

JOB DESCRIPTION

Post Title: Alternative Provision Teacher & Coordinator

Reporting to: The Executive Headteacher and Head of Campuses

Grade: Main Pay Range or Upper Pay Range + 1 SEN point

Hours: Three days per week (0.6FTE)

The responsibilities specified in the following job description are in accordance with those set out in the School Teacher's Pay and Conditions Document, Condition of Employment and Teachers' National Standards. The post holder will be expected to manage all aspects of teaching within the overall educational aims of Linwood School and establish and maintain the highest quality possible of teaching and learning.

Main Purpose

- Be responsible for the education and welfare of designated classes/groups of students at the direction of the Executive Headteacher.
- To record and report on the development, progress and attainment of students who are attending AP's and are on roll at Linwood.
- To monitor and manage those students who have part-time or flexi-timetables.
- To improve the level of confidence by alternative provisions in meeting the needs of pupils with Speech and Language difficulties (SLC) or a diagnosis of Autistic Spectrum Disorder (ASD) at SEN Support and EHCP, improving outcomes.

Main Duties and Responsibilities

- To build relationships and communicate with students who are attending part time or full time in Alternative Provisions and understand their needs with the view to finding them the best long-term placement (either Linwood or elsewhere).
- To co-ordinate alternative provision placements and ensure that information is effectively shared to ensure the progress and safety of students attending Aps full time or part time.
- To support the implementation of part time and flexi timetables for students who are unable to attend school full time. To ensure these plans are regularly reviewed and updated.
- To support the Assistant Headteacher/DSL to monitor attendance and support with actions to improve attendance across all campuses
- To be familiar with strategies, teaching approaches and materials appropriate to the teaching of pupils with additional learning needs, and to keep abreast of research and developments relating to best practice.
- Work collaboratively with colleagues from other agencies to advise, implement and develop strategies to support personalising learning.
- To adhere to the Operational Framework working in partnership with schools, young people and parents/carers, building capacity, focusing on properly planned outcomes, evaluating impact and checking what is making a difference.

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- To provide advice to head teachers, senior management teams, teachers and support staff on the development of policy, practice and culture relating to social inclusion, on effective systems for supporting pupils with additional learning needs.
 - To liaise as necessary with APs over the transfer of pupils with additional learning needs.
 - To foster positive relationships between parents, carers, AP's and schools.
 - To collaborate closely with colleagues in education and other agencies to ensure that pupils are supported by a multi-disciplinary team.
 - To attend professional meetings when required, and to undertake appropriate professional development.
 - To be responsible for the implementation of the assess/plan/do/review cycle as per the operational framework and provide evidence of impact at an individual and whole school level.
 - Comply with all Linwood School policies.
 - Comply with data protection legislation and expectations of confidentiality.
 - Safeguard the pupils' and your own safety, both when on school premises and when they are engaged in authorised activities elsewhere.
 - Participate in meetings as directed by the Head of Campuses/ Executive Headteacher
 - Participate in administrative and organisational tasks related to such duties as are described above.

Assessments and Reports

- Provide or contribute to oral and written assessments, reports and references relating to individual students and groups.

Professional Development

- Complete the school's induction programme.
- Participate in further training and professional development and to disseminate information to colleagues.
- Update skills and knowledge of current educational theory and practice.
- Adapt and adopt new initiatives to meet the needs of pupils within the school as appropriate.

Staff Meetings

- Participate in staff meetings as directed by SLT.

Administration

- Participate in administrative and organisational tasks related to the teaching and learning of the students.
- Complete registers in line with school policy for students who attend Aps.

Communications/Contacts

- Communicate effectively with students to gather their views and act in their best interests
- Communicate and consult with AP's
- Communicate and consult with parents/carers.
- Communicate and liaise with representatives from external agencies.
- Attend or contribute to meetings.
- Foster links within the local community.

Entitlement

The Headteacher and Governing Body are fully committed to ensuring the professional effectiveness of class teachers and therefore provide

- An induction programme
- PPA (Planning, Preparation and Assessment) time
- Support for professional development opportunities

Upper Pay Teachers additional responsibilities in line with LA Collective Agreement

UPR 1 / UPR 2

- Demonstrate and model good practice within own class/group for other members of staff.
- Develop the planning and delivery of the curriculum within the key stage/phase to impact on teaching and learning.
- Lead learning within own key stage / phase.
- Have an impact on the learning of pupils beyond assigned classes/groups.
- Demonstrate self-evaluation by responding to feedback and adjusting planning and delivery to improve pupil learning.
- Be open to coaching and mentoring.
- Under the direction of the Leadership Team contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback within the key stage / phase/subject area.
- Use and demonstrate leadership skills within the team through supporting and influencing colleagues.

UPR 3

- Demonstrate and model good practice in other classrooms for other members of staff.
- Evaluate the planning and delivery of the curriculum across the whole school to impact on teaching and learning.
- Lead learning /innovation beyond own key stage/phase (with wider school community)

- Initiate, trial and evaluate approaches to teaching and learning across the school.
- Have an impact on the learning of pupils beyond assigned classes.
- Demonstrate self-evaluation by responding to feedback and adjusting planning and delivery to improve pupil learning.
- Be open to coaching and mentoring.
- Under the direction of the Leadership Team contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback within the key stage /phase/subject area.
- Use and demonstrate professional skills across the school through supporting and influencing colleagues.

Additional Information

The School

Linwood is a day special school for pupils aged 3-25. We welcome pupils from a wide geographical area and support a comprehensive range of special educational needs.

As a school we uphold the rights of our pupils' individuality to be seen first, not the level of their learning difficulty.

The Aims of the School

The school aims to promote a caring and happy community in which all pupils feel valued. We strive to make learning a pleasurable and rewarding experience and to offer an opportunity for all pupils to develop as high a standard of achievement as individually possible.

We aim to provide an environment which challenges pupils with high expectations, yet is sensitive to the needs of individuals and their varying circumstances, stages of development and abilities.

Curriculum

All pupils at Linwood have access to a broad, balanced, differentiated, relevant, rich and stimulating curriculum, which includes, and takes account of, National Curriculum entitlement.

The Linwood curriculum is underpinned by a shared set of values, which form the basis of curriculum planning and organisation. These values include the conviction that all pupils are of equal worth regardless of their sex, race, ability or circumstances. It includes the belief that all pupils are entitled to high quality, well planned, well organised and effectively delivered teaching throughout their period at Linwood and that they should be actively involved in their own learning whilst exploring ways of learning and expressing themselves.

The school has a talented and highly motivated staff and a high expectation of all pupils is an integral part of the school's ethos.

Equality of Opportunity

Each pupil has equality of opportunity and an entitlement to access a curriculum designed to meet individual needs.

Staff Development



All staff have the opportunity to extend their knowledge, skills and expertise in order to meet the aims of the school. There is a strong ethos of staff working together to share expertise.

Statutory Inspection

The school was inspected in June 2005, July 2008, March 2013, January 2018 and November 2023. The reports can be found on the OFSTED website. The overall judgements were that the school is an 'outstanding' school in all respects and demonstrates a clear vision and enthusiasm for improvement and innovation.

The Appointment

This is a permanent post subject to the needs of the school. In the eventuality that there are no pupils being educated off site at Alternative Provisions the post holder would take on teaching responsibility within the school.

Expenses

Interview expenses will be paid in accordance with the Bournemouth Education Scale.

Application

Closing Date

All applications must be completed and emailed to the HR inbox – hr@linwood.bournemouth.sch.uk

Closing date for all applications is Wednesday 7th February 2024

Interviews will be held: W/c 19th February 2024

Visits

Candidates are encouraged to visit the school.

Entitlement

The Executive Headteacher and Governing Board are fully committed to ensuring the professional effectiveness of class teachers and therefore provide: -

- An induction programme and an annual appraisal
- PPA (Planning, Preparation and Assessment) time
- Support for professional development opportunities