

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE:	Partner School Coordinator
RESPONSIBLE TO:	Senior Project Coordinator (NU Transitions)
RESPONSIBLE FOR:	N/A

JOB SUMMARY:

To be based at one of the Foundation’s partner schools (George Stephenson) to deliver a wide range of targeted interventions across the school to students with a range of needs.

To ensure that all service level agreement objectives are met through strategic planning, excellence in delivery, strong working relationships and monitoring and evaluating all aspects of the provision.

Our vision is to support the schools to operate safe, calm and orderly intervention groups where learning is often project-focussed, delivering a personalised curriculum that develops key skills, such as problem solving, collaborative working, leadership, confidence and communication skills.

MAIN DUTIES:

Direct or Indirect responsibility

Duties/Responsibilities	D/I
Leading learning;	
<ul style="list-style-type: none"> To plan and deliver appropriate learning sessions to groups of students, from different backgrounds, ages and with a variety of behavioural, social, emotional and mental health needs. 	D
<ul style="list-style-type: none"> To prepare appropriate, engaging and creative resources to support learning. 	D
<ul style="list-style-type: none"> To measure progress of students and report to parents/carers and other organisations. 	D
<ul style="list-style-type: none"> To support a number of students as a mentor, providing appropriate and supportive 1-2-1 interventions as appropriate. 	D
Ensuring an appropriate and orderly learning environment;	
<ul style="list-style-type: none"> To create an engaging and young person-centred learning environment. 	D
<ul style="list-style-type: none"> To manage the daily operation of the learning environments. 	D
<ul style="list-style-type: none"> To engage with parents as and when required. 	D
<ul style="list-style-type: none"> To liaise and communicate with staff across the whole school in regards to students progress, successes and challenges. 	D
<ul style="list-style-type: none"> To work in accordance with the staff handbook, code of conduct, risk assessments and safeguarding policy of both Newcastle United Foundation and the school. 	D
To be accountable for the attendance, behaviour and safety of the young people referred to the provision;	

<ul style="list-style-type: none"> To liaise and meet, where required, with parents/carers/ other agencies and providers to ensure students are prepared for any intervention they are referred onto. 	D
<ul style="list-style-type: none"> To develop and lead the communications with parents and carers and students from initial referral, and regular, timely and appropriate communication with home. 	D
<ul style="list-style-type: none"> To record, monitor and report young people’s attendance, in accordance with policy. 	D
<ul style="list-style-type: none"> To ensure the safeguarding of the young people who attend the provision, including reporting according to policy. 	D
<ul style="list-style-type: none"> To develop a clear conduct policy for interventions in line with school policy that enables students to work well together and ensure the safety and growth of all young people. 	D
<ul style="list-style-type: none"> To develop effective ways to assess measure, record, challenge, celebrate and report useful measures that demonstrate the young person’s journey from referral to completion of any intervention. 	D
<ul style="list-style-type: none"> Ensure that students taking part in the provision are doing so with no loss of academic attendance, progress or attitudes to learning and promote the importance of academic lessons alongside the football provision. 	D
<p>To communicate the challenges and successes of the group provision effectively;</p> <ul style="list-style-type: none"> To lead on the day to day active and positive promotion of the provision. 	D
<ul style="list-style-type: none"> To report to the designated school lead on referrals, student issues, student and staff matters, attendance, learning programmes and behaviour tracking. 	D
<ul style="list-style-type: none"> To work on a daily basis with individuals who support the smooth operating of the provision. 	D
<ul style="list-style-type: none"> To act as an advocate for the young person to ensure their voice is heard. 	D
<ul style="list-style-type: none"> To provide regular written feedback as required. 	D

PERSON SPECIFICATION

Essential or Desirable Requirement

Qualification/Education	E	D
<ul style="list-style-type: none"> Educated to degree level or equivalent 		D
<ul style="list-style-type: none"> Evidence of continuing professional development 	E	
<ul style="list-style-type: none"> Willing to undertake training on an ongoing basis 	E	

Experience	E	D
<ul style="list-style-type: none"> Experience of working in a school setting 		D
<ul style="list-style-type: none"> Experience of working with young people with social, emotional and mental health difficulties and vulnerable students 	E	D
<ul style="list-style-type: none"> Experience of working with hard to reach and disenfranchised families and communities 		D
<ul style="list-style-type: none"> Experience of working within a restorative framework 		D
<ul style="list-style-type: none"> Qualifications and training that can evidence enhance the above experience required 		D

<ul style="list-style-type: none"> • Experience of managing alternative learning environment 	E	D
<ul style="list-style-type: none"> • Experience of and adherence to working from a child/young person centred approach that recognises complex educational or social needs 	E	
<ul style="list-style-type: none"> • Experience of planning, delivering and evaluating a range of formal and informal learning to challenging and vulnerable students 	E	

Specialist Training	E	D
<ul style="list-style-type: none"> • Holder of QTS or QTLS 	E	D
<ul style="list-style-type: none"> • Behaviour management/de-escalation techniques 	E	
<ul style="list-style-type: none"> • Safeguarding 	E	
<ul style="list-style-type: none"> • First Aid 	E	

Aptitude or Skill	E	D
<ul style="list-style-type: none"> • Detailed knowledge of behavioural problems and challenges 	E	
<ul style="list-style-type: none"> • Able to communicate with staff and students 	E	
<ul style="list-style-type: none"> • Able to communicate with external agencies 	E	
<ul style="list-style-type: none"> • Capable of working unsupervised, using own initiative 	E	
<ul style="list-style-type: none"> • Strong collaborative and teamwork skills 	E	
<ul style="list-style-type: none"> • Commitment to working constructively as part of the wider school team 	E	
<ul style="list-style-type: none"> • Ability to work within time constraints and meet deadlines consistently 	E	
<ul style="list-style-type: none"> • Good interpersonal skills particularly leadership and team building 	E	
<ul style="list-style-type: none"> • A broad understanding of IT computer systems, applications and operating systems 	E	
<ul style="list-style-type: none"> • Ability to work flexibly when required 	E	
<ul style="list-style-type: none"> • Expert knowledge of a range of strategies in relation to alternative educational experience. 		D

Personal Characteristics	E	D
<ul style="list-style-type: none"> • Commitment to the mission, aims and values of the Foundation 	E	
<ul style="list-style-type: none"> • Determined 	E	
<ul style="list-style-type: none"> • Passion for helping pupils learn 	E	
<ul style="list-style-type: none"> • Desire to maintain up to date qualifications 	E	
<ul style="list-style-type: none"> • An understanding of and commitment to equality and diversity 	E	

Special Terms

Special Conditions
39 hours per week, term time only, plus 12.5 days during school holidays as directed by the Foundation at the start of each school year.
Working in different locations
This post will be based at one of the Foundation's Partner Schools in Newcastle or North Tyneside.

In addition to these functions, employees are required to carry out such other duties as may reasonably be required.

GENERAL STATEMENT

All employees of the Foundation must at all times carry out their responsibilities with due regards to all policies and procedures and in particular health and safety, confidentiality and data protection.

SAFEGUARDING & WELFARE STATEMENT

The Foundation is committed to the safeguarding and welfare of all children, young people and adults at risk of harm and requires all staff, volunteers and others associated with the Foundation to share and endorse this commitment.

If a role requires a CRC at Standard or Enhanced level (which may include checks against the Barred List), it is exempt from the Rehabilitation of Offenders Act (1974). Therefore all convictions, including all spent convictions that may not be subject to filtering by the disclosure should be declared on the documents provided as part of the recruitment process.

EQUALITY STATEMENT

The Foundation is also committed to equality and diversity and believes in equal opportunities for all. We require all staff, volunteers and others associated with the Foundation to share and endorse this commitment.

You are required to ensure a positive attitude towards equality and diversity at all times. You must ensure that you treat others fairly and with respect. Your behaviour must align to the principles of equality as outlined in the Foundations equality policy. You must not commit any form of direct or indirect discrimination, victimisation or harassment of any description and must promote positive working relationships between all internal and external stakeholders.

DECLARATION

I acknowledge receipt of this job description. I have read, understood and agreed the terms outlined above. I understand that I must adhere to the requirements of this role for the duration of my employment. I further acknowledge and understand that the requirements of this role will change and evolve over time and that I must adhere to the requirements of the role as they apply from time to time. I also acknowledge and agree that I may be issued with an alternative job description to reflect my role as it changes over the course of my employment.

Following an offer, and acceptance, of employment I acknowledge and agree that I may be added to one or many of the different software system providers that the Foundation uses (which may change from time to time) in order to administer my employment, to facilitate my role and my employee benefits and for the purposes of effective communications.

Employee Name: _____

Signature: _____ **Date:** _____

LM Signature: _____ Date: _____

HOD Signature: _____ Date: _____

HR Signature: _____ Date: _____