CHAPEL GREEN SCHOOL

Job Title:	**Alternative Provision & Inclusion Support Worker**
Responsible to:	Headteacher; Deputy Heads; Lead DSL
Grade:	**Norfolk County Council Scale E 8-11**
Terms and Conditions:	Hours- 37hrs per week term time plus one week

Main Purpose of the Role

The Alternative Provision & Inclusion Support Worker will work as part of the school's Safeguarding and Pastoral Team to coordinate, monitor and support pupils who require Alternative Provision due to their individual educational, safeguarding, SEND, behavioural, attendance, wellbeing or engagement needs.
The postholder will act as a key point of contact for pupils accessing Alternative Provision within the school or through external Alternative Provision providers. They will work closely with the Designated Safeguarding Lead, SEND team, pastoral staff, attendance team, teaching staff, parents/carers, external providers and other professionals to ensure that pupils receive appropriate, safe and meaningful educational provision.
The role will involve maintaining regular oversight of pupils accessing AP, monitoring attendance, engagement, safeguarding and progress, ensuring appropriate information is shared, and identifying and escalating concerns promptly.
The postholder will help ensure that Alternative Provision is used as a purposeful and appropriately monitored intervention which supports pupils' educational, personal, social and future outcomes.

Roles and Responsibilities

1. **Alternative Provision Coordination and Support**

- Support the school in identifying pupils who may require Alternative Provision.
- Assist in assessing pupils' individual needs and identifying appropriate AP options in consultation with relevant school staff.
- Support arrangements for pupils accessing AP both **within the school and at external providers**.
- Act as a key link between the school, pupils, parents/carers and external AP providers.
- Ensure relevant pupil information is shared appropriately with AP providers in accordance with school procedures and data protection requirements.
- Support the smooth transition of pupils into and out of Alternative Provision.
- Maintain an up-to-date overview of pupils currently accessing AP, including the nature, location and purpose of their provision.
- Support the review of AP placements and contribute information regarding attendance, engagement, behaviour, safeguarding and progress.
- Identify concerns about the suitability, effectiveness or safety of a placement and report these promptly to the appropriate member of the senior leadership/safeguarding team.

2. **2. Safeguarding**

- Work under the direction of the Designated Safeguarding Lead and contribute to the school's safeguarding arrangements for pupils accessing AP.
- Maintain appropriate safeguarding oversight of pupils attending external AP placements.
- Ensure safeguarding information relevant to an AP placement is communicated to the appropriate professionals.
- Liaise with external providers regarding safeguarding concerns, attendance, incidents or changes in a pupil's circumstances.
- Ensure safeguarding concerns are reported promptly through the school's established procedures.

- Recognise indicators of abuse, neglect, exploitation, radicalisation, self-harm, bullying, missing education and other safeguarding risks.
- Maintain appropriate records of safeguarding-related information and communications relating to AP pupils.
- Participate in safeguarding meetings, case discussions and multi-agency work where appropriate.

- Ensure concerns about an external provider or placement are escalated immediately to the DSL or appropriate senior leader.

3. Attendance and Engagement Monitoring

- Monitor the attendance and punctuality of pupils attending AP.
- Maintain regular communication with external providers regarding attendance and engagement.
- Follow up unexplained absences promptly and ensure concerns are communicated to the appropriate school staff.
- Identify patterns of non-attendance, disengagement or reduced participation.
- Support the school in taking appropriate action where a pupil is not accessing their agreed provision.
- Maintain accurate records of AP attendance and engagement.
- Contribute to attendance and safeguarding meetings by providing up-to-date information about pupils accessing AP.

4. Pupil Support

- Develop positive and professional relationships with pupils accessing AP.
- Provide a consistent point of contact for pupils who may feel disconnected from their usual school environment.
- Check in regularly with pupils to discuss their wellbeing, attendance, engagement and experience of AP.
- Encourage pupils to communicate any concerns about their placement or support.
- Help pupils understand the purpose of their AP and the expectations associated with their placement.
- Support pupils to develop independence, confidence and positive engagement with education.
- Assist with reintegration into school or transition to another appropriate educational setting where this forms part of the pupil's plan.

5. External Provider Liaison

- Maintain regular professional communication with AP providers.
- Request and review appropriate attendance, progress, behaviour and safeguarding information from providers.
- Ensure concerns are communicated to the relevant school staff without delay.
- Support visits, reviews and quality assurance checks of external AP provision as required by the school.
- Contribute to assessing whether provision remains appropriate for individual pupils.
- Maintain professional relationships with external organisations while ensuring the school's safeguarding expectations are upheld.
- Support the school in ensuring that external provision meets agreed expectations regarding safeguarding, attendance, supervision and pupil welfare.

6. Internal Alternative Provision

Where AP is provided within the school, the postholder may:

- Support the organisation and delivery of individualised or small-group AP programmes.
- Provide a safe and structured environment for pupils who are temporarily unable to access their usual timetable.
- Support pupils with engagement, emotional regulation, behaviour and preparation for learning.
- Liaise with teaching and pastoral staff to ensure pupils continue to receive appropriate educational opportunities.
- Monitor pupils' participation and progress within internal AP.
- Support planned reintegration into mainstream or specialist provision where appropriate.

7. Administration and Record Keeping

- Maintain accurate and confidential records relating to pupils accessing AP.
- Keep appropriate records of attendance, communication, meetings, reviews, concerns and actions.
- Ensure AP records are updated regularly and are accessible to authorised staff.
- Assist with preparing reports and information for safeguarding, pastoral, attendance and senior leadership meetings.
- Maintain an accurate AP register/overview of current placements.
- Ensure documentation is completed in accordance with school procedures.
- Handle sensitive information appropriately and maintain confidentiality at all times.

8. Multi-Agency Working

- Work collaboratively with safeguarding, SEND, pastoral, attendance and senior leadership teams.
- Liaise with external professionals involved in supporting pupils, where appropriate.
- Contribute information to professionals involved in individual pupil plans and reviews.
- Attend relevant meetings and contribute factual information about pupils' AP arrangements.
- Support effective communication between the school and other agencies.

9. Safeguarding Office Responsibilities

As a member of staff based within the Safeguarding Office, the postholder will:

- Support the smooth day-to-day operation of safeguarding-related AP processes.
- Maintain confidentiality and professional boundaries at all times.
- Respond appropriately to safeguarding information brought to their attention.
- Ensure concerns are passed to the DSL or appropriate safeguarding professional promptly.
- Support the maintenance of accurate safeguarding and AP documentation.
- Contribute to a culture where pupils feel safe, listened to and supported.
- Understand that safeguarding takes priority over administrative or operational considerations.

Inclusion Support

- Support pupils who are unable to access their full timetable due to SEND, emotional wellbeing, anxiety, behaviour, safeguarding or medical needs.
- Assist in the implementation and monitoring of individual inclusion plans.
- Support pupils accessing bespoke educational packages.
- Work alongside teachers and pastoral staff to identify and reduce barriers to learning and engagement.
- Support pupils' successful reintegration into lessons, classes or school routines where appropriate.

Reduced and Bespoke Timetables

- Support the implementation and monitoring of reduced or flexible timetables.
- Maintain records relating to pupil attendance, engagement and progress whilst accessing bespoke packages.
- Contribute information towards reviews of reduced timetables and bespoke educational arrangements.
- Liaise with staff and families to ensure arrangements remain appropriate to pupil needs.

Family Liaison

- Develop positive working relationships with parents and carers.
- Act as a regular point of contact for families regarding attendance, inclusion arrangements and alternative provision.
- Support meetings with parents and professionals where appropriate.

Deputy DSL Responsibilities

- Undertake responsibilities as a Deputy Designated Safeguarding Lead when required.
- Support the management and recording of safeguarding concerns in line with school procedures.
- Attend safeguarding, child protection and professional meetings as directed.
- Liaise with external agencies under the direction of the DSL.
- Maintain accurate safeguarding records and documentation.

Person Specification		
Area	**Essential**	**Desirable**
	Essential • Experience of working with children or young people. • Experience of supporting pupils with additional needs, behavioural needs, safeguarding concerns or barriers to education. • Understanding of safeguarding and child protection. • Ability to build positive, professional relationships with vulnerable pupils • Excellent communication and interpersonal skills. • Ability to work calmly and professionally when dealing with sensitive or challenging situations. • Good organisational and administrative skills. • Ability to maintain accurate and confidential records. • Ability to work effectively with a range of professionals and external organisations. • Ability to recognise concerns and follow appropriate escalation procedures. • Commitment to promoting the safety, wellbeing and educational outcomes of pupils. • Experience of supporting children and young people with SEND. • Experience of working with vulnerable pupils and families. • Understanding of barriers to school attendance and engagement. • Ability to build positive relationships with parents, carers and external professionals. • Ability to maintain accurate, confidential records.	**Desirable** • Experience working in a school, Alternative Provision, SEND setting, safeguarding environment, pastoral team or similar setting. • Knowledge of Alternative Provision and the statutory responsibilities associated with AP. • Experience working with external education providers. • Safeguarding or child protection training. • Experience supporting pupils with complex needs. • Knowledge of attendance procedures and strategies for supporting persistent absence. • Experience of multi-agency working. • Understanding of SEND and Education, Health and Care Plans (EHCPs). • Experience supporting reintegration or transition between educational settings. • Deputy DSL training or willingness to undertake training. • Experience supporting pupils on reduced timetables or bespoke educational packages.

		• Understanding of Emotionally Based School Avoidance (EBSA). • Full driving licence and access to transport for visits to external providers.
Literacy Skills IT Skills	• Excellent communication, organisation and ICT skills • Absolute e-safety and discretion • Ability to research and access software specific to the role	Experience in research and use of software specific to the role
Interpersonal Skills	• Proven experience to assist with supporting and mentoring of other colleagues • Good practitioner who significant experience in training and development • Consistent positivity and enthusiasm for children and adults	Enthusiasm and energy Creativity and flexibility
Key Working Relationships	• Designated Safeguarding Lead and Deputy DSLs • Headteacher and Senior Leadership Team • Pastoral and behaviour teams • Attendance team • Teachers and support staff • Parents and carers • Alternative Provision providers • Local authority representatives • Social care and other safeguarding professionals • Other external agencies and professionals involved with individual pupils	
Qualities	• The postholder will work within the school's safeguarding, child protection, attendance, SEND, behaviour, health and safety, data protection and Alternative Provision policies and procedures. • The postholder will be expected to maintain high standards of confidentiality and professional conduct and to ensure that the welfare and safeguarding of pupils remains central to all aspects of the role. • The duties outlined above are indicative and may be amended in response to the changing needs of the school and its pupils. The postholder may be required to undertake other reasonable duties appropriate to the level and nature of the role.	
Personal Qualities	• Calm, approachable and emotionally resilient. • Compassionate and non-judgemental. • Highly organised and able to manage confidential information. • Reliable and consistent.	Driving licence and driving experience Experience to drive a school minibus (or willingness to develop this skill)

	• Able to build trusting relationships while maintaining professional boundaries. • Confident communicating with pupils, parents/carers, colleagues and external professionals. • Able to recognise when a concern needs to be escalated. • Flexible and able to respond to changing pupil needs. • Committed to safeguarding and improving outcomes for vulnerable pupils. • Able to maintain a child-centred approach while working within school policies and procedures.	

General Information

- The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- The working hours are negotiated individually.
- This job description may be subject to amendment or modification at any time after consultation with post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.