

JOB DESCRIPTION and PERSON SPECIFICATION

SCHOOL: Oakfield School **POSITION NO:**

SECTION: **GRADE: 6**

JOB TITLE: Off-Site Provision **DATE PREPARED:**
Assistant

EVALUATION DATE: 29th November 2021 **JE NUMBER: NC4627**

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the school.

PURPOSE:

To ensure that alternative provision is offered to suitable students in a consistent way.
To ensure there are suitable procedures in place relating to attendance and the safeguarding of students when under the care of alternative providers.
To outline the arrangements in place for keeping in touch with students to monitor academic progress, behaviour and pastoral welfare.
To guide and support pupils whilst on alternative provision.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1.	To promote and safeguard the welfare of children, young people and/or vulnerable adults.
2.	To identify and assess learners with additional learning needs and to provide advice and guidance for learners, tutors and training staff.
3.	Working with parents, pupils and senior staff to provide coherent strategies within the Individual Behaviour Education Care Plan (IBEC)'s
4.	Communicating effectively with pupils, parents and school staff, ensuring that all relevant stakeholders are fully aware of issues of concern, actions taken, outcomes and achievements, increasing and promoting parental involvement in pupils' progress. Supporting the role of parents in pupils' learning and contribute to meetings with parents to provide constructive, objective and accurate feedback
5.	To establish productive working relationships with pupils, acting as a role model and setting high expectations and to resolve conflict situations with students and to ensure behaviour for learning standards are attained and maintained at all times, seeking guidance from the Offsite Coordinator. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence amongst students.
6.	To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning, developing and implementing IBECs, supporting pupils consistently whilst recognising and responding to their individual needs.
7.	Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies, recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment. Administer and assess/mark tests and invigilate exams/tests as required.

8.	Decide, in collaboration with our Offsite Coordinator and Senior Leadership Team, on the appropriate course of action if informed of any serious behavioural incidents by an alternative provider.
9.	Ensure that all alternative providers hold a copy of, and adhere to, Oakfield School's Child Protection and Safeguarding Policies.
10.	Building positive relationships with pupils to ensure that they feel secure and able to discuss issues of concern. To have social contact with pupils in the identified cohort, whilst earning respect for their ability to manage potentially difficult conflicts between students and encourage a healthy, fun but calm environment in the social areas.
11.	Deal with incidents of challenging behaviour or disruption to learning where necessary.
12.	To retain and update pupil records and notes of meetings and/or intervention with pupils to ensure an accurate record of support, concerns and celebrations which can be relied on as a timely and accurate record for reference by teaching staff and managers.
13.	Any other duties of a similar nature and level of responsibility as requested by the Offsite Coordinator.
14.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the schools, as your employer and you as an employee of the school. In addition to the employers overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.
<p>GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School and before and after the school day.</p>	

<p>DIMENSIONS: All sections should be completed – if there aren't any state 'none'</p>	
1.	<p>Responsibility for Staff:</p> <p>Provision of an advice, guidance and support role to tutors and frontline staff in delivering a quality support service to learners.</p> <p>Promotion of inclusive learning and the Access for All curriculum to staff.</p>
2.	<p>Responsibility for Stakeholders/Clients:</p> <p>Pastoral care and support of specific cohort of pupils, monitoring of academic progress of identified pupils, liaison with parents/pupils</p>
3.	<p>Responsibility for Budgets:</p> <p>n/a.</p>
4.	<p>Responsibility for Physical Resources:</p> <p>Records and relevant files on pupils, loan of appropriate equipment and uniform where necessary for example for pupil welfare reasons, management of all resources i.e. ICT equipment etc., within alternative provision area.</p>

WORKING RELATIONSHIPS:**All sections should be completed – if there aren't any state 'none'****1. Within Service Area/Section:**

Reports to Offsite Coordinator to receive guidance and support and to appraise them of progress and concerns.

Work closely with all members of teaching and support staff to provide advice and feedback on individuals and groups of students, to contribute to strategies to enhance learning opportunities and monitor progress in liaison with parents and families.

Responsible for pupils in their daily care, colleagues within the school, parents and Governors.

2. With Any Other Areas (where applicable)

Educational support staff and educational support services.

Other schools and educational establishments.

3. With External Bodies to the School

Working with outside agencies regarding pupil welfare and academic progress, providing data and information with respect to individual students and progress against targets – e.g. for attendance, behaviour and academic achievement.

ORGANISATION CHART:

Headteacher

Deputy Headteacher

Assistant Headteacher

Off-Site Provision Coordinator

Off-site Provision Assistant

	<i>Tick relevant level for each category</i>					Supporting Information (if applicable)	
	Not applicable	Low	Moderate	High	Very High		Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).				✓			The School is a day SEMH special school with a residential provision. Students display behaviours which require physical intervention
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).				✓			Exposure to verbal aggression, physical aggression and persistent disruptive behaviour from students
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				✓			The School is a day SEMH special school with a residential provision. Students display behaviours which can cause distress and anxiety for the staff dealing with it

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>		Essential	Desirable	How identified
		1.	Qualifications:	
	GCSE English and Maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	√		AF/CQ
	NVQ Level 3 Teaching Assistant Qualification or equivalent	√		AF/CQ
	Safeguarding Level 1		√	AF/CQ
	Bespoke training relevant to role, including First Aid, Team Teach		√	AF/CQ
2.	Relevant Experience:			
	Significant experience of working with children with complex social, emotional and mental health needs	√		AF/R
	Working within Ofsted guidance on alternative learning		√	R/I
	Experience of assisting in the maintenance of pupils' records	√		R/I
	Working with multi-agencies	√		AF/I
	Effective use of ICT	√		R/I
	Working with off-site provision providers		√	R/I
3.	Skills (including thinking challenge/mental demands):			
	Ability to be flexible to adapt to changing workload demands and new school challenges	√		R/I
	Motivation to work with children and young people.	√		R/I/AF
	Administrative skills, data input to an accurate level and record keeping.	√		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		R/I
	Ability to work independently with groups of pupils or individuals	√		R/I/AF
	To be able to physically intervene if necessary and understand the importance of being able to keep a child safe	√		
	Persuasion and coaching skills to encourage pupils and others to work positively for the benefit of learners.	√		
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I/AF
	Understanding of behaviour policies and mechanisms to improve behaviour and maximise learning opportunities.	√		R/I
	Knowledge of strategies to engage learners resulting in improved commitment to learning and achievement of learning targets	√		R/I/AF
	Various school policies – Alternative learning, Attendance, Behaviour and Child Protection.	√		R/I
	Knowledge of Health and Safety requirements	√		I
5.	Interpersonal/Communication Skills: Verbal Skills			

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			Ability to present information confidently	√
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	√		R/I
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		R/I/AF
	Effective communication skills to model good practice for pupils and stakeholders	√		R/I
Written Skills				
	Highly competent written skills, including spelling and grammar, including use of ICT	√		AF/R
	To be able to produce concise and accurate written reports	√		
	To be able to provide written evidence in accordance with the policies of Oakfield School	√		
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
6.	Additional Requirements:			
	Maintains high levels of confidentiality at all times	√		R/I
	To hold a valid driving licence	√		AF
	To be able to cope with 'emotionally challenging' situations and to act appropriately under pressure	√		R/I
	Makes a commitment to the wider life of the school including 'going the extra mile'	√		R/I
	Ability to present a smart professional image in line with the Code of Conduct of the school	√		R/I
	Engage in additional training and development including being proactive in identifying own development needs	√		AF/I
	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF/I
	Strives for excellence and ways to improve their own performance and the performance of the school	√		AF/R
Disclosure of Criminal Record:				
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF/EOI(After short listing)

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	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF/EOI (After short listing)