



APPLICATION PACK

POST REFERENCE: 2370

ROLE: BEHAVIOUR AND INTERVENTION MANAGER

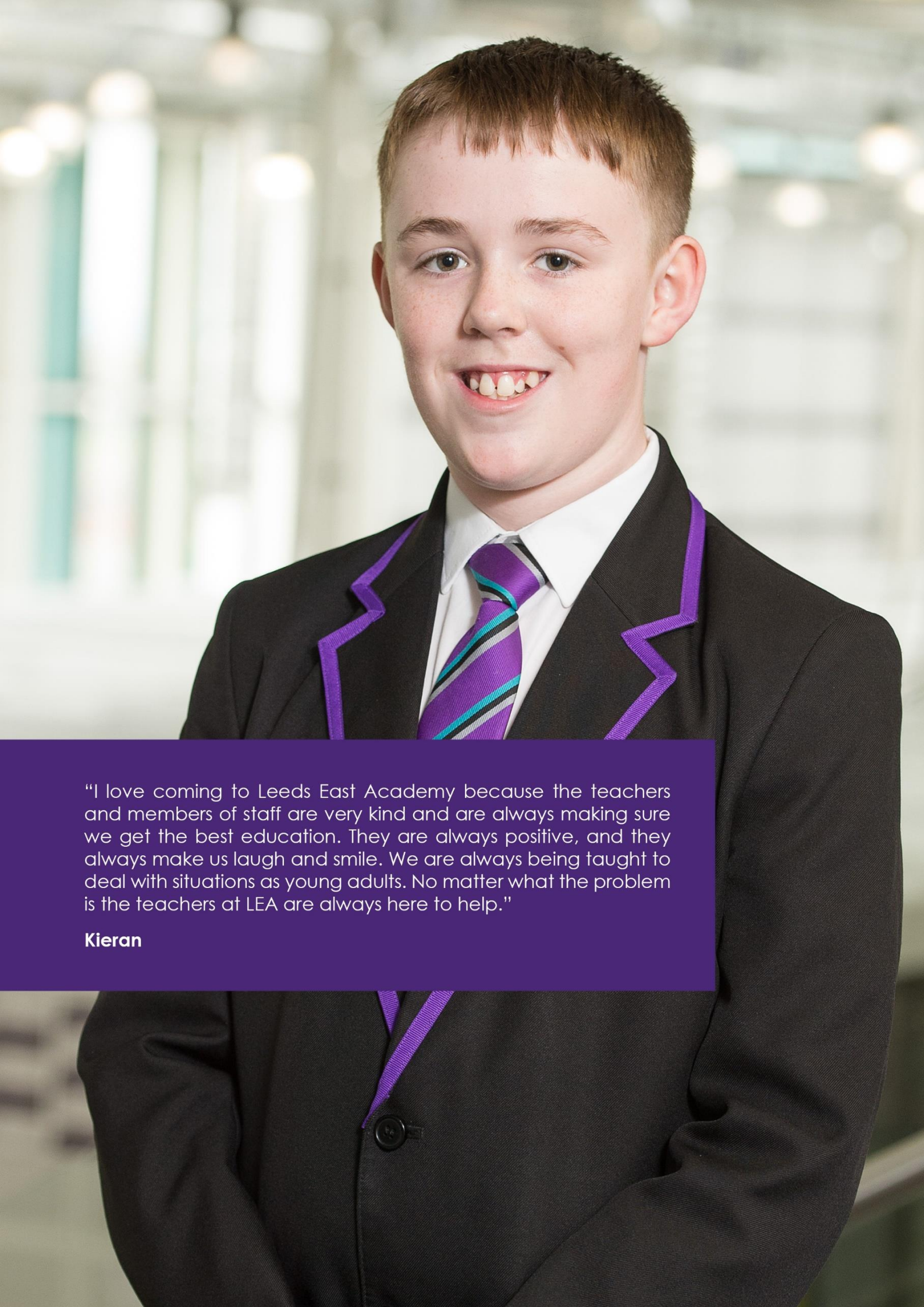
SALARY: SO1 – (ACTUAL SALARY £31,099 TO £32,912)

**HOURS: 39.5 HOURS PER WEEK, TERM TIME ONLY PLUS
15 DAYS. 7:30AM START.**

Leeds East Academy
South Parkway
Seacroft
Leeds, LS14 6HA

Telephone:
0113 273 1964
Email:

recruitment@whiteroseacademies.org



"I love coming to Leeds East Academy because the teachers and members of staff are very kind and are always making sure we get the best education. They are always positive, and they always make us laugh and smile. We are always being taught to deal with situations as young adults. No matter what the problem is the teachers at LEA are always here to help."

Kieran

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MESSAGE FROM THE TRUST

Dear applicant,

We are delighted that you are considering applying for a role within the White Rose Academies Trust. Your interest comes at an important and exciting time in the development of the trust and our relentless implementation of our 2025 vision. At the heart of this vision is the aim for more young people and colleagues to benefit from our community-focused philosophy; the belief that the education we deliver regenerates our communities and transforms lives.

In December 2020, we reached our first milestone when our first primary joined our trust as a sponsored academy. Already, this truly community-focused academy, now named Alder Tree Primary, has enriched our trust and so, our vision is one step closer to becoming reality. Therefore, you could not be joining us at a more exciting point in our ongoing transformation.



The power of a vision is best measured by the number of detractors who claim it cannot be achieved. In our roles as Chief Executive Officer and Executive Principal of the White Rose Academies Trust, it has been a privilege to witness the drive and determination with which our staff have implemented our vision, to ensure that our academies provide:

- world-class levels of teaching and learning,
- bespoke pastoral care that nurtures our students' aspirations,
- inspiring learning environments where our students can make mistakes and overcome their personal fears to become the best version of themselves,

- industry-leading continuous professional development for all staff, as investing in our colleagues is always the right thing to do,
- local centres of community transformation.

The hard work has been recognised, and whilst we know our work is far from complete, we are proud to have reached several milestones:

- 'Good' Ofsted ratings at all three secondary academies in 2019, with an 'Outstanding' rating at Leeds City Academy for Leadership and Management.
- We welcomed our first primary in late 2020, Alder Tree Primary.
- We began an aspirational journey in 2021 by joining High Performance Learning's 'World Class' school transformation programme.

Our dedicated staff, incredible governors and amazing students are relentless in their shared aim to create truly world-class schools. The trust strives daily to empower its Academy Principals to create schools that truly represent the communities they serve. We insist that our academies and our trust are externally focused, obsessive in their quest to learn from the very best, never leaving self-improvement to chance. We see vacancies such as this as an opportunity to attract talent, bringing the best practice into our trust. By joining us, you become a crucial part of the team that will deliver our powerful vision. Together, we will transform lives.



THE WHITE ROSE ACADEMIES TRUST “WE SAID, WE DID”



Yours sincerely,



Mr Andrew Whitaker
CEO, White Rose Academies Trust
Deputy CEO Teaching and Learning, Luminate Education Group



Yours sincerely,



Sarah Carrie
Executive Principal

MESSAGE FROM THE PRINCIPAL

I am absolutely delighted to share this amazing opportunity at Leeds East Academy, as we seek to recruit another talented and aspirational professional to join our team.

I am sure that having read about the White Rose Academies Trust, Leeds East Academy, our students and our continued journey of transformation, I am confident you will be keen to become an integral part of building something remarkable.

Our core values of: Resilience, Integrity, Trust and Ambition are at the heart of everything we do, ensuring that our students receive an excellent academic and pastoral experience.

Leeds East Academy is a vibrant, diverse, and welcoming school community, which is currently making excellent progress. As part of the White Rose Academies Trust, Leeds East Academy has set its ambition to be rated Ofsted 'Outstanding' in the next two years. This is a challenge that both staff and students alike are determined and excited to meet.



I am delighted to report we are well on our way with this journey as in our recent Ofsted inspection the academy was judged to be 'Good' in all areas of the Ofsted framework. This is a fantastic achievement for the school and our community, and we are very excited about commencing the next phase of our journey to outstanding.

Our ambition for all stakeholders is quite simply 'Everyone Exceptional'. As we continue this journey of transformation, we are determined to provide both an exceptional quality of education and culture for all students at Leeds East Academy. We are committed to supporting all our students to excel academically and personally to become aspirational and inspirational young people, who are ambassadors of change for their community.

Leeds East Academy is a unique and very special place to work. Our philosophy is grounded in securing the highest professional standards through the implementation of a framework of 'high expectations, high challenge and high support' for all professionals. As a key member of the White Rose Academies Trust and ground-breaking Luminate Education Group, all professionals benefit from exceptional CPD like no other in the City. A broad, varied and highly personalised CPD offer is in place, driven by the latest educational research, focused on the development of all professionals in the organisation at each career stage. Colleagues train with us, grow with us and progress with us. There is no better time to join Leeds East Academy as a colleague.

Leeds East Academy serves the community of Seacroft and other surrounding areas and is fortunate to be housed in a £14 million building, which opened in late 2013. Staff and students at the academy benefit from a bright, modern, heavily resourced learning environment, which is highly flexible to meet the needs of the 21st century learner.

It is a privilege and an honour to be the Principal of such an amazing school. It is an extremely exciting time to join us as we embark on our journey to outstanding.

I hope you enjoy learning about our students, our school and our culture, and I look forward to the possibility of working with you should you choose to apply for this role.

SO, NOW IT'S OVER TO YOU...

- Are you eager to join a forward-thinking organisation committed to securing the highest educational, professional, and personal standards?
- Do you feel you will thrive within a culture that is driven by clear values that permeate everything we do?
- Do you feel passionately about transforming student lives and the opportunities provided to our communities? If so, then we would be delighted to hear from you.



Yours sincerely,



Danny Bullock
Principal

JOB DESCRIPTION

Post Reference: 2370

Job Title: Behaviour and Intervention Manager

Grade: So1 (Actual Salary £31,099 to £32,912)

Hours: 39.5 hours per week, Term Time Only plus 15 days. 7:30 am start.

Accountable to: Personalisation Leader

Role:

To support the implementation of the academy strategic priorities, focusing predominantly on the promotion of personalised learning to ensure that students can demonstrate positive behaviour and attendance and keep themselves safe.

The post holder will ensure that the pastoral care, personal development and safeguarding of students in the year group(s) is of the highest standard. You will address attendance issues; seek help for students in need by liaising with colleagues, parents and external agencies and work closely with all stakeholders to ensure that students feel safe and engage well.

NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

Duties and Responsibilities:

- Work proactively to ensure maximum support for students at risk of disaffection from education and to facilitate early intervention.
- Uphold the academy's principle of respect for all by managing emotions and modelling good behaviour. Incorporate restorative practice and pivotal behaviours throughout all aspects of our work and with all stakeholders.
- Recognise students' positive contributions and ensure that their achievements are acknowledged through the academy rewards system.
- Regularly engage with colleagues (following the LEA communications protocol), parents and carers to ensure a coordinated, partnership focused approach to dealing with individual student issues.

- Be a positive role model and maintain the professionalism expected in all dealings with colleagues, students, parents and other professionals.
- Maintain accurate records for all significant interactions, interventions or contact with individual students, their parents/carers, colleagues and any external agencies using academy agreed systems.
- Develop relationships with students needing particular support in order that behaviour and attendance targets are met.
- Support and enforce the academy uniform policy.
- Track and monitor the progress and attendance of vulnerable students including disadvantaged to ensure the gap is closed with other students.
- As necessary, conduct home visits where students are poor attenders.
- Assist during fire drills/fire emergencies and with other duties designed to keep students safe.
- Attend appropriate courses for personal professional development.
- Undertake before and after school duties, break and lunch duties, and attend academy meetings and training as directed by your line manager.
- To run daily intervention sessions with students on an Reflective Learning Centre (RLC) routes.
- To create a daily timetable of interventions to support students in the academy.
- Ensure the Positive Behaviour policy is applied consistently throughout the academy.
- Ensure high expectations of attendance and offer high challenge in relation to attendance for key cohorts.
- Provide high challenge and high support to students in the RLC to ensure they are able to reflect and modify their behaviour.
- Support students in the PLC on tier 3 by providing behaviour modification interventions.
- Communicate with parents in relation to the interventions which have taken place and their effectiveness.
- Track and monitor the progress of students who have accessed interventions.
- To engage with parents in a professional manner where appropriate ensuring they are kept up to date on all relevant data.
- Support the 'late to the academy' protocol and the attendance detention procedure when directed.

- Carry out lesson drop ins where appropriate.
- Attend and contribute where appropriate to weekly pastoral meetings.
- Uphold all professional standards that is expected of all colleagues including punctuality, attendance and dress.
- Keep up to date with all relevant safeguarding training pertinent to your role and attend appropriate meetings.

Specific Support for children and families:

In conjunction with external agencies, assist families with ensuring that their children benefit from the appropriate educational opportunities available to them by applying or participating in a variety of casework techniques including initiating or contributing to:

- early help assessment
- multi-agency panels - in relation to attendance and any other educational issues, solution focussed casework, group work, individual and family support work.
- parenting skills development
- signposting to other services/agencies
- mediation to remove barriers to learning
- use of counselling skills (where appropriately qualified)
- parental awareness of responsibilities in relation to suspension from the academy
- use of reintegration strategies for all children out of school

Partnership working:

- Work in partnership with the Attendance Team to undertake truancy sweeps.
- Attend and send written reports to initial child protection conferences, reviews and core group meetings for children.
- Keep accurate up to date records of casework on the database.
- Use electronic recording as required by the local education authority, reporting in line with local and regional requirements.
- Ensure the Children Missing Education procedure is followed by the academy

- Work within White Rose Academies Trust, undertake reporting and liaise with other offices to share good practice.

Personal and professional attributes:

- Ensure personal safety and security.
 - Evaluate and develop own contribution to the service.
 - Be available for and make use of regular supervision.
 - Attend training and development opportunities as appropriate.
 - Contribute to the development of the academy attendance strategy.
-

Equal Opportunities:

- To promote equal opportunities in Education in Order that all children and families will gain optimum benefit from the service provided
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing
-

Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.

- Work collaboratively with colleagues, knowing when to seek help and advice.
 - Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
 - Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
 - Be responsible for safeguarding children and promoting their welfare and follow child protection procedures.
 - Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding and promoting the values, standards and equal opportunities of the academy.
 - Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.
-

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through the White Rose Academies Trust Performance Management Policy. The Governors and Principals of the White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.



“Since I started teaching at Leeds East Academy I’ve regularly found myself in a state of astonishment at the sheer drive, commitment and passion of the staff and students alike. There is a very genuine, palpable desire for the students to thrive and succeed; the Academy offers and endorses a plethora of enriching opportunities that broaden the cultural capital for our cohort. Teaching English in a school that champions ambition and resilience, results in inspiring conversations, comprehensive writing and, most importantly, interesting and confident young people.”

Sasha Buchanan, Teacher of English

PERSONAL SPECIFICATION

You should be able to demonstrate that you meet the following criteria which are all essential:

E= Essential D=Desirable

Measured by:

A=Application Form

T=Test/Exercise

P=Presentation

I=Interview R=References

QUALIFICATIONS		
E	GCSE level of education C or equivalent (to include English and maths)	A
D	Relevant qualification or experience	A
E	A good level of appropriate ICT skills	A

LEADERSHIP		
E	Demonstrates high levels of professionalism	I R
E	Able to set high expectations and delivers exceptional standards and commands credibility through expertise	I
E	In conjunction with line manager can suggest interventions to improve student attendance and wellbeing	I R
E	Knows when to consult, make decisions and defer to others	I R
E	Able to meet deadlines	R
E	Able to prioritise, plan and organise activities	I R
E	Able to forms good relationships with all stakeholders	I

EXPERIENCE/KNOWLEDGE		
E	Demonstrate further professional development through qualifications or training	A
E	Demonstrate high standards of organisation that leads to improving the support for students	A I
E	Possess knowledge of strategies to improve the climate for learning, including anti-bullying, anti-racist, and strategies that support protected characteristics	A I
E	Possess good understanding of how to maintain effective links with external agencies such as social care, Looked after Children Team, Neighbourhood Police Team and family resource worker in order to support students and their families	I
E	Possess good knowledge of how to support vulnerable children	A I
E	Experience of liaising with teachers about the wellbeing of students	A I
E	Have excellent knowledge of strategies to improve attendance and tackle poor attendance	A I
D	Experience of taking assemblies	A I
E	Have excellent knowledge of how to use IT management systems to record and extract student information, and prepare written evidence	A I
D	Experience of running extra-curricular activities	A I
E	Experience of developing positive relationships when dealing with parents	A I
E	Possess relevant first aid certificate or a willingness to undertake first aid training	A i
E	Be suitable to work in an environment where responsibility will be held for promoting and safeguarding the welfare of children and young people	A I R
E	Experience of leading a team	A I R

LEADERSHIP AND MANAGEMENT		
E	Able to manage own personal time effectively	R
E	Able to set and achieve challenging professional goals	R
E	Responsible for own professional development	R
E	Able to carry out admin responsibilities including analysing and measuring the impact of own work	ATI

PERSONAL ATTRIBUTES		
E	Enjoy seeing young people learn in a positive climate and be committed to ensuring all are supported in making progress.	AIR
E	Able to lead the development of others	A
E	Be committed to engaging learners and ensuring that they are safe	R
E	Possess a personal impact/presence underpinned by high expectations of achievement and behaviour	IR
E	Be an innovative manager, able to solve problems and convert them into success	I
E	Be committed, resilient, robust and resourceful and have a reflective, focussed and determined disposition	IR
E	Possess a sense of humour particularly when facing difficult and challenging situations	R
E	Ability to be sensitive, empathetic yet professionally and objectively detached when managing conflict	R

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Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.



“Working at Leeds East Academy allows me to make an impact on a fantastic community where I have been able to foster many positive relationships with students. As a member of the successful Spanish department, I feel a valuable member of the team in a thoroughly organised and well managed part of the school. I am now in my third year in the Academy and have been provided with exceptional CPD opportunities to develop my practice in and out of the classroom. As a result of this training, I have been able to launch a coaching programme aimed at further developing ECT2s and ECT3s, providing further T&L support, as well as training and guidance towards career aspirations outside of the classroom. I am proud to be a part of Leeds East Academy.”

Andrew Kyle, Teacher of Spanish

THE SELECTION PROCESS

HOW TO APPLY

Thank you for taking time to read and digest our information. If you wish to apply for this post with the White Rose Academies Trust, then you should;

- **Download and complete the WRAT application form**
- Complete the application form **fully**, ensuring all details are accurate and all declarations are signed. Please ensure you enclose **two** professional referees, one being your current employer (with name and email addresses if possible).
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the **person specification**, along with details of the unique contribution that you could make to the future success of the White Rose Academies Trust. If you do not complete the personal statement section of the form, you will not be considered for the role. CVs cannot be accepted.
- **PLEASE NOTE THE REQUIREMENT TO ATTACH YOUR APPLICATION FORM AS A SEPARATE DOCUMENT TO YOUR EQUAL OPPORTUNITIES FORM WHEN EMAILING YOUR APPLICATION TO US.**
- Submit your application by the deadline stated below. Late applications will not be considered.

TIMETABLE FOR THE SELECTION PROCESS

Closing date for applications: Tuesday 28th November 2023, 9am

Shortlisting: Tuesday 28th November 2023

Interview Date: Monday 4th December 2023

Start date: As soon as possible, upon successful completion of pre-employment checks

For more information, please visit our website at [White Rose Academies Careers](#).

To apply for this role please complete our application form and return to recruitment@whiteroseacademies.org by the closing date. Please note we are unable to accept CV's.

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. You can view our Child Protection policy [here](#).

STAFF BENEFITS

We are delighted that you are considering applying for a role with the White Rose Academies Trust. In addition to highlighting this opportunity for you to work for a progressive, highly supportive and visionary trust, we also want to share with you a sample of the amazing benefits available to all staff.



Health Assured offer free and confidential advice and support to staff and immediate family, 24 hours, 7 days per week. Services include support with family, finances, legal advice, stress, anxiety and bereavement, also providing access to structured counselling sessions.



We provide a trust-wide CPD programme and opportunities to attend national and international conferences, visit 'outstanding' academies/trusts nationally, along with access to formal qualifications up to Masters level.



Discounted monthly bus ticket, automated mobile ticket renewals, unlimited bus travel for work or leisure, tickets sent straight to your mobile.



The trust continues to support a wide number of colleagues in undertaking apprenticeships, undergraduate and post-graduate degrees and professional qualifications (e.g. CIMA).



The Local Government Pensions Scheme (LGPS) is a statutory scheme. The rules of the scheme are issued by Parliament and have the force of law. The legal status of the pension scheme rules gives it a great deal of security.



We are part of the CycleScheme. Save money on a new bike and spread the cost. Visit their website for more information on how to sign up to this fantastic scheme.



Free parking for staff at all of our academy locations.



TechScheme allows you to purchase the latest tech through your employer via salary sacrifice. Spread the cost across 12 payments from your gross salary, making NI savings. There are over 5,000 tech products to choose from.

STAFF WELLBEING

The White Rose Academies Trust is made of outstanding professionals, whose daily commitment is matched only by the pride our students feel for their school and education. The future of our society is exciting, vibrant and safe in the hands of our students and staff.

We are committed to encouraging a positive working environment that promotes the physical and mental wellbeing of our staff. The capability and wellbeing of our colleagues is a priority for the trust. Therefore, we make every effort to address and meet our employee's health and wellbeing needs.



**Colleague
Recognition**

We have a great staff recognition system which is built around a system of gratitude/appreciation cards. This initiative encourages staff to submit positive feedback to their peers and allows all staff to be appropriately recognised for their hard work.



**Wellbeing
Wednesdays**

Our academies have introduced Wellbeing Wednesday breakfast for all staff. Breakfast is available from 7:45am in the canteen.



**Department
for Education**

We have signed up to the Education Staff Wellbeing Charter because the wellbeing of our staff is of paramount importance to us. Visit the DfE website for further details.



**MINDFUL
EMPLOYER**

Unlike other accreditations or quality standards, the Charter for 'Employers Positive about Mental Health' is about recognising those employers working towards better mental health in the workplace; no matter where they are in their journey.



TREATS

Staff Recognition Treats

Staff are awarded with sweet treats throughout the year to thank them for their hard work.

health assured

Health Assured offer free and confidential advice and support to staff and immediate family, 24 hours, 7 days per week. Services include support with family, finances, legal advice, stress, anxiety and bereavement, also providing access to structured counselling sessions.

MESSAGE FROM THE BOARD

Welcome to the White Rose Academies Trust.

We are an ambitious trust with very high aspirations for the children and diverse communities which we serve. Our values underpin everything we do and our compassionate approach is reflected in our students and how we all work together as one.

Our Board is made up of incredibly talented and inspiring people. With backgrounds and experience spanning the public and private sector, our members bring both strong business acumen and extensive education skills and knowledge.

We are focused on building the best environment for our academies to flourish and by providing excellent governance we aim to:

- ensure clarity of vision and strategic direction,
- hold executive leaders to account for the educational performance of the organisation, its students and the performance of staff,
- oversee the financial performance of the organisation and make sure its money is well spent.

We are thrilled with the improvements and progress achieved by all our academies so far. Our rating of 'Good' by Ofsted, with Leeds City Academy also achieving 'Outstanding' for Leadership and Management is something we are incredibly proud of. We are also delighted to have welcomed our first primary school, Alder Tree Primary, to the trust. We know we have the right teams of professionals in our academies to take us further as we continue to grow the trust.

Board of Directors



WHITE ROSE ACADEMIES

"Our ambition is excellence.
Every child, every teacher,
everyone; outstanding."

The White Rose Academies Trust is a
member of Luminare Education Group

luminare
EDUCATION GROUP

