

# Applicant Pack

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To be read in conjunction with our 'Join our staff' brochure



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Outstanding Achievement for All

## Job Advert



**Westfield School**  
Chorus Education Trust

Westfield School, an 11-16 comprehensive secondary with over 1,170 students, is on the cusp of achieving great things.

It joined Chorus Education Trust in 2018 and welcomed a new Headteacher, who has been working with staff to raise aspirations and provide the very best teaching for students. Within two years the school has become oversubscribed for places in Year 7.

Formerly a sports college, the school sits in generous grounds in the south-east of Sheffield not far from the M1 motorway. The modern building has the full range of educational resources, as well as a gym and indoor pool (available free to staff).

Westfield School is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: [www.westfield-chorustrust.org](http://www.westfield-chorustrust.org)

### **Alternative Provision Coordinator**

**Grade 5 NJC SCP 15 – 20**

(£23,541 - £25,991 pro rata)

**37 Hours per Week (Term Time Only)**

**1 x permanent post**

**1 x temporary post (until July 2022)**

**To start September 2021**

### **About this vacancy**

Westfield School is looking to appoint two onsite Alternative Provision Coordinators.

This role will:

- Liaise with curriculum leads and teachers to ensure the appropriate internal curriculum is designed, planned and delivered to students accessing Alternative Provision.
- Deliver 1 to 1 and small group academic sessions (predominantly English, Maths and Science) up to KS4 in line with the Alternative Provision strategy (both online and face-to-face).

- Coordinate & timetable internal student Alternative Provision
- Work with students who are either engaged with a full time alternative provision curriculum or who have some alternative provision as part of a mainstream timetable

The successful candidate will work with a small cohort of identified students, aged 11-16, delivering elements of the Alternative Provision Curriculum, supporting their emotional and social wellbeing and promoting improved behaviour and social skills. The successful candidate will need to establish productive working relationships with pupils, acting as a role model and setting high expectations whilst promoting the inclusion and acceptance of all pupils within the classroom.

We are looking for someone with a genuine desire to improve the life chances and academic outcomes of young people. Candidates must have strong communication skills and be flexible, resilient, and nurturing towards students.

If you want to work in an inspiring, fully inclusive environment with students who want to succeed and alongside friendly, supportive staff, then we want to hear from you! You will join a passionate and dedicated team, a school with strong leadership, and a Trust who is committed to providing professional development and opportunities for all colleagues.

## To apply

The two roles advertised are likely to differ in context, though not job description, to allow us to meet the needs of different students experiencing alternative provision.

Principally the differences in context are likely to be:

- working closely with a small group of students who are engaged in full time alternative provision
- working with a slightly larger cohort of students who experience some alternative provision as part of a more mainstream timetable

**If candidates have a preference as to which context they would prefer to work, please make this clear in the application.**

The full application pack is available from [www.chorustrust.org/vacancies](http://www.chorustrust.org/vacancies) and completed Chorus Trust application forms are to be sent to Trish Hughes (HR Administrator) at: [recruitment@westfield-chorustrust.org](mailto:recruitment@westfield-chorustrust.org)

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted.

Deadline for applications: **midday on 24 June 2021**

Interviews to be held: **week beginning 28 June 2021.**

We always encourage prospective applicants to visit the school in advance of application. This can be arranged by contacting Julie Wilson, PA to the Head of School on 0114 248 5221 or email:

[j.wilson@westfield-chorustrust.org](mailto:j.wilson@westfield-chorustrust.org)

*The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.*

## Job Description: summary

<b>Post title:</b>	Inclusion and Alternative Provision (AP) Coordinator
<b>Profile:</b>	LD3.5
<b>Grade:</b>	5
<b>Grade spinal point range:</b>	15-20
<b>Accountable SLT post:</b>	DHT
<b>Line Manager of post holder (if different):</b>	DHT Progress
<b>Staff to be supervised or line managed by post holder:</b>	When required by the school, the post will line manage Teaching Assistants and co-ordinate Student Support Officers
<b>Post holder will work with:</b>	Students and other Teaching and Support staff
<b>Holiday and sickness relief by/for:</b>	By and for other pastoral and support staff
<b>Purpose of job:</b>	To assist in the support of pupils with emotional health & wellbeing and to co-ordinate and deliver the Alternative Provision curriculum.
	This post may work across the Trust schools.
<b>Version revised:</b>	May 2021

## Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

To work under the agreed systems of supervision within the school, assisting pupils, staff and stakeholders with emotional health and well-being and coordinating alternative provision for those students who require this including children who are looked after (CLAs). This will include, but not be limited to:

### Emotional Health & Wellbeing

- To assist students and families in identifying mental health issues.
- With the support of the school counselor/Social, Emotional & Mental Health Coordinator, to support individuals in developing and maintaining their well being
- To devise short and long term strategies to support students in re-engaging with learning and the structured curriculum
- To contribute to the design and implementation of mental health awareness in the curriculum in conjunction with the Inclusion Manager.
- To communicate and liaise with staff regarding students with mental health and emotional well-being concerns.
- To raise awareness of how and where support can be accessed with students, staff and families.

### Alternative Provision

- Liaise with curriculum leads and teachers to ensure the appropriate internal curriculum is designed, planned and delivered to students accessing Alternative Provision.
- Deliver 1 to 1 and small group academic sessions up to KS4 in line with the Alternative Provision strategy (both online and face to face).
- Utilise appropriate online learning resources to extend the curriculum beyond face to face time for students involved in Alternative Provision.
- Coordinate & timetable internal student Alternative Provision.
- Monitor attendance and curriculum outcomes for students accessing internal Alternative Provision and attend student review meetings where appropriate.
- Effectively manage the behaviour of vulnerable students in order to prevent exclusion and disaffection from mainstream provision within the Alternative Provision.
- Ensure that record keeping in relation to individual casework and team activities is maintained to the required standard and statistical data is readily available for monitoring and evaluation purposes.
- Make recommendations regarding referrals for additional services and support to meet the needs of the students.
- Follow and monitor behaviour management programmes for individual students.
- Support good attendance by being involved in early interventions including daily contact with home, and other strategies in line with the attendance policy.

- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and make reasonable adjustments to lessons/work plans as appropriate and to meet the needs of students.
- Implement learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Seek additional curriculum opportunities to respond to the needs of students within the agreed AP curriculum strategy

## Support for Pupils

- In conjunction with other professionals, assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning as part of the plan, do, review cycle.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations whilst promoting the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Use specialist (curricular/learning) skills/training/experience to support pupils
- To act as a keyworker for individual or groups of students.

## Support for the Teacher/AP Curriculum

- Organise and manage appropriate learning environment and resources including the production of lesson plans and other relevant documentation.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback to relevant stakeholders on pupil achievement, progress and other matters.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents and carers in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer, assess and invigilate relevant exams/tests.
- Prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure a positive physical learning environment

## Support for the Trust / School (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Take an active part in all key school events such as open evenings etc.
- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Assist with the clerical duties of the administration team as required from time to time and as appropriate to your role
- Contribute to the overall ethos/work/aims of the Trust/school
- Participate in relevant training, other learning activities and performance management as required
- Ensure display boards and leaflet displays, etc. are kept up to date and in good order as appropriate and required
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions

Team responsibilities – All support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

## Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

## Person Specification

**Job title: Inclusion and Alternative Provision (AP) Coordinator**

<b>REQUIREMENTS</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment method</b> A = application I = interview R = reference
<b>Experience</b>			
Experience of working with young people who have emotional or behavioural difficulties	✓		A/I
Experience of working in a school environment with pupils of a relevant age		✓	A/I
<b>Qualifications</b>			
Grade 4 or above at GCSE in English, Maths and Science or comparable qualifications or experience	✓		A
Higher Education qualification (eg a degree or equivalent experience)		✓	A
<b>Knowledge and skills</b>			
Working knowledge of national/Key Stage curriculum and other relevant learning programmes/strategies		✓	A/I
Good inter personal skills that enable good relationships with young people and adults	✓		A/I
Can manage the behaviour of pupils in an effective manner	✓		A/I
An ability to convey authority and earn pupils respect, to treat them with respect, apply boundaries and motivate	✓		A/I
The ability to work both independently and as member of a team	✓		A/I
Ability to self-evaluate learning needs and actively seek learning opportunities	✓		A/I
Good organisation skills and efficient working practices, with the skills to contribute to the preparation and management of educational resources	✓		A/I
Effective positive and proactive communication both orally and in writing	✓		A/I



Can use ICT effectively to support Learning		✓	A/I
<b>Personal Attributes</b>			
Ability to build and form good relationships with students, colleagues and external agencies	✓		A/I
Confident and effective approach to working with young people	✓		A/I
Flexibility and willingness to support whole school as when required.	✓		A
Be able to work calmly under pressure	✓		A/I
To be a good role model	✓		A/I
<b>Child Protection</b>			
A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		A/I