**WANDSWORTH BOROUGH COUNCIL**

**FRANCIS BARBER PUPIL REFERRAL UNIT**

**COORDINATOR of Pathways**

**(BEHAVIOUR, LEARNING AND TEACHING)**

**For the**

**PATHWAYS PROGRAMME**

Salary Scale: Inner London Qualified Teacher + T.L.R 2(2) £4779

(Full-time, temporary (fund related) post)

Pathways is a 1:1 programme for Secondary aged pupils with complex needs. It is based at the Westdean site of the Francis Barber PRU. Pupils are referred to the programme by Wandsworth Special Needs Department. Pupils have a variety of complex needs including being on the autistic spectrum. They have usually had significant difficulties within specialist units or special schools. The coordinator of the programme will be responsible for planning and supervising a n appropriate, individualised programme to help the pupil continue to make progress with their learning. S/he will also work closely with specialist professionals, Education Psychologists, SALT, CAMHS etc. S/he will be line managed by the Head of School Westdean who has overall responsibility for the work of Francis Barber with SEND pupils. Pathways is an interim provision and the coordinator will liaise with the pupil, parent, the SENco and the Special Needs Assessment Service to identify suitable specialist school provision and then assist with reintegration.

**Mission Statement**

**The work of all at Francis Barber is focused upon:**

**Inspiring**

**Supporting to Achieve**

Inspiring and supporting young people to achieve the best outcomes and engage with their futures by providing a second chance in education

**JOB DESCRIPTION**

The following responsibilities of the post are in addition to the duties of a teacher as set out in the Teacher’s Pay and Conditions Document

The Pathways coordinator is responsible for leading a team of staff including teachers, learning mentors and teaching assistants.

1. As a Coordinator at Francis Barber PRU contribute to the vision of the PRU and take a lead in achieving the actions in the School Improvement Plan relating to Pathways
2. Take responsibility for supporting and guiding all staff involved in teaching or supporting pupils with an EHCP.
3. Take responsibility for monitoring the behaviour, attendance and learning of pupils on the programmes.
4. Ensure a member of staff attends Team Around the Child (TAC) and other meetings with outside agencies.
5. Plan and supervise an appropriate, individualised programme for pupils on the Pathways programme.
6. Maintain entitlement to the National Curriculum by teaching pupils across the whole range from P levels to GCSE level and other external accreditations as appropriate.
7. Deliver a curriculum to ensure that the highest quality of learning and teaching is achieved and is focused upon the needs and aptitudes of each pupil, as targeted and monitored through their Individual Education Plan.
8. Enable cross-curricula development by planning approaches and providing activities that call upon, and contribute to, a knowledge and understanding of other subjects.
9. Develop and maintain clear record keeping systems so that pupil attendance, progress and achievement is monitored and regularly reviewed.
10. Ensure that the resources, both staff and equipment, are used effectively to maximise pupil engagement and progress.
11. Maintain an inventory of equipment for the Pathways Programme
12. Contribute subject specialised knowledge and practice to inform the assessment and identification of pupils’ needs.
13. Complete the necessary paperwork and conduct Annual Reviews of pupil statements
14. Complete reports as required to assist the PRU and SNAS with the placement of pupils and to inform parent/carers of pupil progress.
15. Manage the Pathways budget
16. Monitor the organisation of displays of pupils’ work is designed to promote learning and reflect the achievements of all pupils.
17. Ensure that the Health & Safety Policy is implemented and kept under review.
18. Participate and lead INSET to enable personal professional development and the development of the PRU, especially within the area of Special Needs
19. Participate in the LEA framework for the Performance Management of Teachers.

**Generic Duties and Responsibilities**

1. To comply with all the school’s codes of practice, policies and procedures, including the code of conduct, and those relating to child protection, data protection and health and safety.
2. To be committed to the promotion of equality, diversity and inclusion within the whole school community and maintain an awareness of the school’s equalities policy statement; to work to create and maintain a safe, supportive and welcoming environment where everyone is treated with dignity and their identity and culture are valued and respected; to report any instances of inappropriate behaviour or discrimination immediately.
3. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Keeping Children Safe in Education 2016 in relation to child protection and safeguarding children and young people as this applies to your role within the school.
4. To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post, as may be delegated by the Head.

Francis Barber PRU is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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**PERSON SPECIFICATION**

**Essential:**

1. Possession of QTS for teaching pupils aged 11-16
2. Evidence of the ability to work successfully and develop positive relationships with colleagues, parent and pupils.
3. An awareness of what constitutes an effective leader
4. Evidence of the ability to lead teams and an awareness of what constitutes an effective leader
5. Appropriate leadership training and/or completion of a Leadership qualification
6. Ability to work well with other agencies.
7. Evidence of the ability to establish positive relationships with parents/carers, teachers and colleagues.
8. Good organisational and negotiation skills
9. Personal qualities of resilience, an excellent communicator and a good an awareness of what constitutes an effective leader
10. Can confidently represent Francis Barber at meetings and can ensure that time spent is used effectively to produce the best possible outcomes for the pupils.
11. A good role model for the pupils and staff
12. Good behaviour management skills
13. Have a vision and able to visualise the next step for each pupil and be able to plan for this to happen.
14. Extensive experience and understanding of a range of special needs including autism
15. An understanding of the issues surrounding improving behaviour, learning and teaching.
16. Evidence of the ability to teach at least one National Curriculum Subject and to support other teachers through planning in partnership and by modelling good practice.
17. The ability to differentiate the curriculum and teach core subjects to a variety of levels.
18. A vision and ability to make learning exciting and relevant to adolescents especially those who have previously found a conventional curriculum challenging.
19. Evidence of effective secondary teaching in urban multicultural environments.
20. Evidence of a clear understanding of the factors at classroom level which promote pupil progress and achievement.
21. Evidence of the knowledge and experience necessary to develop and implement record keeping systems.
22. Evidence of attending recent and relevant INSET.
23. Evidence of understanding the equal opportunities issues connected with this area of education.
24. A good knowledge and understanding of safeguarding and child protection

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