

ALTERNATIVE CURRICULUM PATHWAYS LEAD

ALTERNATIVE PROVISION LEAD

FULL TIME, PERMANENT

SALARY - TBC

SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.



WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. Anticipating moving into our new building in November 2023 (phase 1/2), we are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email recruitment@harlingtonschoool.org) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A DOnofrio
Headteacher



THE ROLE

ALTERNATIVE CURRICULUM PATHWAYS LEAD

SALARY: TBC

HOURS: Full time, permanent.

This is a full time, permanent appointment, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

SCHOOL INFORMATION

It is an exciting time to join the team at Harlington School. With a new Headteacher in post since Summer 2022, a new building opened in October 2023 and a new vision for the school, it is the perfect time to join our journey. Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.

APPLY:

Applications are to be made electronically using the school application form available on the website. All enquiries and applications via email only to: recruitment@harlingtonschool.org. If you require any further information or wish to discuss this role in more detail please contact the Director of HR and Admin, Vanessa Chettiar via the recruitment email.

We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. Enhanced DBS clearance will be required. No agency enquiries. CVs alone will not be accepted.

CLOSING DATE: ROLLING

INTERVIEWS: TBC

shortlisting and interviews may take place before closing date for suitable candidates.

THE ALTERNATIVE CURRICULUM PATHWAYS LEAD

- is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- shall uphold the school's policy in respect of child protection and safeguarding matters.
- shall be subject to all relevant statutory and institutional requirements.
- may be required to perform any other reasonable tasks after consultation.

LINE OF RESPONSIBILITY:

The Alternative Curriculum Pathways Lead will be directly reporting to the Assistant Headteacher.



SELECTION AND INTERVIEW PROCESS

APPOINTMENT PROCEDURE

The appointment procedure will be based on the following activities:

- Observation
- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable references and safeguarding checks occurring prior to, during and after the interview process.
- HR interview
- Interview panel

Please note that we shall be following up references before shortlisting or interviews has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.

CONDITIONS OF EMPLOYMENT

- The responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the post holder.
- All members of staff are required to participate in the school's appraisal scheme.
- Staff are required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- Staff shall uphold the school's policy in respect of child protection and safeguarding matters.
- Staff shall be subject to all relevant statutory and institutional requirements.
- May be required to perform any other reasonable tasks after consultation.

INFORMATION ABOUT THE DEPARTMENT

Reporting to the Assistant Headteacher Inclusion, this postholder will have stewardship over;

- Alternative Provision
- Alternative curriculum pathways
- Curriculum reintegration
- Collaboration with SEN in identifying needs and supporting/innovating pathways for SEN K students
- Collaborating with the AHT Behaviour and Safeguarding to identify needs and supporting/innovating pathways for behaviour and safeguarding access to the curriculum

At Harlington School we have moved into a new building with limited opportunities for expansion and space for provision. However, we believe the right candidate with the right vision will innovate and find alternative solutions to support, engage and deliver curriculum pathways to suit a wide range of complex case children and to enable a more suitable access to the curriculum with more effective outcomes.

This role requires someone with vision, belief and sheer determination to make a difference. This is a full-time teaching role, where the knowledge and experience of having been class based supports well



JOB DESCRIPTION

JOB PURPOSE:

This role is based in our new alternative social and emotional provision, which will provide support for our most vulnerable and challenging young people.

ABOUT

- The provision will have at least one full-time Teaching Assistant within it, whom you would line manage.
- The Head of Alternative Provision will provide effective leadership of the full-time Teaching Assistants who work within this provision, to:
 - Ensure that students reach their full potential, either by supplementing the main stream provision with a bespoke offer or facilitating the student's successful re-integration
 - Assist the Headteacher/ DHT and teachers in the development and implementation of a programme of work specifically tailored to be meet the needs of identified students.
 - Establish a stable, caring, and supportive learning environment.
 - Enable students to achieve their full learning potential and prepare them for life beyond Harlington
 - Facilitate students' social, emotional, and moral development.

MAIN DUTIES & RESPONSIBILITIES

- Deliver subject specific lessons or those which form part of our wider offer such as Unit Award Schemes or Princes Trust
- Liaise with students, parents, professionals and staff to ensure that any bespoke provision puts the student at the centre
- Liaise with and provide support for staff about the needs of individual children.
- Liaise with teachers over subject specific work.
- Assist with individuals and small groups of students to further develop their literacy, numeracy, ICT problem solving, social skills, emotional literacy, and study skills.
- Ensure each child within the Alternative Provision has the maximum access to all learning activities and differentiate activities when necessary.
- Work with students who have some special educational needs, learning difficulty, disability, or who have social and emotional difficulties. This work will be in class or small groups or individually.
- Plan, implement and deliver individual behavioural support programmes for named children or small groups. For example, these may include anger management, self-esteem, resilience, and social skills.
- Ensure that records of students participating in bespoke curriculum offer are accurate and up to date
- Keep written records of children's behavioural development and progress with their support programmes and learning.
- Monitor and support students engaged on work experience programmes or attending other outside provision.
- Develop, maintain, and apply knowledge and understanding of students' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum.
- Motivate and encourage students to concentrate on and fulfil the tasks set.
- Seek to ensure the promotion and reinforcement of students' self-esteem and self-worth.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount, and display students' work.
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.



ADDITIONALLY, THE JOB MAY INCLUDE SOME OR ALL THE FOLLOWING DUTIES, DEPENDING ON THE NEEDS OF STUDENTS:

- Undertake any other duties which might be reasonably be regarded as within the responsibilities of the post, subject to the provision that any changes of a permanent nature shall be incorporated into the job description in specific terms.
- Support On-Call in an emergency with students who use the enhanced SEMH provision.
- Uphold and actively support the school's policies and procedures.
- To provide care and supervision of students within the classroom/provision, within the school and outside of the school.
- Assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- Escort or transport students to and from school as necessary.
- Accompany students on educational visits.
- Working alongside colleagues, such as the SENDCo, where appropriate, assist in the development of Individual Learning plans for students with special educational needs.
- Contact with all staff in school to pass and receive information, advice, guidance, suggestions, and ideas.
- Contact with parents / carers and other agency staff to provide support for students, such as giving feedback on students' progress. Such communications can be of a delicate nature depending on students' particular needs
- Attend to young people in intervention sessions to identify problems and barriers to learning progress and development.
- Source funds from private organisations and government to fund youth-orientated programmes of young people.
- Advocate for young people when they are in trouble with either their families, the community, or the government.
- Help victims of abuse and other trauma get over/manage their situation and experience through a therapeutic approach and signposting to specialised support.
- Plan and assess employment programs for young people.

OTHER DUTIES

- The Head of Alternative Provision is also required to carry out other supervisory roles including invigilation of examinations and educational visits and to provide support in other areas of the school when there are no cover requirements.
- All Harlington staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the school. The particular duties and responsibilities may vary from time to time.

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher. This job description will be reviewed and updated as necessary in July 2024, in consultation with the post-holder and the Headteacher

Person Responsible: Headteacher.



Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School , in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, ‘can do’ approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications and Training	Essential	Desirable
Qualified Teaching Status	✓	
Degree	✓	
‘A’ Levels or equivalent	✓	
Studied to a minimum standard of GCSE (grade A*–C/ 9-4) or equivalent, in English and mathematics.	✓	
Experience of working in a learning environment such as a learning centre or school/college	✓	
Evidence of relevant further learning and /or qualifications	✓	

Competence summary (knowledge, abilities, skills, experience)	Essential	Desirable
Experience of working with students aged 11-18	✓	
Awareness of the national curriculum KS3 and KS4	✓	
Experience of delivering KS3 and KS4 interventions	✓	
Experience of planning learning in an educational setting.	✓	
Experience of working with young people with Social, Emotional and Mental Health Needs.	✓	
Experience of communication in an appropriate, concise, and accurate manner orally and on paper	✓	
Adaptable and flexible approach to working.	✓	
Awareness of necessity for appropriate boundaries.	✓	
Ability to work as a Team Member.	✓	
Ability to communicate effectively with a wide range of people, including young people.	✓	
Be thorough, organised, and accurate in your work.	✓	



Experience of working with outside agencies supporting social, emotional, and mental health.	✓	
Possess strong interpersonal skills.	✓	
Be dependable, able to follow instructions and respond to management direction.	✓	
Ability to use own initiative. Experience of managing a team of staff.	✓	
Appreciation of necessity for confidentiality and integrity	✓	
Good organisational and time management skills	✓	
Ability to establish and develop supportive relationships with young people.	✓	
Working knowledge of ICT, such as e-mail computerised diary/calendar/word, excel.	✓	
Experience of working with vulnerable students.	✓	
Ability to make accurate records of work undertaken and actions	✓	
Awareness of the SEND code of practice		✓
Experience of working in a safeguarding role in an educational setting.		✓

Work related personal requirements	Essential	Desirable
Committed to equality of opportunity.	✓	
Ability to work calmly and with patience under pressure.	✓	
Good interpersonal skills.	✓	
To be able to adapt to change.	✓	
Capable of handling a demanding workload.	✓	
Can prioritise work effectively.	✓	
Committed to promoting high quality and consistent practices	✓	
To be able to use a PACE approach.		✓
Previous experience of managing interventions or alternative provision. Humility.		✓

Other work requirements	Essential	Desirable
Able to identify own training and development needs and those of others and participate or facilitate activities/opportunities to address them.	✓	
An excellent understanding of confidentiality.	✓	
Safeguarding training to DDSL or DSL level.		✓



SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership



Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.

ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.

BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.

