

## Job Description

<b>Post Title</b>	Personal Learning Centre and Internal Exclusions Officer
<b>Reporting to</b>	Deputy Headteacher(s)
<b>Liaising with</b>	Heads of Year, Pastoral Managers, SLT, Student Mentors, Governors and external agencies as appropriate
<b>Working</b>	Full Time
<b>Salary/Grade</b>	Scale 5
<b>Disclosure Level</b>	Enhanced
<b>MAIN DUTIES / RESPONSIBILITIES</b>	
<b>Main Purpose of the job</b>	<ul style="list-style-type: none"> <li>To be responsible for the management of the Personal Learning Centre (PLC) and Internal Exclusions</li> <li>To help students overcome their barriers to learning in the PLC</li> <li>Establish productive working relationships with students, acting as a role model</li> <li>Co-ordinate the students' work and ensuring work is set and completed</li> <li>To support the development of procedures and processes to enhance the delivery of the provision to meet the needs of the school in liaison with the Deputy Headteacher</li> <li>To work with students in managing their behaviour and improving learning skills to enable them to access education and achieve their full potential</li> <li>To provide analysis of key data for Senior Leadership Team relating to the internal exclusion sanction and its effectiveness within the Behaviour Management System</li> <li>To play a substantial role in supporting students who display challenging behaviour in managing and improving their conduct.</li> </ul>
<b>Key Responsibilities</b>	<ul style="list-style-type: none"> <li>To liaise with the Heads of Year, Pastoral Managers, Student Mentors, and other relevant stakeholders to trigger relevant interventions</li> </ul>

	<ul style="list-style-type: none"> <li>● To initiate activities within the PLC which ensure students have a sound understanding of their actions and the consequences of their actions</li> <li>● To assess the needs of students and use detailed knowledge and specialist skills to support and develop their behaviour for learning</li> <li>● To work within the school's behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence</li> <li>● To provide information and advice to enable students to make choices about their own learning, behaviour and attendance</li> <li>● Support students to overcome barriers to learning in the PLC and with in-class support</li> <li>● To establish an appropriate learning environment to support learning</li> <li>● To work with students in the PLC to ensure that they are on task and able to access necessary resources.</li> <li>● Monitor the targets with students to review success</li> <li>● Work with departments to ensure the PLC is appropriately resourced</li> <li>● Undertake daily admin tasks to enhance documentation and record keeping and manage information sharing with staff to feedback on conduct and work ethic</li> <li>● Actively support staff in dealing with students with challenging behaviour and participate in leading in-school training sessions.</li> <li>● Promote restorative practice and language in the PLC and in working with students</li> <li>● Build the confidence and social skills of students to enable them to become successfully integrated members of the School community.</li> <li>● Liaise with parents and appropriate staff to achieve successful reintegration.</li> <li>● Contribute to achieving our targets to reduce exclusion and improve attendance</li> <li>● Take an active part in the school's performance management procedures</li> <li>● Undertake any necessary training associated with the duties of the post</li> <li>● Maintain confidentiality at all times and observe GDPR guideline</li> </ul>
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	<ul style="list-style-type: none"> <li>● To be responsible for arranging cover of the unit during lunch break and/or planned absence</li> </ul>
Support for Students	<ul style="list-style-type: none"> <li>● To support a whole school approach to behaviour management to optimise outcomes for all students.</li> <li>● Lead on the Personal Learning Centre provision across both sites.</li> <li>● Ensure incidents are completed correctly and logged on Bromcom as appropriate to each incident and that any actions are followed through, monitoring these for report to the other pastoral team members</li> <li>● Monitor/analyse the patterns of behaviour to ensure the effectiveness of the behaviour strategies adopted by the school discussing incidents as appropriate.</li> <li>● Manage the supervision of students excluded from, or otherwise not working to, a normal timetable</li> <li>● To work with individuals and small groups in order to promote the emotional well-being of students identified as having or at risk of developing behavioural difficulties.</li> <li>● To work proactively with new students (in-year admissions) ensuring they understand the ethos and values of Alperton Community School.</li> <li>● To assist in identifying early signs of disengagement using ATL data and contribute to specific interventions to encourage re-engagement.</li> <li>● To develop and maintain effective and supportive relations with students and those engaged with them.</li> <li>● Challenge and motivate students, promote and reinforce self-esteem</li> <li>● Provide feedback to students in relation to progress, achievement, behaviour, attendance</li> <li>● To assist in the development, implementation, review and evaluation of behavioural improvement and support plans.</li> <li>● To contribute to the identification and sharing of good practice.</li> <li>● To provide advice, data information and resources to internal professionals in order to assist them in managing individual and group behaviour.</li> <li>● Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality</li> </ul>



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	<p>and data protection, reporting all concerns to the appropriate person</p> <ul style="list-style-type: none"> <li>• Be aware of, and promote diversity and ensure all students have equal access to opportunities to learn and develop</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• To give feedback on the progress of students who have been placed in PLC to relevant external agencies, staff and parents/carers.</li> <li>• To carry out general administrative duties e.g. completion of standard forms, respond to routine correspondence.</li> <li>• To respond to face-to-face, telephone and email enquiries with all staff and outside agencies.</li> <li>• To log all students who enter the PLC onto Bromcom and track trends so intervention can be put in place.</li> <li>• To play a major role in initiatives and projects that may arise during the year.</li> <li>• To undertake research and obtain information to inform decisions.</li> </ul>
<b>General Responsibilities</b>	<ul style="list-style-type: none"> <li>• Attend regular team meetings with staff</li> <li>• Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.</li> <li>• Be aware of and promote diversity and ensure all students have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos and aims of the school</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend relevant meetings as required</li> <li>• Participate in training and other learning activities and performance management as required</li> <li>• Assist with the supervision of students out of lesson times, including before and after school times and at lunchtime when appropriate</li> <li>• Accompany teaching staff and students on visits, trips and out of school activities as required</li> <li>• Assist with exam invigilation when necessary</li> <li>• To be aware of and ensure equal opportunities for all.</li> <li>• To appreciate and support the role of other professionals.</li> <li>• To establish constructive relationships and communicate with other agencies/professionals.</li> </ul>



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	<ul style="list-style-type: none"> <li>To attend and participate in relevant training, pastoral meetings and performance development as required.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>The post holder will be subject to performance objectives, which will be agreed and reviewed annually.</li> <li>The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.</li> <li>The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.</li> <li>The person undertaking this post is expected to work within the policies, ethos and aims of Alperton Community School.</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.</li> </ul>

<b>Other Specific Duties</b>
<ul style="list-style-type: none"> <li>Continue personal development as agreed.</li> <li>Engage actively in the performance review process.</li> <li>Undertake other duties, commensurate with the status of this post, as may become necessary and as discussed and agreed with the post-holder.</li> <li>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</li> <li>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</li> <li>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</li> <li>ACS will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</li> </ul>
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>

## Health & Safety Responsibilities

1. All employees have the responsibility:
2. To comply with safety rules and procedure laid down in their area of activity
3. To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work
4. To use protective clothing or equipment as may be provided



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5. To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
6. To co-operate with the Headteacher in the fulfilment of the objectives of Alperton Community School's Health and Safety policies

POST HOLDER

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SIGNED

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DATE

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## Person Specification

TRAINING & QUALIFICATIONS	Essential	Desirable	Application	Interview	Reference
1. Relevant training for working with young people aged between 11 – 19.	◇				
2. GCSE C grade or higher (or equivalent) in Maths and English.	◇		◇		
3. Evidence of training and/or qualifications which reflect appropriate communication / educational skills e.g. NVQ Level 3 or equivalent.		◇	◇		
4. Evidence of higher education e.g. Degree.		◇	◇		

EXPERIENCE	Essential	Desirable	Application	Interview	Reference
5. Experience of working with young people aged 11 – 19.	◇		◇	◇	◇
6. Proven track record of successfully working with disaffected young people.	◇		◇	◇	◇
7. Experience of working in a secondary school setting.	◇		◇	◇	◇
8. Experience of assisting students with their learning.	◇		◇	◇	◇

ABILITY/SKILLS AND ABILITIES	Essential	Desirable	Application	Interview	Reference
9. An ability to communicate effectively with teachers, students, parents and multi-agencies.	◇		◇	◇	◇
10. An ability to work autonomously and as part of a team.	◇		◇	◇	◇



11. Good organisation, time management, communication and interpersonal skills	◇		◇	◇	◇
12. Good research and planning skills	◇		◇	◇	◇
13. Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information.	◇		◇	◇	◇
14. The ability to liaise with and gain the confidence of all school staff.	◇		◇	◇	◇
15. A clear understanding of the factors which lead to educational disaffection in young people.	◇		◇	◇	◇
16. Knowledge and understanding of strategies to remove barriers to learning in young people.	◇		◇	◇	◇
17. Knowledge of the range of additional support/agencies available for students.		◇	◇	◇	◇
18. Good ICT skills.	◇		◇	◇	
19. The ability to work flexibly.		◇	◇	◇	
20. Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life.	◇		◇	◇	
21. The ability to find creative and imaginative solutions to problems.		◇	◇	◇	
22. The ability to produce detailed, concise evaluative reports.	◇		◇	◇	



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Legal Requirements					
23. Fully Enhanced DBS clearance is required.	◇		◇	◇	



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