



Raleigh  
EDUCATION TRUST

Transform Programme Coordinator

## Contents

The role in a nutshell.....	3
The candidate .....	3
About your benefits .....	4
General duties and responsibilities .....	4
Person Specification .....	6
About the application process .....	9

POST	TRANSFORM PROGRAMME COORDINATOR
Reports to	Assistant Principal
Salary range	Grade GLPC - F Points 20-24 (£26,054.56 - £28,400.64 Term-time only actual)
Contract type	Permanent, Term time only
Hours	(37 hours per week)

## The role in a nutshell

**We are seeking to recruit an outstanding enthusiastic and dedicated Transform Programme Coordinator to join our team. The role is essential in providing support to pupils across the academy and play a role, with others, in working proactively to break down barriers to learning.**

The role is essential in planning and creating a positive environment where pupils can flourish, supporting their wellbeing and emotional regulation.

In this role, you will lead a team and take responsibility for the planning, coordination, and delivery of specified packages of work/interventions, including lesson planning, assessment or reporting across the phases.

You should have a knowledge of strategies to engage and motivate pupils and families. You will be a natural problem solver and have experience of working closely with other external agencies, sometimes with highly confidential information and complex scenarios. You will be part of the safeguarding team and have the knowledge of safeguarding to support the pupils, contributing to the assessment of children and the evaluation of support strategies and plans.

## The candidate

The ideal candidate will have or can demonstrate a commitment to undertake professional development:

- GCSE English and mathematics or a willingness to work towards a fully funded equivalent qualification.
- An unwavering commitment to a wide range of children with individual and often complex needs.
- Excellent communication skills.
- A commitment to teamwork.

We welcome applications from everyone who believes they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

## About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension scheme, health assured programme (EAP) and the CycleScheme Salary sacrifice.

We prioritise your professional growth with annual training and development opportunities, training bursaries are available upon request.

## General duties and responsibilities

The roles allocated to a Transform Programme Coordinator are diverse, so they may vary from academy to academy.

<b>Role Overview</b>	<ul style="list-style-type: none"> <li>To support the academy in creating a positive environment where children can flourish.</li> <li>To support the leaders to further develop trauma-informed practice across the academy.</li> <li>To support pupil wellbeing and emotional regulation to help pupils engage in their learning.</li> <li>To take responsibility for the planning, coordination, and delivery of specified packages of work/interventions, including lesson planning, assessment or reporting across the phases.</li> <li>To ensure safeguarding is always prioritised across the academy.</li> <li>To carry out specified duties with individuals, groups, or classes under the direction of a qualified teacher in accordance with The Education (Specified Work &amp; Registration) (England) Regulations 2003</li> </ul>
<b>Key accountabilities</b>	<ul style="list-style-type: none"> <li>To co-ordinate and deliver proactive and reactive interventions (one-to-one or small groups) to support emotional regulation and SEMH needs</li> <li>To support the SENDCo in planning, monitoring, and reviewing the impact of interventions for all learners</li> <li>To maintain oversight of the communication of wellbeing strategies to support classroom practice in support of education, health, and care plan outcomes.</li> <li>To support pupils with their learning, whether in class, in small groups or one-to-one</li> <li>To support the Assistant Principal in quality assuring the academy's practice with regards to pupil regulation/support.</li> <li>To support pupils through post-incident learning, restorative practice, and conflict resolution.</li> <li>To plan and deliver interventions to help meet the needs of all the pupils.</li> <li>To support the academy's transition arrangements.</li> <li>To provide support in class/when required or in the absence of the teacher.</li> <li>To work with children as part of a team under the overall direction of the Head of School.</li> <li>To be a member of the safeguarding team.</li> </ul>

<b>Support for the pupils</b>	<ul style="list-style-type: none"> <li>• To coordinate and offer one-to-one group intervention bespoke for the needs of the pupils.</li> <li>• To provide a safe space in which pupils can be heard and listened to.</li> <li>• To recognise behaviour as communication and enquire into the causes.</li> <li>• To have high expectations of pupils and provide high levels of support.</li> <li>• To always prioritise pupil safety and report any safeguarding concerns appropriately.</li> <li>• To provide support to pupils with sensory and/or physical needs to enable them to maximise learning.</li> <li>• Provide support to pupils where English is not their first language.</li> <li>• Support pupils in a specialist area e.g., Literacy, Numeracy, and ICT.</li> </ul>
<b>Support for the Curriculum</b>	<ul style="list-style-type: none"> <li>• To ensure teachers and adults working with our pupils receive up to date pupil information, including pupil regulation strategies.</li> <li>• To provide proactive/reactive support for staff when dealing with challenging behaviour.</li> <li>• To support staff with embedding trauma informed practice.</li> <li>• To support staff with embedding restorative practice and conflict resolution.</li> <li>• To be a Deputy DSL, offering safeguarding support and advice to staff and attend safeguarding meetings.</li> <li>• Support the school curriculum including literacy and numeracy activities by using strategies and techniques for promoting learning.</li> <li>• Provide support for learning activities within the teaching and learning programme, monitoring the effectiveness of activities in promoting pupils' learning and modifying these where necessary.</li> <li>• Support pupils to use ICT materials and resources effectively to advance their learning.</li> <li>• Contribute to accurate assessment of children's progress and attainment</li> </ul>
<b>Support for the Academy</b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.</li> <li>• Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.</li> <li>• Maintain effective working relationships with colleagues and parents through effective communication and providing support for pupils, colleagues and parents as required.</li> <li>• Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.</li> <li>• Promote good attendance and contribute to the shared responsibility to improve overall attendance.</li> </ul>
<b>Additional related tasks</b>	<ul style="list-style-type: none"> <li>• Input to the Academy's safeguarding system – CPOMS to record, monitor and evaluate serious issues/incidents</li> <li>• Support leaders in meetings with parents of pupils who are not positively responding to support to develop a plan for change and improvement</li> <li>• Support leaders in meetings with pupils/parents/carers and where appropriate colleagues/other professionals to agree a programme of support to be implemented</li> <li>• Share good practice with external stakeholders who work with pupils</li> </ul>

<b>Trust responsibilities</b>	<ul style="list-style-type: none"> <li>• Support and uphold the Trust’s ethos, values, policies and procedures</li> <li>• Apply and adhere to the Trust’s Code of Conduct</li> <li>• Act with professionalism and integrity at all times, promoting the Trust’s values</li> <li>• Comply with any reasonable request from the Principal to undertake work of a similar level or commensurate with the role / level of responsibility</li> <li>• Comply with Data Protection legislation and follow the principles of GDPR</li> <li>• Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust’s and Academies EDI policies</li> <li>• Promote a work environment that protects people’s health and safety and welfare in accordance with the Trust’s Health and Safety Policy</li> </ul>
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All staff are expected to maintain high standards of customer care in the context of the Trust’s Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

## Person Specification

	Essential	Desirable
<b>Education and qualifications</b>		
Ongoing CPD	X	
Level 3 TA qualification		X
Level 4 TA qualification		X
First degree or equivalent relevant to the role		X
Counselling or other relevant therapeutic qualification		X
GCSE grade C or above (4+) in Maths and English	X	
<b>Communication Skills</b>		

	Essential	Desirable
Committed to working positively with all stakeholders	X	
Effective communicator who is at ease with all stakeholders	X	
Good interpersonal skills that support effective relationships with young people	X	
Ability to write actions plans, maintain accurate records and create reports	X	
<b>Experience and Knowledge</b>		
Knowledge / experience of PRU / specialist settings		X
Experience of working with vulnerable children and young people	X	
Experience of successful intervention / support work responding to the academic needs of young people	X	
Knowledge of effective learning and engagement strategies and good practice approaches	X	
Experience of liaising with a range of agencies, professionals and parents / carers to support and safeguard children and young people		X
Experience of promoting the learning and welfare of children and young people	X	
<b>Management of resources</b>		

	Essential	Desirable
Manage all resources effectively	X	
Support staff to ensure a good understanding of their role in supporting pupil wellbeing	X	
Establish clear systems and processes to allow effective handling of issues and tracking of actions	X	
Ability to understand, analyse and make effective use of a wide range of data particularly concerned with achievement	X	
<b>Personal attributes</b>		
Able to work independently and make judgements whilst also working as part of a wider team	X	
Resilient and determined whilst a supportive team member able to demonstrate empathy to address matters in a sensitive and considerate manner	X	
Commitment to inclusion and diversity to ensure the maximum benefits for pupils and staff	X	
Commitment to personal development for self	X	
Commitment to the promotion of safeguarding and welfare of children and young people	X	



## About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application.

To complete the application process, you will need to complete the application form and associated documents through the portal which can be found at: <https://raleigheducationtrust.face-ed.co.uk/vacancies>

Only candidates requested for an interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure for employees who have substantial access to children and young people. It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.