



Behaviour Intervention Manager

Permanent
Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join Astley Community High School as a **Behaviour Intervention Manager**. This is a new position within our school and offers an excellent opportunity for the right candidate. This candidate information pack will tell you much more about our school and the role.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

The role will primarily be based within Astley Community High School, but you may be called on to support children in Whytrig Middle School and Seaton Sluice Middle School.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. All three of our schools are rated 'Good' by Ofsted.

I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We are always keen to learn from other professionals and have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Richard Goodman, Head of School – ACHS** on **0191 2371505**
richard.goodman@achs.svf.org.uk



John Barnes, Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About Our Schools

	Age Range	Total number of pupils	Number in sixth form
Astley Community High School	13 - 18	575	136
Seaton Sluice Middle School	9 - 13	308	N/A
Whytrig Middle School	9 - 13	298	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information including our prospectus is available from: www.svf.org.uk

About our performance

	Overall Effectiveness	Last Ofsted Inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Good	November 2021

We are very proud all three schools in Seaton Valley Federation are rated as **GOOD** schools by Ofsted. The most recent inspection at Whytrig Middle judged the school to be a Good school overall and 'Outstanding' for behaviour and attitudes. See below some of the comments made on our most recent Ofsted reports:-

"Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, 'There are too many good things and I would not have time to tell you about them all.' Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach." **Ofsted 2019 (ACHS)**

About the Pastoral Team

Over the next few pages you will find the advert, job description and person specification for the post of Behaviour Intervention Manager but we know that you will want to know more about our team.

You will join the pastoral team, this team is led by an Assistant Headteacher who oversees pastoral care, safeguarding and attendance. There is a teaching-based Student Progress Leader for each year group, three Pastoral Support Workers, a school counsellor and an Attendance Officer. The Pastoral Team work collaboratively with colleagues throughout school including teaching staff and the SEND team, to ensure that our students achieve the best possible outcomes.

The team are highly motivated and enthusiastic, with a wealth of experience and skills, including positive behaviour management, Nurture Support and SEMH. The team uses a non judgemental, empathetic approach to support students to understand their behaviour and take responsibility for it, encouraging every student to become a positive member of our school community.

The Behaviour Intervention Manager is a new post that we are creating within school. We have recognised that there is a small group of students in each year group whose behaviour is preventing them from achieving their full potential. We are looking for the right candidate to work with these students, to implement behaviour improvement strategies and to liaise with a range of professionals to ensure the right level of support. We look forward to the right candidate joining our passionate, diligent and enthusiastic team of teachers and support staff.

Richard Goodman, Head of School– ACHS



Astley Community High School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Behaviour Intervention Manager

Band 6: £27,344 - £30,151 FTE (£23,109 - £26,058 actual)
Permanent, 37 hours per week term time plus 1 day

Small enough to care, big enough to make a positive impact

As a 13-18 school in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our recent 'Good' rating by Ofsted, we continue to strive for further improvements.

The new post of Behaviour Intervention Manager provides an exciting opportunity within our school. As a school we pride ourselves on providing the best experience for our students in both academic terms and pastorally, supporting our students wellbeing and mental health to achieve the best outcomes in their education.

The successful candidate will be confident in supporting secondary aged children, using their specialist skills to support students' learning needs in relation to behaviour, social, emotional and mental health needs. You must have an understanding of the issues faced by our students and their families, and awareness of positive behaviour support. You will need to demonstrate resilience at work, be able to remain calm whilst implementing behaviour management strategies and act as a role model to build positive relationships with our students.

Visits to the school are also warmly welcomed and encouraged. Please contact Richard Goodman, Head of School on 0191 2371505 richard.goodman@achs.svf.org.uk to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Monday 21st August 2023** by e-mail to vacancies@svf.org.uk

Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

JOB DESCRIPTION

Post Title: Behaviour Intervention Manager		Director/Service/Sector: Children's Services	Office Use
Grade: Band 6		Service/Workplace: Astley Community High School	JE ref: S1608
Responsible to: AHT Pastoral		Date: May 2023	Manager Level:
<p>Job Purpose: To work under an agreed system of supervision and take the lead role with school to address the needs of identified pupils to overcome their barriers to learning and support these students with their reintegration into mainstream lessons. This will be primarily based within the Learning Zone and will include the creation of individual and small group intervention and mentoring sessions, as well as ensuring that these students are following their curriculum.</p>			
Resources	Staff	To liaise with AHT Pastoral, Heads of Year, Non-Teaching Heads of Year and subject teachers.	
	Finance	Consideration of the cost of mentoring and intervention packages.	
	Physical	Responsibility for the layout and design of the Learning Zone, as well as equipment and resources relating to the role.	
	Clients	1:1 or small group mentoring and intervention sessions and ensuring that these pupils follow their curriculum. Liaising with a range of staff within school, as well as parents/carers and external agencies such as behaviour support and Early Help.	
<p>Duties and key result areas:</p> <p>Support for Pupils</p> <ol style="list-style-type: none"> 1. Take the lead role in managing and delivering pastoral and academic support for pupils within the Learning Zone. 2. Manage the supervision of students excluded from, or otherwise not working to, a normal timetable within the Learning Zone. 3. Establish and lead 1:1 and small group mentoring and intervention sessions to help identified pupils overcome their barriers to learning and support these students within their reintegration into mainstream lessons. 4. Establish productive relationships with students, acting as a role model, setting high expectations and responding to the needs of each individual child. 5. To actively promote inclusive practice within appropriate settings to ensure acceptance of all students and where necessary work with staff to ensure this happens within timetabled classroom-based lessons. 6. Encourage students to interact with each other and staff appropriately and develop their social skills. 7. Support students consistently whilst recognising and responding to their individual needs. 8. Have challenging expectations which encourage students to act responsibly in accepting the school's behaviour expectations with the aim of reducing the risk of suspension. 9. Provide feedback to students, parents and pastoral staff in relation to progress, achievement and attendance of those under supervision. 10. Attend to students' personal needs and provide advice to assist in their social, health and hygiene development. 			

Support for Staff

1. Manage liaison with teaching staff, support staff and other relevant bodies to gather pupil information
2. Manage liaison with teaching staff to ensure that pupils follow planned teaching and learning activities and evaluate and adjust learning plans as and when appropriate.
3. Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against agreed, pre-determined, learning objectives.
4. Provide teaching staff with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
5. Manage the maintenance of pupils' records and accurately record achievement for those students referred to the Learning Zone.
6. Support teachers in the management of pupil behaviour through the creation of support plans, with identified support strategies, to ease reintegration back into mainstream lessons.
7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
8. Take a lead role in the development, implementation and monitoring of systems relating to pupils accessing the Learning Zone and their reintegration back into mainstream lessons.
9. Provide administrative support to the wider pastoral team in relation to pupils who have been placed in the Learning Zone, including:
 - Dealing with correspondence
 - Analysis of attendance data
 - Compilation of performance data
 - Making telephone calls
 - Liaising with external agencies

Support for the Curriculum

1. Implement planned teaching learning activities, evaluating and adjusting such activities to meet student needs.
2. Help pupils access teaching and learning activities by providing support and scaffolding.
3. Advise on appropriate deployment and use of specialist equipment or resources.
4. Liaise with subject teachers to update them on the progress that students are making in relation to planned teaching and learning activities whilst they are accessing the Learning Zone.

Support for the School

1. Comply with all school policies and contribute to the development of policy relating to:
 - Health and Safety
 - Equal Opportunities

- Confidentiality and data protection
- Child Protection (deal with any allegations and disclosures that are made liaising with the Designated Safeguarding Lead within school, following procedures and guidelines, and attending any necessary meetings).

2. Work in such a way as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Attend and participate in regular meetings
5. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.
6. To undertake other duties and responsibilities as required commensurate with the grade of the post.

Staff responsibilities

1. Liaise between managers or teaching staff and teaching assistants
2. Undertake the following activities:
 - Induction of staff on the role of the Learning Zone
 - Staff training
 - Mentoring and coaching of staff
3. Hold regular meetings with relevant staff.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Physical requirements:	None
Transport requirements:	None
Working patterns:	Normal work patterns.
Working conditions:	Normally indoors, can involve minimal exposure to verbal abuse and aggression and dealing with accidents and first aid.

PERSON SPECIFICATION

Post Title: Behaviour and Intervention Manager		Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> ● Level 4 qualification in a relevant discipline e.g. teaching, counselling, youth work, careers, social services or other relevant work ● Very good numeracy and literacy skills. ● To have knowledge and awareness of behaviour management issues and strategies to alleviate this. ● An excellent understanding of Child Protection and Safeguarding. 	<ul style="list-style-type: none"> ● Degree in a relevant subject ● Specialist training in behaviour management strategies ● First Aid training 	(a), (i) (t)
Experience		
<ul style="list-style-type: none"> ● Working with secondary school age children ● Working with children with additional educational needs ● Planning effective actions for pupils who are at risk of underachieving or at risk of suspension ● Experience of general clerical/administrative tasks. 	<ul style="list-style-type: none"> ● Experience of working with a range of external agencies in relation to supporting children. ● Supervising small groups of pupils. ● Providing mentoring to children in a 1:1 or small group capacity. ● Experience of an IT based administration system e.g. BROMCOM 	(a), (i)
Skills and competencies		
<ul style="list-style-type: none"> ● Ability to effectively implement behaviour management strategies within a small group context ● Effective ICT skills, including the use of ICT within a learning environment ● Ability to use other types of learning technology ● Understanding of codes of practice and recent relevant education legislation ● Good understanding of the principles of child development and the learning process ● Can work as a member of a team, understanding their role in the classroom and associated responsibilities. ● Ability to work effectively with, and command the confidence of teaching staff and senior leadership within the school. ● Ability to understand a student's educational and pastoral needs. ● Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key routines tasks are achieved within deadlines. ● Ability to relate to students and adults. ● Good organisation and record keeping. ● Understanding of multi-disciplinary and multi-agency working. 		(a), (i)

Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Regular periods of concentrated mental and sensory attention and pressures from deadlines, interruptions or conflict. • The job involves contacts with, or work for, students, which through their circumstances or behaviour regularly place emotional demands on the jobholder. • Continuous significant emotional demands with students, parents, staff, social services. • Able to deal with emotional, physical and medical concerns and situations. 		(i)
Other		
<ul style="list-style-type: none"> • Willingness to participate in training and development. • A commitment to and interest in the wellbeing, support and achievement of students. • A belief in teamwork and co-operation with adults and students. • Flexibility, imagination and resilience, reliability and integrity. • A positive attitude to school. 		(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

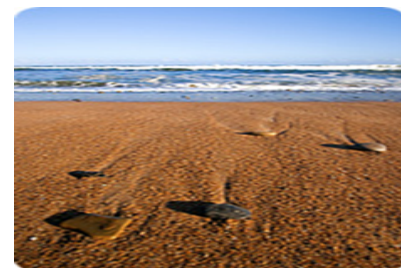
Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination.

Our Equality and Diversity in Employment Policy is available from:

www.svf.org.uk/our-federation/policies

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed by 12:00 noon on Monday 21 August 2023** to: vacancies@svf.org.uk. Please quote Pastoral Support Worker in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval
NE25 0BP Telephone: 0191 2371505
Website: www.svf.org.uk