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Description automatically generatedJob and Person Profile (JPP)**

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| **Job details** | |
| **Job title** | Alternative Tuition Service Primary Lead (Numeracy Coordinator) |
| **Job Reference** | 17627 |
| **Grade and Salary** | MPS/UPS + TLR and SEN allowance (Teachers Pay and Conditions) |
| **Service and Team** | Inclusion, Specialist Education Services, Alternative Tuition Service |
| **Location** | Countywide |
| **Hours per week** | 22.2 |
| **Status** | **Permanent** |
| This role may offer the following flexible working options | * *Working part time hours (eg different hours/days to those advertised)* * *Job sharing* * *Working compressed hours (eg a nine-day fortnight)* * *Term time working (including partial term-time working)* * *Use of flexitime / time off in lieu* * *Hybrid working options, including some home working* * *Working from different Council buildings* * *Working adjusted core hours (eg starting later and finishing later or other patterns)* |

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| **About us** |

As a modern and effective council, we understand the importance of being flexible and well-connected in the ways we work. We focus our ambitions on doing what’s right for people, our partners and our communities - both now and for the future.

That’s why, as one of the largest employers in Suffolk, we believe in empowering everyone. Through career variety and collaborative working, accessible career paths and professional development.

The support and care we offer encourages and enables you to be the best you can be. To make a meaningful impact on the world around you. To achieve a unique sense of pride in what you do, why you do it and where. **Reimagine the possibilities.**

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| **Main purpose of the job** |

The main purpose of this post is to contribute to the delivery of teaching and learning as part of the Alternative Tuition Service. This will include medical and complex casework for young people unable to access mainstream school due to evidenced medical issues, or exclusion, awaiting integration back into mainstream or transfer to alternative or specialist placements. In particular the post will focus on providing advice and guidance to the whole team regarding Numeracy across the key stages and focussing on the leadership of Primary provision.

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| **About the team** |

Our service works with vulnerable children who are either medically unfit to attend school, are permanently excluded or are awaiting a specialist placement. You will be joining a dynamic team of inspirational staff and will need to be flexible, creative and resilient, able to work independently and as part of the team. The service provides a high quality of education for pupils who experience a range of needs, often complex.

The team is a supportive and collaborative group of experienced teachers, who put pupil needs and voice at the centre of everything they do.

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| **What you will be expected to deliver in the role** |

**Day to day tasks may include:**

* Establish and maintain good working relationships with other professionals within your work and with parents/carers and LA staff
* Prepare the learner ensuring that there is a planned induction so that a positive dynamic and positive learning is maintained
* Establish positive expectations for learning and behaviour in line with policies, processes and protocols
* Respond to the issues that may be affecting the young people’s ability to access the curriculum
* Participate in supervision of learners during curricular and non-curricular activities.

**Designing and delivering an appropriate curriculum by**:

* moderate and monitor lesson delivery in the curriculum area of Numeracy and ensure all CYP accessing the Alternative Tuition Service are offered high quality teaching in this area, consistently across the county. This will include lesson observations
* maintain an up-to-date knowledge of current research and developments in the curriculum area of Numeracy and disseminate this knowledge to the whole team, via CPD sessions where appropriate
* To work with the Service Lead and other co-ordinators to further develop online learning materials for Numeracy
* Responsible for the monitoring and progress of children in the curriculum area of Numeracy and Primary provision.
* Providing advice regarding assessment in the curriculum area of Numeracy
* providing guidance to the team about appropriate pathways for exams and tests for individual learners
* attending professional development and information /training events to ensure that quality professional development is maintained and kept up to date
* ensuring effective safeguarding practice and reporting arrangements and protocols (including online safety and Prevent) are adhered to.

Although this list provides examples of what you will be doing it’s not intended to be exhaustive, and you will have personal objectives linked to our People Plans and Strategies that will be discussed and agreed with your line manager when you start.

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| **Person Profile – what you will bring to the team** |

**Qualifications and professional memberships**

1. Qualified Teacher Status
2. Additional qualifications in SEND or special responsibility in teaching young people with SEMH (Desirable)
3. A commitment to your own further professional learning (Desirable)

**Values and personal qualities**

1. Demonstrates personal values and behaviours aligned to our corporate [WE ASPIRE](https://www.careers.suffolk.gov.uk/home/about/our-values) values
2. Passionate about making a positive difference for Suffolk

**Specialist knowledge skills and experience**

1. Proven good teaching skills in a mainstream school
2. Good knowledge in one or more core curriculum subjects
3. Knowledge of the demands of mainstream schools
4. The ability to model the effective teaching of learners who have experienced exclusion
5. Knowledge of effective approaches for supporting learners with young people with Special Educational Needs/Disabilities
6. Effective planning and organisational skills
7. Skills in assessing, evaluating, and monitoring children with SEND (SEMH)
8. Reflective practitioner
9. Proven good teaching skills in a mainstream, PRU, or a special school setting. (Desirable)
10. Proven skills in teaching and supporting children with SEMH (Desirable)
11. Good written and oral communication skills
12. Excellent interpersonal skills
13. Ability to work independently and within a team or group
14. Flexible working style
15. Ability to work closely with officers of the Local Authority, specifically within the Social Inclusion Team
16. Ability to work with other agencies, Parents and Carers.
17. A range of word processing skills (Desirable)
18. Successful teaching in a mainstream school
19. Successful teaching of learners with SEMH
20. Effective work with parents
21. Work with other agencies and LA professionals
22. Teaching the relevant age group in a mainstream school (Desirable)
23. Working within a PRU or special school setting (Desirable)
24. Experience of contributing to team and staff practice development. (Desirable)

**Additional requirements**

1. An enhanced level Disclosure and Barring Service check is required for this post. The post holder must show a commitment to safeguarding and promoting welfare of children, young people, and vulnerable adults
2. A commitment to inclusive practice
3. Non-judgemental commitment to improving the life chances of young people who can be challenging
4. Resourceful, resilient, and adaptable
5. Full driving licence or means of transport
6. An understanding of positive behaviour management and School Safe procedures
7. Ability to cope with stressful situations resolve challenging behaviour with solution focused strategies

If you think you have what it takes to be successful in this role, even if you don’t meet all the criteria, please apply. We’d appreciate the opportunity to consider your application.

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| **Travel requirements** |

You may need to operate across a wide and rural area, so it would be beneficial for you to either hold a full and current driving licence and have access to personal transport or meet the mobility requirements of the role through other reasonable and suitable means.

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| **Our values – WE ASPIRE** |



At Suffolk County Council our WE ASPIRE values set out the behaviours we expect from everyone in the organisation regardless of who they are, what their role or grade is or where they work.

The values have been developed through feedback and input from employees at the council and underpin how we go about our everyday work. They define us and help us to be the best we can be.

Visit our [**careers pages**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) for more information on our WE ASPIRE values.

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| **Our Customer Commitment** |

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In addition to our WE ASPIRE values, we also have a **Customer Commitment** which sets out a number of strong principles that help support high standards of customer service and care that we can all endeavour to consistently demonstrate.

For more information, view our [**Customer Commitment poster.**](https://sccrecruit.blob.core.windows.net/assets/SCC/Other-Docs/17.06.2020_%20CUSTOMER_COMMITMENT_POSTER.pdf)

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| **More information for recruitment applicants** |

We offer a fantastic working environment including diverse and active staff networks,

great flexible working options and many benefits, as well as the opportunity to improve the lives of Suffolk residents.

Visit the [**Suffolk County Council career website**](https://eoce.fa.em3.oraclecloud.com/hcmUI/CandidateExperience/en/sites/CX_3001/pages/11002) to learn more, including information about adjustments to recruitment processes, our interview schemes and other commitments to equality, diversity and inclusion.