

## Job Description

<b>Department:</b>	P&C Education
<b>Division/Section:</b>	Behaviour and Inclusion Team
<b>Job Title:</b>	Deputy Alternative Provision Manager
<b>Post No:</b>	
<b>Grade:</b>	TBC
<b>Reports to:</b>	Alternative Provision Manager/ Behaviour & Inclusion Team leader
<b>Organisation Chart:</b> <b>Show immediate manager and any jobs reporting to this post.</b>	<div style="text-align: center;"> Alternative Provision Manager/Behaviour &amp; Inclusion Team leader     Deputy AP Manager     Early Intervention Family Workers x 5 Business Support x 1 </div>
<b>DBS Check applicable?</b>	Enhanced
	Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions? No
<b>Line Management responsibility for:</b>	No. of direct reports: 6 No. of indirect reports: 2
<b>Size of budget:</b>	Accounting for a budget of £1.145m for Alternative Provision and medical needs on behalf of the Local Authority alternative education provision.
<b>Job Purpose:</b>	To support and critically evaluate the quality assurance and monitoring statutory functions in Secondary and Primary schools within Peterborough to support the improvement of attendance and educational outcomes for those most vulnerable children and young people who are risk of exclusion or not receiving their full educational entitlement. Where appropriate, to broker, quality assure and monitor the budget for packages of individual support for those most vulnerable families and students.

## Main Duties and Responsibilities:

	<ul style="list-style-type: none"> <li>To champion the needs of vulnerable children and young people aged between 5 — 16 years old who have complex or severe needs and who are at risk of failing to achieve full participation in learning.</li> </ul>
	<ul style="list-style-type: none"> <li>To promote a culture of inclusion and ensure that good practice standards are upheld by providing advice and constructive challenge as required to ensure that provision and quality assurance arrangements support the improvement of educational outcomes so that:</li> <li>All students have access to a relevant curriculum that is appropriate for their needs and meets statutory and legal requirements</li> <li>Appropriate policies and protocols relating to young people who are at risk of failing to achieve full participation in learning are in place</li> <li>Individual pupil focused plans are in place that have clear objectives for improved attainment</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>Undertaking school Internal Alternative Provision audits as required helping schools to improve quality of Inclusion and provision offered and behaviour management tools used</li> <li>Implement packages of support and monitor the progress of plans to ensure that goals are being met.</li> </ul>
	<ul style="list-style-type: none"> <li>Oversight of AP and Medical Needs Budget on behalf of the Local Authority alternative education provision. Commission suitable alternative provision for students without suitable mainstream provision.</li> <li>•</li> <li>Build successful professional relationships and have regular reviews with alternative providers to keep up to date with service offer and changes.</li> <li>Ensure all commissioning is recorded and funding is tracked and monitored include ensuring appropriate and correct purchase orders are raised in line with LA governance.</li> <li>Review provision provided to look at impact of support and gain feedback around success and evaluate extension requests.</li> <li>Lead on all PCC Quality Assurance of new alternative providers to ensure that they meet the required standards to be placed in the local authority directory and keep record of annual reviews for Peterborough providers to carry out annual checks ensuring that provision remains suitable, and all safeguarding checks and policies are up to date. Actively seek new providers that may be suitable to go into the directory to ensure that the ongoing demand of provision is met and Lease with Cambridgeshire local authority as required due to shared directory.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with schools to increase levels of confidence and develop their knowledge and understanding of evidenced based tools/skills/methodologies that can be used to effectively manage pupils at risk of exclusion or finding mainstream education challenging. Act as point of contact for schools to provide support and guidance with regards to process around suspensions, permanent exclusion, managed moves, medical needs, behaviour support and reduced timetables.</li> </ul>
	<ul style="list-style-type: none"> <li>• To support and facilitate the Peterborough Behaviour Panel and to liaise with and assist other professionals and partner agencies to ensure pupils have their needs identified; any underlying difficulties associated with the emotional and behavioural or learning needs of a student are fully understood and appropriate levels of support and educational provision are secured. Ensure records of support are recorded and actions followed up. Deputise for AP Manager to chair behaviour panel, line manager BIO's and oversee the smooth running of the Behaviour &amp; Inclusion team.</li> </ul>
	<ul style="list-style-type: none"> <li>• To attend and participate in Fair Access Panel (FAP), Multi-Agency Support Group (MASG), Child Missing in Education/Not in Education, Employment or Training (CME/NEET) and other strategic meetings as required. To lead and liaise on all communication with MASG for B&amp; I cases - Provide bi-weekly feedback to MASG as required to ensure no overlap in service offer in respect of family support. Attend regular Targeted support update meetings to ensure knowledge of local offer and services or support is kept updated.</li> <li>• Training - Induction of new starters to the PCC Behaviour and Inclusion Team</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent the Local Authority at school exclusion hearings to ensure that all statutory processes and procedures are adhered to. Allocate support at hearings as required. Support with Independent Review Panels and liaise with Richard Barnes Academy to have a joined up working approach around Local Authority 6th day provision ensuring that support is in place and information received from schools within statutory time scales.</li> <li>• Support Alternative Provision Manager with Governor Training as required and offer support and cover as his deputy when needed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Direct liaison with schools and parents to ensure that all statutory functions with regard to inclusion are being met and that every opportunity to support a young person to re-engage back into education are explored.</li> </ul>
	<ul style="list-style-type: none"> <li>• Oversee the workload of the Peterborough Behaviour &amp; Inclusion Officers and to provide support, coaching and development of management skills and oversee case allocation and workload capacity for Early Intervention Family Workers providing daily managerial support, supervision and advice when needed. Line Manage Business Support Officer to ensure that all information is recorded sufficiently, finances are kept updated and time sheet authorised as required. Provide cover when needed. Co-ordinate Team meeting and weekly support and deputise to lead these in Alternative Provision Manager absence.</li> <li>• Support Alternative Provision Manager with Recruitment, Interviews and candidate selection, liaise with HR as required and arrange Induction programme/training for all new starters with regular check in and support in first few weeks.</li> </ul>

	<ul style="list-style-type: none"> <li>• To ensure that Local Authority systems and school systems are regularly updated on the progress and impact of the interventions use with key events / milestones clearly recorded e.g., record of visits and meeting outcomes.</li> <li>• Data co-ordination and analysis for permanent exclusion and all other management information of Behaviour and Inclusion team data and present these then needed. Produce annual statistics for overall team performance.</li> <li>• Team DSL Lead for all safeguarding matters – supporting the Behaviour Inclusion Officers and Early Intervention officers with advice and escalation process and ensuring that best practice is followed, and actions recorded.</li> <li>• To deputise for the PCC Alternative Provision Manager and cover for Behaviour Inclusion Officers when needed to support with Managed Moves, Medical Needs and Reduced Timetables.</li> </ul>
<b>Generic Responsibilities:</b>	<p>To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.</p> <p>To comply with all Health &amp; Safety at work requirements as laid down by the employer.</p> <p>The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.</p>
<b>Flexibility Clause:</b>	Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.
<b>Variation Clause:</b>	<p>This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the post-holder.</p> <p>In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.</p>

**DATE: 25/09/2023**

**COMPLETED by** Jason Wing

Version: 1	Date Issued: September 23	Review Date:
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## Person Specification

**JOB TITLE:**

**Senior Behaviour  
and  
Inclusion Officer**

**POST NO:**

**GRADE:**

**DEPARTMENT:**

**Learning  
Directorate**

**HOURS**

**/DIVISION:**

**DIRECTOR:**

**/DATE:**

**COMPLETED BY:** Jason Wing

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Good understanding and knowledge of relevant evidenced based strategies including, but not limited to, SEND and Social, Emotional and Behavioural Difficulties, restorative approaches and therapeutic interventions.</li> <li>• Good understanding and experience of the curriculum and school organisation to support the personalisation approach to the curriculum to meet the student's needs.</li> <li>• Knowledge of local and regional services for children, young people and families A practical and up-to-date knowledge of relevant legislation, statutory guidance and LA exclusion procedures</li> <li>• Knowledge of how schools, LA and partner organisations are organised and governed. Understanding of other professionals and how to contact them for consultation or referral</li> </ul> <p>Knowledge of but not restricted to Behaviour &amp; Inclusion team processes to include Behaviour Panel, alternative</p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of how Multi Academy Trusts are structured</li> </ul>

	provision commissioning and quality assurance, budgets and finance, managed moves, medical needs, reduced timetables, 6th day provision, permanent exclusions, IRP process and timescale guidelines. Escalation processes for safeguarding matters.	
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>• Strong communication skills with diplomacy. Proven ability to effectively deal with conflict and high-pressure situations</li> <li>• Problem solving skills: diagnosing problems</li> </ul> <p>Ability to prioritise and manage conflicting demands/ work related pressures to meet timescales.</p>	<ul style="list-style-type: none"> <li>• Ability to promote the value of the service and inspire the confidence of senior managers and teaching staff in secondary schools.</li> </ul>

	<ul style="list-style-type: none"> <li>• Proven ability to establish successful relationships with children, young people and families</li> <li>• Encourage and support children, young people and families to work with other practitioners to facilitate positive outcomes</li> <li>• Ability to champion the needs of a child, young person or family taking on the lead professional role ensuring a co-ordinated and timely response</li> <li>• Advocacy skills appropriate to the child, young person and family, taking into account understanding, context and the child or young person's age</li> <li>• Able to collect and analyse information; to identify source and levels of risk; able to assess appropriate level of intervention and means of resolution</li> <li>• Proven ability to establish effective and professional relationships with colleagues and partners</li> <li>• Ability to work with other practitioners to deliver effective, evidenced based interventions and support in a timely manner</li> <li>• Administrative skills: able to keep accurate written records; adopt good administrative practice/ systems; keep accurate data/use management systems maintained</li> </ul> <p>Flexibility in identifying and responding to emerging issues.</p>	<ul style="list-style-type: none"> <li>• Proven ability to manage and influence change</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Previous experience of working with families with complex needs</li> <li>• Experience of making decisions about actions to take in response to information gathered about a family</li> <li>• Experience of generating information for performance management and evaluating service quality</li> <li>• Experience of the curriculum and school organisation to support the personalisation approach to the curriculum to meet the student's needs.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Proven experience and ability to understand and translate knowledge of evidenced interventions into effective practice</li> <li>• Experience of working with other practitioners to deliver effective, evidenced based interventions and support in a timely manner</li> <li>• Management experience to be able to lead, coach and develop a team to deliver successful outcomes</li> <li>• HR experience with regards to recruitment, interviews and performance management</li> </ul>	
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Key Skill Level 4: NVQ level 4 or equivalent; including professional qualification or significant level of experience</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• To be adaptable to the working needs of the team and flexible when required</li> </ul>	
<b>EQUALITY</b>	Candidates must demonstrate understanding of acceptance and commitment to the principals underlying equal opportunities. (A & I)	
<b>CUSTOMER CARE</b>	Knowledge and understanding of effective customer care (A & I)	

*[ At the end of each criteria the following codes are used to indicate how the criteria will be assessed:*

*(AI) Application / Interview, (P) Presentation, (W) Written Test.]*

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