



Kelvin Hall School

JOB DESCRIPTION & PERSON SPECIFICATION

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| SCHOOL: | Kelvin Hall School | POSITION NO: |
| SECTION: | | GRADE: |
| JOB TITLE: | Personalised Learning Department Co-ordinator | DATE PREPARED: 10/02/15 |
| JOB HOLDER: | | REPORTING TO: Assistant SENCo |
| EVALUATION DATE: | | JE NUMBER: |

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers 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 School’s Equal Opportunities in Employment Policy.

PURPOSE:
Provide leadership to and set high expectations for the students of Kelvin Hall School. Under the guidance of the Assistant SENCo and in collaboration with other members of staff, to provide support and intervention strategies in order to meet the pastoral and learning needs of identified students at Kelvin Hall School across both Key Stages. To be responsible for the coordination of all pastoral and learning needs for the cohort ensuring that staff and managers are aware of issues of concerns or causes for celebration.

PRINCIPAL ACCOUNTABILITIES:
Please note decision making must be included within the Principal Accountabilities

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| 1. | To promote and safeguard the welfare of children, young people and/or vulnerable adults by following up causes of concern, investigating indicators of possible welfare concerns and making recommendations for remedial action to the appropriate senior leader. Promote good practice by leading and contributing to discussion in relevant meetings, at training events and provision of papers and other information. |
| 2. | Ensuring, in conjunction with members of SLT, Heads of Faculty and pastoral Year Leaders, that pupils in the specified cohort progress in line with their individual targets and achieve their full potential. To assist in identifying students who are underachieving and/or disaffected, raising awareness across the faculties as appropriate and within the pastoral team. |
| 3. | Working with parents, pupils, members of the pastoral team, faculties and senior staff to provide coherent strategies within Individual Behaviour Plans, Pastoral Support Plans and Individual Education Plans. Arrange meetings and appointments with parents and carers at school and off site to discuss issues of concern or celebration regarding their young person. |

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| 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/lead meetings with parents to provide constructive, objective and accurate feedback and reports as required on pupil progress/achievement and other matters, ensuring the availability of appropriate evidence. |
| 5. | To establish productive working relationships with pupils, acting as a role model and setting high expectations and to work in partnership with the school's Pastoral Team to resolve conflict situations with students and to ensure behaviour for learning standards are attained and maintained at all times, seeking guidance from senior leaders and guiding behaviour support staff as appropriate. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence amongst students. |
| 6. | To plan for and promote the reintegration of pupils into the classroom where appropriate, promoting the inclusion and acceptance of all pupils within the classroom and encouraging pupils to interact and work co-operatively with others. |
| 7. | Liaison with relevant external agencies for pupil welfare and educational matters. This will involve attending, multi-agency case conferences – this may involve local authority child care teams, the police, youth offending teams, the safeguarding authority and others. |
| 8. | To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning, developing and implementing IEPs, supporting pupils consistently whilst recognising and responding to their individual needs. Under guidance of the ASENCo, to plan programmes of learning appropriate to pupil need and key stage, leading and managing on and off site provision including organising and monitoring learning programmes with other educational providers or in work based learning. |
| 9. | Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate, including production of lesson plans, worksheets, learning activities and selecting and preparing resources necessary. Delivery learning activities to pupils, adjusting activities according to pupil responses/needs to support the development of pupils' skills. Use ICT effectively to support learning activities and develop pupils' competence and in its use. |
| 10. | 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. |
| 11. | To work in conjunction with the school's Attendance Team in order to ensure maximum levels of attendance is achieved at all times. Identify students at risk of poor attendance, work with the Attendance Officer to plan strategies for improvement, gaining commitment from students and support from parents/carers as appropriate. |
| 12. | Deliver out of school learning activities within guidelines established by the school. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class. |
| 13. | Supervising PLD students break and lunch times and being available to students at these times. 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. |
| 14. | Deal with incidents of challenging behaviour or disruption to learning where necessary. This includes making recommendations to senior leaders as appropriate, where this might result in exclusion, isolation, detentions or other sanctions. Manage all processes relating to such sanctions. |
| 15. | To retain and update pupil records and notes of meetings and/or intervention with students 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. |
| 16. | Any other duties of a similar nature and level of responsibility as requested by the Deputy Head (Inclusion). |

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| 17. | The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety at Kelvin Hall School, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's Corporate H&S policy. |
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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.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

Supervises the work of x 1 TA

2. Responsibility for Customers/Clients:

Pastoral care and support of specific cohort of pupils, monitoring of academic progress of identified pupils, liaison with parents/pupils

3. Responsibility for Budgets:

Responsible for the PLD budget; £300 approximately

4. Responsibility for Physical Resources:

Records and relevant files on pupils, loan of appropriate equipment and uniform where necessary for example for pupil welfare reasons, management of all resources e. ICT equipment etc within alternative provision area.

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Reports to ASENCo 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.

Supervises the work of x1 TA

2. With Any Other School Areas

Works with all teaching and non-teaching posts

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:

Please see attached

| | <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). | | √ | | | | N/A | |
| WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). | | | √ | | | N/A | |
| EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment. | | | | √ | | | |

| PERSON SPECIFICATION | | Tick relevant column | | List code/s* |
|---|--|----------------------|-----------|----------------|
| 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. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation | | Essential | Desirable | How identified |
| 1. Qualifications: | | | | |
| | GCSE in English & Maths at C or above | √ | | CQ |
| | Level 3 qualification | | √ | CQ |
| | A continued commitment to Continued Professional Development | √ | | AF, I |
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| 2. Relevant Experience: | | | | |
| | Working with young people both individually and in small groups | √ | | AF, I |
| | Working in a school environment or similar for at least 2 years | | √ | AF, I |
| | Working with multi agencies | √ | | AF, I |
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| 3. Skills (including thinking challenge/mental demands): | | | | |
| | Motivation to work with children and young people. | √ | | AF, I |
| | Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | √ | | AF, I |
| | Administrative skills, data input to an accurate level and record keeping. | √ | | |
| | Persuasion and coaching skills to encourage pupils and others to work positively for the benefit of learners. | | √ | |
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| 4. Knowledge: | | | | |
| | A knowledge and commitment to safeguarding and promoting the welfare of children, young people | √ | | AF, I |
| | Understanding of behaviour policies and mechanisms to improve behaviour and maximise learning opportunities | | √ | |
| | Knowledge of strategies to engage learners resulting in improved commitment to learning and achievement of learning targets | | √ | |
| | Various school policies – attendance, homework and rewards and sanctions | | √ | |
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| 5. Interpersonal/Communication Skills: | | | | |
| | Verbal Skills | | | |
| | Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people | √ | | AF, I |
| | Excellent organisational & communication skills | √ | | AF, I |
| | Ability to present information confidently to large audiences | √ | | AF, I |
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| | Written Skills | | | |
| | High level of ability to communicate accurately in writing with a range of people – reports and letter writing | √ | | AF, I |
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| | Minute taking and ability to record actions concisely and accurately at multi disciplinary meetings | | √ | |

| 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>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p> | | Essential | Desirable | How identified |
| 6. | Other: | | | |
| | Good Attendance and general commitment to the school | √ | | AF, I |
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| 7. | Additional Requirements: | | | |
| | None | | | |
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| 8. | Disclosure of Criminal Record: | | | |
| | The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced Disclosure from the Disclosure and Baring Service | √ | | DBS Disclosure |
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IF THIS IS A NEW OR CHANGED JOB THEN APPENDIX D MUST BE COMPLETED BEFORE SUBMISSION TO THE JOB EVALUATION TEAM

| Level of disclosure for post | What Information the School Requires |
|------------------------------------|---|
| Declaration of unspent convictions | <p>If you have a criminal record, you are required to provide, with your job application form, details of anything on your record which is unspent (<i>note 1</i>) under the Rehabilitation of Offenders Act.</p> |
| Standard Disclosure | <p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent convictions. You are also required to provide the school with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are the subject of a Disqualification order (<i>note 2</i>) or included on any Government Department list of people unsuitable or banned from work with children or young people.</p> <p>If you are offered the post, this will be subject to the School obtaining a satisfactory (<i>note 3</i>) Standard Disclosure from the Disclosure & Barring Service (DBS) (<i>note 4</i>).</p> <p>The DBS will also send you a copy of the Discloser. This will give details of everything on your criminal record, including cautions, reprimands and final warnings, as well as convictions and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or vulnerable adults.</p> |
| Enhanced Disclosure | <p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent (<i>note 1</i>) convictions. You are also required to provide the School with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are subject of a Disqualification order (<i>note 2</i>) or included on any Government Department list of people unsuitable or banned from work with children or vulnerable adults.</p> <p>If you are offered the post, this will be subject to the school obtaining a satisfactory (<i>note 3</i>) Enhanced Disclosure from the Disclosure & Barring Service (DBS) (<i>note 4</i>).</p> <p>The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or young people.</p> |

Notes:

1. The table at the end of this information sheet gives details of what is meant by “spent” and “unspent”. If you are still unclear as to what information you should provide, please contact Employee Services for advice.
2. If a person is convicted of an offence against a child and a qualifying sentence is imposed by a senior court in respect of the conviction, the court must order the individual to be disqualified from working with children, unless, given all the circumstances, the court is satisfied that it is unlikely that the individual will commit any further offence against a child.

The same applies to charges/convictions for equivalent armed forces offences.

The school must not knowingly offer work in a regulated position to anyone who is the subject of a Disqualification Order. It is also illegal for anyone who is the subject of a Disqualification Order to apply for work in a regulated position.

3. In this context, “satisfactory” means containing no offences relevant to the post, which would render you unsuitable.
4. The Disclosure & Barring Service (DBS) is a Government agency which handles the Disclosure Service through which criminal record information can be checked by potential employers and other organisations. Further details about the DBS, including Code of Practice, are available from their website at www.gov.uk/dbs or from: DBS, PO Box 110, Liverpool, L69 3EF.

Government Department Lists

The DBS’s Standard Disclosure and Enhanced Disclosure include, where relevant, a check against Government department lists of people unsuitable for work with children and vulnerable adults eg. Department of Education and Skills’ List 99 or Department of Health’s protection of Children Act List (PoCAL)

Obtaining A DBS Disclosure

If you are offered the post, the Employee Services recruitment team will let you know what needs to be done.

If a Standard or Enhanced disclosure is required, you will be asked to sign a DBS Disclosure application form and to provide verification of your identity. You will receive a copy of the information the DBS discloses to the School.

Costs

The DBS charges a fee for each disclosure. Where the Disclosure is required by the School, the School will pay the fee.

The following sentences become spent after fixed periods from the date of the conviction (not the completion of the punishment).

| Sentence¹ | Rehabilitation Period People aged 17 or under when convicted | Rehabilitation Period People 18 or over when convicted |
|---|--|--|
| Prison sentences ² of 6 months or less | 3½ years | 7 years |
| Prison sentences of more than 6 months to 2½ years | 5 Years | 10 Years |
| Borstal (abolished in 1983) | 7 years | 7 years |
| Detention Centres (abolished in 1988) | 3 years | 3 years |
| Fines, compensation, probation ³ , community service/ community punishment orders, combination orders ⁴ , action plan, drug treatment and testing and reparation orders | 2½ years | 5 years |
| Absolute discharge | 6 months | 6 months |

The Crime and Disorder Act 1998 introduced a new custodial sentence for young people with different rehabilitation periods:

| Sentence | Rehabilitation Period People aged 12, 13 or 14 when convicted | Rehabilitation Period People aged 15, 16 or 17 when convicted |
|--|---|---|
| Detention and training order of 6 months or less | 1 year after the order expires | 3½ years |
| Detention and Training order of more than 6 months | 1 year after the order expires | 5 years |

With some sentences the rehabilitation period varies:

| Sentence | Rehabilitation Period |
|--|--|
| Probation ⁵ , supervision, care order, conditional discharge and bind-over. | 1 year or until the order expires (whichever is longer) |
| Secure training (abolished in 2000) and attendance centre orders | 1 year after the order expires |
| Hospital order (with or without a restriction order) | 5 years or 2 years after the order expires (whichever is longer) |
| Referral order | Once the order expires |

¹ Cautions, reprimands and final warnings become spent immediately

² Including suspended sentences, youth custody and detention in a young offender institution

³ For people convicted on or after 03.02.95. Probation orders are now called community rehabilitation orders

⁴ Combination orders now called community punishment and rehabilitation orders

⁵ For people convicted before 03.02.95