



Behaviour and Inclusion Room Manager Wren Academy Finchley

Closing Date: 9.00am, Monday 4 July 2022

Interviews: After 4 July 2022



Do justice, love kindness, walk humbly with your God: Micah 6v8

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**Wren
Finchley**

Wren Academy Finchley

Hilton Avenue, North Finchley
London N12 9HB

Telephone: 020 8492 6000

Fax: 020 8492 6010

Email: firstcontact@wrenacademy.org

Web: wrenacademy.org

Secondary Principal: John Keohane

Primary Headteacher: Louisa Taylor

June 2022

Dear Colleague

Wren Academy Finchley – Behaviour and Inclusion Room Manager

Thank you for your interest in this post at Wren Academy.

The information given in the documentation here and more general information elsewhere on our website should give you a clear understanding of the Academy. However, if you wish to find out more, please contact Maria Bigg on 020 8492 6000.

If you decide to apply, please follow this guidance carefully. Your completed application form, together with a supporting statement of not more than two sides of A4 using 12 point Arial font must be received by the Academy by 9.00am on Monday 4 July, however applications will be considered as they are received. A hard copy of your application can be posted to the address above or sent by e-mail to wrenhr@wrenacademy.org.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to meeting you if you are selected for interview.

Yours sincerely

**John Keohane
Secondary Principal**

The Wren Academies Trust is committed to the highest standards of safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts which will be subject to enhanced checks.

The Trust embraces diversity and promotes equality of opportunity. We wish to further develop a diverse community and encourage applications from all sections of society.



Behaviour and Inclusion Room Manager

Salary £24,318 - £26,117 per annum. NJC Scale Points 18 – 22

Paid for working 40 Weeks of the Year, 36 hours per week

Start date: September 2022

An exciting opportunity has arisen to work as part of a welcoming, talented and highly motivated team in an Academy judged by OFSTED to be outstanding. We require a Behaviour and Inclusion Room Manager who will actively supervise the inclusion room when students are withdrawn from lessons to ensure there is a positive, purposeful learning environment.

Located in the London Borough of Barnet, Wren Academy is sponsored by the Church of England and Berkhamsted School. Founded in 2008 the Academy is oversubscribed with over 1470 students (including the Sixth Form). The engaging curriculum, innovative enrichment programme and state of the art buildings have contributed to the Academy's notable success.

We wish to appoint a colleague to this role who has:

- Excellent interpersonal skills
- The ability to work effectively as part of a team
- Good organisational skills
- Experience of supporting students with a range of individual needs
- Possess the ability to work effectively with a wide range of young people exhibiting differing learning and emotional needs.

Closing date: 9.00am, Monday 4 July 2022.

For an application pack, please see our website:

<https://www.wrenacademyfinchley.org/253/recruitment>

Please note that we require the Wren Academy Application Form to be completed before we are able to consider your application. We do not accept CV's.

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Academy Information 2021/2022

Wren Academy Finchley opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. We have come a long way since the school opened to its first Year 7 in 2008 and are now an all through school with over 1500 students aged between four and 18. The school has continued to grow as we opened our Sixth form in 2013 and have taken on new primary cohorts since 2015. The Academy is proud of its successes; we have been given three 'Outstanding' Ofsted judgements and achieved exceptional GCSE and A Level results. We have also established a national reputation for excellence in teaching and learning, developing an approach that focuses consistently on enabling young people to be effective learners.

Our Sixth Form has grown in popularity since opening to our first Year 12 students in 2013. It has rapidly established a reputation for academic excellence, great study support and a rich and varied extra-curricular programme. Furthermore, we have proved our ability to help students achieve their ambitions by gaining access to the best university courses and employment opportunities.

In September 2020, Wren Academies Trust opened Wren Academy Enfield with the first cohort of Year 7 students. The Wren Academy Enfield will then grow each year to become a six form entry 11-18 school. The development of a second Academy will lead to further collaboration and innovation. It is also expected that the further growth of the Trust will result in opportunities for continued Professional Development and career progression.

The Trust has established a national reputation for excellence in teaching and learning at Wren Academy Finchley, developing an approach that focuses on enabling young people to be effective learners. It is planned that Wren Academy Enfield will take the same approach resulting in similar success and achievements. The learning framework of the Academy is based on the 6 Rs which encourages students to be:

- Resilient
- Relational
- Redemptive
- Reflective
- Resourceful
- Reverent

All learning is supported using digital tablet which are an expected item of equipment for each student. The use of this technology enhances learning within the classroom and at home.

The Academy has high academic standards coupled with a strong emphasis on developing students' social, cultural and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students are happy and make exceptional progress at the Academy as evidenced by the following:

- Three outstanding Ofsted outcomes (the last being outstanding in every category in 2018)
- Two Outstanding SIAMs judgements
- A national reputation for the innovative teaching and learning
- Top 2% of Progress 8 scores in the country (+0.91 - 2019)
- Highest non-selective school Attainment 8 score in Barnet (61.88 - 2019)
- GCSE Grades: 28% 9-8 (A*), 78% 9-5 (A*- B) in 2019.
- Over-subscribed Sixth Form with excellent destinations for all students (including Oxbridge)
- A Level grades: 10% A*, 84% A*-C (2019)

We were also delighted with the university and employment destinations our students are achieving. Most Wren Finchley sixth form students move on to the university of their choice with increasingly high numbers going to Russell Group institutions, with Oxford, Cambridge, Durham, Imperial and the UCL amongst our destinations. Wren students regularly win places on the most competitive courses, including Medicine, Dentistry and Law. Students also gained places at highly sought-after creative arts institutions such as Central St Martins as well as prestigious apprenticeships with companies such as Deloitte and Jaguar.

Wren is a comprehensive school, which welcomes students of all academic abilities and maximises their potential. We are also a vibrant and culturally diverse community.

Our curriculum is innovative, challenging and engaging. There is an extended school day with lessons of varying lengths, single sex teaching in core subjects and an extensive timetable of enrichment activities. Each half term we have a focus day on which the usual timetable gives way to in depth study of a range of issues. To further support learning and social development, we have a house system and there are vertical tutor groups for students Years 7-10.

Inspired by Sir Christopher's Wren our specialism is Design and the Built Environment. Key skills associated with our specialism, like planning and creativity, impact across all subjects. We work closely with a range of public and private sector partners in delivering the specialism and in ensuring it enhances but never dominates our curriculum.

We have developed students' learning skills and attitudes through our immersion in the philosophy of character education. Year on year we have recruited a talented and committed staff who share the ambition of creating a uniquely successful school. Colleagues are encouraged to innovate and to develop new ways of teaching and embedding the habits of successful learners to supplement the teaching of subject knowledge and skills. We now have over 96 teaching staff and 65 student services colleagues.

We have a campus, which is architecturally innovative and visually impressive with a high emphasis being placed on environmental sustainability. The buildings provide for a wide range of teaching and learning approaches with larger, flexible learning areas and smaller group rooms alongside more traditional classrooms. The working environment for all staff is of a high quality.

All teachers joining Wren receive a high quality professional development experience. We hope that simply by working at the Academy, teachers will become better practitioners and that much of the best professional development will be found in working with Wren colleagues. However, we explicitly prioritise CPD with an innovative CPD programme which provides three hours of CPD per week. Within this structure is an increasing focus on engaging with the latest educational research, with many colleagues undertaking small scale research projects related to their practice. Therefore, we are looking to recruit teachers who are currently good or outstanding and who have the desire to develop further. We want to appoint colleagues who possess real curiosity about the ways in which children learn most effectively and who are always seeking to extend their practice into new areas and learning activities. It is important that Wren teachers are ambitious both for themselves and for their students. Many of our teachers have achieved career advancement within the Academy whilst others have moved on to promotion elsewhere.

At Wren you will be given time to plan and evaluate your lessons. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers at work and having them observe you is a professional entitlement. It is an expectation that all Wren teachers will be confident and open in seeing lesson observation as a key element of how we learn as professionals.

Other benefits of teaching at Wren:

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- Children of colleagues working at Wren for over two years are given priority for a place in Reception or Year 7
- An exceptionally talented and mutually supportive staff team
- Talented, courteous and ambitious students
- Excellent professional development opportunities including support for programmes of further study and planned career development
- A pleasant and attractive working environment
- Free refreshments and lunchtime allowance
- A lower student contact ratio than the norm
- Timetabled professional development time during the school day
- Planning and evaluation time during the school day
- Financial allowance for leading enrichment activities

Further details on the curriculum, structure and ethos of the Academy are available on our website, www.wrenacademy.org.

John Keohane
Secondary Principal

WREN ACADEMIES TRUST

Wren Academy Finchley

Job Description

Behaviour and Inclusion Room Manager

Job Purpose

To assist the Pastoral team in their duties in order to maximise student achievement and create a safe climate for learning.

To manage the Inclusion room and Safe Space to ensure that removal from lessons is not a barrier to academic progress.

To model and teach the core values of the Academy

The Behaviour and Inclusion Manager is integral to the inclusive approach to learning at Wren Academy and based in the inclusion room.

Divided into two distinct zones, the Inclusion Room provides short term (up to three days) provision for students withdrawn from lessons and respite for students with social, emotional and mental health needs who want to access the 'Safe Space' room. The Safe Space is accessible to all students wanting a very short period of 'time out' (generally less than 60 minutes). It works on a self-referral basis but is monitored and operated by the Behaviour and Inclusion Manager. The role is also central to enabling students withdrawn from lessons to continue to make excellent academic progress. The Behaviour and Inclusion Manager's job is supported by the fact that all students bring a tablet to school and all lessons are on MS Teams. This means the manager can focus on supporting students with work set by their usual teacher and subject specialist. Alongside the focus on academic progress, the Behaviour and Inclusion Manager gives pastoral support to students to help them reflect on their behaviour and ensure they integrate back into lessons smoothly with a 'fresh start'.

Liaising with

Assistant Principal, Heads of Department, teaching staff, Student Services Staff, parents and other visitors to the Academy.

Working Time

36 hours per week, 40 weeks of the year. There is a 30 minute lunch break each day.

Contract Type

Permanent

Reporting to

Senior Head of House

Duties

- Manage the internal inclusion provision of the school, working closely with the pastoral team and Academy Leadership Team.

- Actively supervise the inclusion room when students are withdrawn from lessons to ensure there is a positive, purposeful learning environment. This includes active supervision during the students' lunch break.
- Coordinate the provision of learning tasks for students withdrawn from lessons, communicating with subject teachers and ensuring support students to ensure learning tasks are completed to a satisfactory standard.
- Provide tutoring/mentoring guidance to students to help them better manage their behaviour and emotions.
- Identify barriers to achievement learning and adapt learning tasks to ensure that all students in inclusion room can make academic progress.
- Follow up and sanction instances of poor behaviour in the inclusion room.
- Facilitate reflective discussions with students before they return to lessons, setting appropriate targets and liaising with Heads of House.
- Administer communications with parents when students have been withdrawn from lessons.
- Provide follow-up checks for key students to ensure re-integration into lessons runs smoothly.
- Facilitate restorative justice meetings as necessary.
- Record on the management information system student successes and incidents of inappropriate behaviour.
- Provide the Pastoral team and Senior Leaders with regular analysis of behaviour incidents using the Academy Management Information System. Identify key behaviours and/or students for targeted actions.
- Take responsibility for the behaviour module on the Management Information System, ensuring it remains up to date and fit for purpose.
- Monitor the use of the 'safe space', support the emotional needs of students and provide relevant colleagues analysis of its use.
- In collaboration with the inclusion team, ensure students with emotional and mental health needs receive adequate support and intervention within and beyond the Inclusion Room.
- Liaise with the attendance team when students presenting behaviour concerns are failing to attend school.
- Oversee the 'On Call' system to ensure middle and senior leaders fulfil their duties.
- Actively model and contribute to the Academy's vision and values.

Professional Behaviour:

- To maintain high standards of professional behaviour towards colleagues and students.
- To lead by example and to follow the Academy's dress code and code of conduct.
- To carry out duties in a friendly, helpful and professional manner.
- To have a flexible approach and to be prepared for the unusual.
- To uphold and actively support Academy policies and procedures on the safeguarding of young people.

Assessment:

- To continue personal development as agreed in performance management.
- To engage actively in the performance review process.
- To address the performance management targets set by the line manager.

Other Specific Duties:

- To play a full part in the life of the Academy community, to support its distinctive aim, ethos and policies, and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements as a Church school.
- To have a record of excellent health, attendance and punctuality.
- This job description is current at the date shown but, in consultation with you, may be changed by the Principal, to reflect or anticipate changes in the job commensurate with the salary and job title.

This Job Description is current at the date shown but, in consultation with you, may be changed by the Executive Principal, to reflect or anticipate changes in the job commensurate with the salary and job title.

WREN ACADEMIES TRUST

Wren Academy Finchley

Person Specification

Behaviour and Inclusion Room Manager

Professional Skills and Experience

1. Possess the ability to work effectively with a wide range of young people exhibiting differing learning and emotional needs.
2. Be a conscientious and dedicated professional with a commitment to ensuring educational opportunity for all.
3. Be an excellent professional with the ability to organise, motivate and inspire others.
4. Preferably have relevant experience of working in comprehensive and multi cultural environments.
5. Possess excellent administrative and ICT skills.
6. Possess the ability to time manage and prioritise effectively.
7. Preferably have experience in a similar role.
8. Show evidence of continued professional development.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian values in the Academy.
2. Have qualities which earn the trust and respect of students, staff, parents/carers and governors.
3. Have the ability to relate positively to parents/carers and other stakeholders and engage successfully in the life of the Academy.
4. Be able to build constructive working relationships with local schools and other external agencies.
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Appreciate the balance between academic and social development of young people, needed to create an outstanding school.
7. Be able to relate to all students and staff in a positive and constructive way.
8. Be part of a whole Academy team which seeks and develops a variety of opportunities to support and work with students.
9. Possess qualities of integrity, calmness and good humour which earn the trust and respect of students, staff, parents and governors.
10. Possess, optimism, credibility, resilience, and a sense of proportion.
11. Possess excellent written and verbal communication skills.

Selection Process Details

Application deadline

Completed application forms must be received by 9.00am, Monday 4 July 2022.

Completing your application

Candidates are asked to read the details in this pack carefully, especially the Job Description and Person Specification. Please ensure your application fulfils all the criteria set out in the Person Specification and you present evidence of this. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Your completed application and supporting statement should be emailed to wrenhr@wrenacademy.org. CVs will not be accepted.

Selection process

The selection process will consist of a combination of tasks, activities, lesson observations, presentations and interview. Further details will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Please ensure that your referees are warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

June 2022