**Job description: Adapted Provision lead/ Deputy DSP**

Larwood Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Job details**

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| Grade and salary |  |
| Hours/weeks | 37 hours 52 weeks |
| Contract type | 6 months Probationary before permanent |
| Reporting to |  |
| Responsible for | N/A |
| Last updated | 12th December 2023 |

**Main purpose**

Hive lead, creating schemes of work for Senco support, deputy safeguarding person and responsible for school transport. To also be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.

**Duties and responsibilities**

Aims and purpose of the job: **Hive Lead**

* Creating the bespoke timetable for the students within the Hive.
* Day-to-Day timetable.
* Managing staffing and organises and leads a weekly staff meeting.
* Managing behaviours within the Hive when they need to be escalated.
* Creating and making sure all pupil files and records of the Hive Journey is up to date.
* Doing schemes of work for 2 classes that are within the Hive.
* Reviewing the referrals that have been sent to the hive.
* Implement and monitor progress of action plans, working with parents/carers to make adjustments to support as necessary.
* Develop a holistic approach to meeting Social, Emotional and Mental Health

needs, enabling learners to make good progress by working with teachers,

other support staff, families and external agencies.

* Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.
* Establish therapeutic relationships with students and interact with them

according to individual needs.

* Promote the inclusion and acceptance of all students.
* Set challenging and demanding expectations and promote self-esteem and

independence.

* To help students develop resilience and independence, both learning in lessons

and forming positive relationships with peers and staff.

* To develop and enhance expertise in supporting students with complex social,

emotional and mental health needs by attending training and working alongside

relevant internal and external professionals such as psychologists and

therapists.

* To provide support in the delivery of specialist interventions, taking a lead

where appropriate.

* To sustain an active engagement with families of designated students to help

them explore issues and make changes in areas that may be affecting their

child’s learning and development. This may involve home visits.

* To track the progress of students with Social, Emotional and Mental Health

needs using the available data and monitor the impact of interventions, sharing

this with the SENCo and other relevant professionals.

* Delivering and monitoring short term interventions to disengaged and disaffected learners
* Supporting pupils with the process of improving their behaviour and where necessary reintegration
* Guiding and supporting assigned pupils in achieving their personalised behavioural and learning targets

**Gold Group Tutor & Unqualified Teacher**

* Establish therapeutic relationships with students and interact with them according to individual needs.
* Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.
* Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.
* Promote the inclusion and acceptance of all students.
* Encourage students to interact with others and engage in activities.
* Set challenging and demanding expectations and promote self-esteem and independence.
* To help students develop resilience and independence, both learning in lessons
* Being the first port of call for your students’ parents/carers. Weekly updates to parents, parents evenings
* Supporting students with their timetables.
* Keeping track of student’s progress by writing termly reports and marking all student’s work
* Preparing all lessons and student timetables.
* Transitioning students from the Hive to the main school building when ready.
* Provide feedback to students in relation to progress and achievement.
* Create and maintain a purposeful, orderly and supportive secure base/form

room, in accordance with lesson plans and assist with the display of students’

work.

* Use strategies, in liaison with teaching staff and therapists, to support students

to achieve learning goals.

* Provide detailed and regular feedback to teachers on students’ achievement

and progress.

* Promote good student behaviour, dealing promptly with conflict and incidents

in line with established policy and encourage students to take responsibility for

their own behaviour.

**Support for the Curriculum**

* Undertake structured and agreed learning activities/teaching programmes,

adjusting activities according to student responses.

* Undertake programmes linked to local and national learning strategies, e.g.

literacy and numeracy, recording achievement and progress and feeding back

to teachers.

* Support the use of Information Technology in learning activities and develop

students’ competence and independence in its use.

* Prepare, maintain and use equipment/resources required to meet the lesson

plans/relevant learning activities and learning needs and assist students in their

use.

**Senco Support for the school and Deputy DSP**

* Supporting the SENCO and making referrals
* Being involved in CIN, CP and TAF Meetings with other external professionals.
* Supporting students 1:1 and supporting their families. Making calls to them and having regular meetings with parents.
* Safeguarding visits to our most vulnerable students.
* Creating part time plans for the part time students within the school. Working alongside SLT to review part time students.
* Line manage support staff.
* Responsibility for safeguarding children and child protection (including online safety) ensuring that the school is meeting its legal statutory requirements as laid out in Keeping Children Safe in Education.
* To be responsible for liaising with local statutory children’s services and agencies and with the key local Safeguarding partners. Taking part in discussions and inter agency meetings to contribute to the assessment of children.
* To manage internal and external referrals. To provide support, advice, and guidance to other staff on child welfare, safeguarding and child protection matters.

**Professional learning and development**

* To be a reflective practitioner, evaluating and improving own practice in order

to take teaching and learning forward.

* To contribute to both school’s developments by sharing professional learning,

expertise and skills with others, and participating in collaborative learning

opportunities.

* To take full advantage of any relevant training and development available and

undertake any necessary professional development as identified in the School

Development Plan and the performance management process.

* To take responsibility for personal professional development to inform and

extend professional practice to secure improvements in teaching and learning.

* To undertake any other task deemed appropriate by the Headteacher.

**School Support**

* Liaising with Transport Companies on a daily basis.
* Liaising with Hertfordshire County Council regarding student transport.
* Filling out forms for new and part time students.
* Liaising with the SEN Officer regarding any change in students timetable.
* Meetings with Herts County Council.

This post is classed as having a high degree of contact with children or vulnerable

adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced

disclosure will be sought through the Data and Barring Service (DBS) as part of Larwood Academy Trust’s pre-employment checks

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| --- | --- | --- | --- |
| Criteria | Essential | Desirable | Assessment |
| GCSE grade C or Level 2 equivalentfunctional skills in English and Maths | ✓ |  | Application formand certificates |
| Foundation degree or Level 5 relevantqualification/skills |  | ✓ | Application formand certificates |
| Experience of working with youngpeople with Social, Emotional andMental Health difficulties and/orchallenging behaviour | ✓ |  | Applicationform/interviewquestion |
| Experience of working with studentswith a range of Special EducationalNeeds such as ADHD and ASD. | ✓ |  | Applicationform/interviewquestion |
| Confidently give clear boundaries (Follow the Herts Steps training) |  | ✓ | Application form/ Interview question |
| Understanding of alternative andtherapeutic interventions for studentprogression | ✓ |  | Applicationform/interviewquestion |
| Excellent classroom and behaviourmanagement skills. | ✓ |  | Interview task |
| An ability to understand the principlesof learning processes and in particularbarriers to learning | ✓ |  | Applicationform/interviewquestion |
| The ability to work effectively as partof a team, but also to use initiativewithin the guidelines set by teachingstaff with tact and diplomacy | ✓ |  | Applicationform/interviewquestion |
| The ability to recognise and besensitive to the individual needs ofstudents | ✓ |  | Interview question |
| Evidence of proficient InformationTechnology skills and the confidence and willingness to use and developthem |  | ✓ | Applicationform/interviewquestion |
| Effective and professionalcommunication skills with the ability toengage young people. | ✓ |  | Applicationform/interviewquestion |
| A willingness to increase ownknowledge and understanding ofteaching and learning. |  | ✓ | Interview question |
| Highly adaptable and flexible. | ✓ |  | Interview question |
| Ability to work in a way that promotesthe safety and wellbeing of students. | ✓ |  | Applicationform/interviewquestion |
| Current driving licence and owntransport. | ✓ |  | Applicationform/interviewquestion |

As part of Larwood Academy Trust’s pre appointment checks, current

and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at

interview with shortlisted candidates.

*Any other duties or reasonable instructions that are appropriate to the level of the post.*