

Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Westfield School, an 11-16 comprehensive secondary with over 1,170 students, is on the cusp of achieving great things.

It joined Chorus Education Trust in 2018 and welcomed a new Headteacher, who has been working with staff to raise aspirations and provide the very best teaching for students. Within two years the school has become oversubscribed for places in Year 7.

Formerly a sports college, the school sits in generous grounds in the south-east of Sheffield not far from the M1 motorway. The modern building has the full range of educational resources, as well as a gym and indoor pool (available free to staff).

Westfield School is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: www.westfield-chorustrust.org

Behaviour Support Coordinator

1 x Permanent post

1 x Temporary Post until August 2022

37 Hours per Week

39 weeks

Grade 4 - SCP 7-12 (pro rata)

£20,092 – £22,183 (pro rata)

To start ASAP

About this vacancy

We are currently seeking to appoint a highly motivated, experienced and organised individual who will take a key role in assisting pupils identified with behavioural needs. This will include running a behaviour support room which is an internal exclusion resource for students who have been removed from their lessons due to inappropriate behaviour for a fixed period of time. We are currently planning to trial operating 2 rooms; 1 at Key stage 3 and 1 at key stage 4

The role will require you to establish positive relationships and partnerships with young people, acting as role model and responding to the needs of individual students, as well as working closely with teaching staff and pastoral teams.

The successful applicant will need to have good numeracy and literacy skills as well as excellent communication and inter-personal skills. Experience of working with young people in a school setting is desirable.

We are looking for:

- Someone who is an excellent role model, creative and motivational
- Someone who is able to inspire and challenge young people
- Someone who has a good understanding of the job requirements
- Someone who can create a positive and calm environment in which students can learn, feel safe and which is conducive to good behaviour
- Someone who can communicate effectively with students, allowing them to reflect and improve their behaviours shown in school
- Someone with exciting ideas who can build on existing good practice

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Trish Hughes (HR Administrator) at:

recruitment@westfield.chorustrust.org

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted.

Deadline for applications: **midnight on 6 October 2021**

Interviews to be held: **week beginning 11 October 2021.**

We always encourage prospective applicants to visit the school in advance of application. This can be arranged by contacting Julie Wilson, PA to the Head of School on 0114 248 5221 or email:

jwilson@chorustrust.org

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

Job Description: summary

Post title:	BEHAVIOUR SUPPORT COORDINATOR
Profile:	LD3
Grade:	4
Grade spinal point range:	7-12
Accountable SLT post:	AHT INCLUSION
Line Manager of post holder (if different):	AHT INCLUSION In conjunction with BUSINESS MANAGER
Staff to be supervised or line managed by post holder:	N/A
Post holder will work with:	Other teaching and support staff
Holiday and sickness relief by/for:	By and for other support staff
Purpose of job:	TO ASSIST IN THE SUPPORT OF PUPILS WITH BEHAVIOURAL DIFFICULTIES
	This post may work across the Trust schools.
Version revised:	May 2020

Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

To work under the agreed systems of supervision within the school, taking a key role in assisting pupils identified with behaviour needs. This will include, but not be limited to:

Behaviour Support Room

The behavior support room is an internal exclusion resource for students who have been removed from their lessons due to inappropriate behavior for a fixed period of time. The postholder will be responsible for the operation of the room.

- To be responsible for the running of the behaviour support room
- To ensure there are appropriate resources for students to access whilst in behaviour support and to oversee the recording of behavior management for those students in the room.
- To establish positive relationships and partnerships with young people, acting as role model and responding to the needs of individual students.
- To maintain a positive and calm environment in which students can learn, feel safe and which is conducive to good behavior.
- To liaise with the Pastoral Team and Key Stage Leaders and other relevant stakeholders to trigger relevant interventions.
- To work with students in managing their behaviour and improving learning skills to enable them to achieve their full potential.
- To ensure students behaviour whilst in the behaviour support room is in keeping with the schools behaviour policy and to initiate activities which ensure students have a sound understanding of their actions and the consequences of their actions.
- To assist with communication and liaise with appropriate stakeholders, including parents and carers to provide appropriate feedback and information regarding student conduct.
- To promote the inclusion of all students.

Intervention & Support for Students

- Under direction plan and deliver intervention programmes designed to improve the behaviour, social and emotional well-being of individuals and small groups of students.
- To work with the Heads of Year and Inclusion Team on the development of effective programmes for improving the emotional, social and behavioural difficulties of students.
- To support individuals or small groups of students in class or on a withdrawal basis who are experiencing emotional, social or behavioural difficulties.

- Liaise with the Heads of Year and Inclusion Team to plan re-integration programs for students returning to mainstream lessons.
- To support pastoral teams regarding school attendance strategy with a focus on raising attendance of vulnerable groups.

Pupil Outcomes & Curriculum

- Contribute to implementing systems that monitor students' responses to interventions and accurately record achievements and progress.
- Accompany teaching staff and students on visits, trips and out of school activities as required supporting students with challenging behaviour.

Support for the Trust / School (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Take an active part in all key school events such as open evenings etc.
- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Assist with the clerical duties of the administration team as required from time to time and as appropriate to your role
- Contribute to the overall ethos/work/aims of the Trust/school
- Participate in relevant training, other learning activities and performance management as required
- Ensure display boards and leaflet displays, etc. are kept up to date and in good order as appropriate and required
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions

Team responsibilities – All support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Behaviour Support Coordinator

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Experience			
Experience of working with young people who have emotional or behavioural difficulties	✓		A/I
Experience of working in a school environment		✓	A/I
Qualifications			
Grade 4 or above at GCSE in English, Maths and Science or comparable qualifications or experience	✓		A
Knowledge and skills			
Good inter personal skills that enable good relationships with young people and adults	✓		A/I
Can manage the behaviour of pupils in an effective manner	✓		A/I
An ability to convey authority and earn pupils respect, to treat them with respect, apply boundaries and motivate	✓		I
The ability to work both independently and as member of a team	✓		A/I
The ability to show initiative whilst knowing when to take advice	✓		I
Good organisation skills and efficient working practices	✓		A/I
Effective positive and proactive communication both orally and in writing	✓		A/I
Can use ICT effectively to support Learning		✓	A/I
Personal Attributes			
Confident and effective approach to working with young people	✓		A/I

Flexibility and willingness to support whole school as when required.	✓		A
Be able to work calmly under pressure	✓		A/I
To be a good role model	✓		A/I
Child Protection			
A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		A/I