to complete this work in liaison with Heads of Department so that student learning is maximised.
- To develop restorative practices in an attempt to modify and improve behaviour and improve relationships between students and staff.
- Challenge and motivate students to promote and reinforce high levels of self-esteem.
- Liaise with colleagues to ensure students in the facility are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
- Communicate set work to students and offer help and guidance as required.
- To lead parts of meetings specific to alternative to exclusion and behaviour management strategies.
- Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) eg. On call, in-class behaviour support, student mentoring.

Administration

- To complete appropriate data input associated with the smooth administration of the whole School using the School Information Management System (SIMS), e.g., pupil records, exclusions, detentions and behaviour/achievement referrals recording.
- To produce information and statistics associated with pupil records, along with a range of school procedural tasks.

- To coordinate the administration process for all detentions in accordance with the school procedures.
- To monitor behaviour reports and set detentions, including communicating with parents.
- To jointly compile reports (e.g., racism reports) with the assistant headteacher responsible for behaviour and character for submission to the Local Authority.
- To create reports and to assist staff and the School Leadership Team in the interpretation and analysis of the information. Identifying any changes to improve the process.

Other Requirements

- Attends mandatory training, for example, for child protection.
- Responsible for the health and safety and welfare of themselves and others.
- To be responsible for the safeguarding and promotion of the welfare of children.
- To be a team player and contribute within your own capabilities towards the Academy vision.
- To participate and implement training related to our Trauma Inform Schools agenda.
- The post-holder may from time to time be required to carry out other duties commensurate with the role.