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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**BEHAVIOUR CENTRE
LEARNING SUPPORT
ASSISTANT**

April 2024

Ilkley Grammar School
Behaviour Centre Learning Support Assistant
Actual annual salary: £22,828 - £24,775
Scale Pay Point 12 (Range 12-16)
Pattern of hours will be 37 hours each week
9:00am to 5:00pm with a 30-minute unpaid lunch each day and an early finish
of 4.30pm one day each week
Term time only plus 5 days

An exciting opportunity has arisen for a colleague with a specialism in SEMH needs to work as part of the school Inclusive Learning Department in our Behaviour Centre. This is an exciting opportunity for a colleague who has experience of working within an alternative provision or experience of working with SEMH in a mainstream school and is ready for a new challenge. We are looking for a highly-skilled and experienced candidate to support the needs of students identified with a complex learning profile. Our aim is to ensure that our students receive the highest standard of education and are provided with the skills to achieve their personal best. Flexibility will be required to support challenging students in mainstream school as well as the Behaviour Centre. This post is required as soon as possible.

This is an exciting time in the school's development. We are committing significant resourcing and approaches to further strengthen our pastoral care and safeguarding provision, recognising the challenges that our students and their families face in the context of stretched wider support structures and increasing wait times for specialist services. This year we have already invested in pastoral training or recruited the following pastoral positions:

- Mental health first aid training for 100 colleagues who hold the MHFA qualification
- A mental health first aid lead who is an accredited MHFA trainer
- The recruitment of two dedicated safeguarding officers
- A therapeutic intervention worker
- A Nurture Centre Leader
- A Behaviour Centre Manager & Assistant SENDCO
- The recruitment of X2 student counsellors
- Additional student support roles to add capacity to our student pastoral hubs and provide additional support for our non-teaching Heads of Year

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Monday 13th May 2024

Provisional interview is scheduled for w/c 13th May 2024

Please note that we reserve the right to close early and therefore early applications are encouraged.

If you do not receive an invite to interview by Wednesday 15th May, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

THE BEHAVIOUR CENTRE

This role is to support students accessing the Behaviour centre, working alongside the Behaviour Centre Manager. The provision is progressing towards a period of growth with the successful candidate joining the Behaviour Centre Manager to support the development of this provision. Students who access this side often receive reactive interventions based on their behaviour choices in the mainstream setting during Reflection or Internal Suspension sanctions.

The provision has been developed to support the wide diversity of characteristics and needs of Key Stage 3 and Key Stage 4 students struggling to secure academic attainment and personal progression in a mainstream setting. It offers:

- Early identification, support and monitoring of those with or with concerns around their SEMH needs.
- Short-term and longer-term alternative curriculum placements for those struggling to attend mainstream schooling
- Intensive interventions for students in a variety of areas – both proactively and reactively. The aim is to re-engage and address barriers to learning in order to successfully reintegrate and support them into the mainstream setting.
- Support to those who have received Reflection and Internal Suspension sanctions in order to help them complete them successfully.

The BEHAVIOR CENTRE develops bespoke intervention programmes to support students to achieve their Personal Best. It aims to make a positive and demonstrable difference to young people's lives by focusing on achievement, social, emotional, and behavioural development and raising aspirations for the future.

Overall aims:

- Raise student aspirations, morale and motivation
- Develop social skills and positive attitudes required for employment and or future learning
- Establish strong and lasting partnerships between the student, parent/carers and relevant agencies
- Improve attendance, behaviour and achievement and reduce exclusions
- Provide an opportunity to support our learners to appropriately engage in mainstream whilst developing the person and improving well-being and future destinations
- Celebrate achievements no matter how small

PRIME OBJECTIVES OF THE POST:

To work as directed by the Behaviour Centre Manager and Assistant Headteacher for Inclusion and Personalisation to meet the additional needs of students and support them to be able to achieve their personal best. The successful candidate will support the Behaviour Centre Manager in developing the processes of early identification and student support. They will work as a key-worker to identified students and deliver interventions and observations to support the needs and monitoring of students using the provision. The role offers the opportunity to be able to progress into a variety of associate roles across the school and will have access to a number of CPD opportunities. The post holder will report progress of student' performance to the Behaviour Centre Manager and AHT for Inclusion and Personalisation and will carry out other duties which are appropriate to the provisions as required.

- To support young people with their learning and personal development, particularly those who can exhibit more challenging behaviours and who struggle to make academic progress and develop positive relationships in a mainstream setting.
- To support in the development of the behaviour centre alongside the Behaviour Centre Manager and Assistant Headteacher
- To help re-engage students with education so that they achieve their academic potential.
- To understand complex social, emotional and mental health needs of secondary aged students and be sympathetic and sensitive to the difficulties some students face in their personal lives and help them overcome those barriers to success.

RESPONSIBLE TO THE Behaviour Centre Manager

Specific Purpose of the Behaviour Centre Learning Support Assistant

- The Behaviour Centre Learning Support Assistant will be a pivotal role in the development of inclusive education within the Behaviour Centre and Mainstream provisions at Ilkley Grammar School. The Behaviour Centre LSA will work under the guidance of the Behaviour Centre Manager and Assistant Headteacher for Inclusion and Personalisation, and will support in the areas of SEND, promoting inclusion and enabling students to achieve their personal best.
- To encourage the students in the Behaviour Centre to become independent learners and provide support for their social and emotional well-being whilst in the Behaviour Centre and across mainstream school.
- To provide support for students, the teachers and the school to raise standards of achievement for all with a particular focus on students with SEMH needs.
- To use their areas of expertise by providing specialist SEND knowledge or other support where deployed by the Behaviour Centre Manager or AHT
- To deliver interventions, monitor, and mentor students who are placed in the Centre on a short-term and/or longer-term basis.
- To provide excellent support, supervision and care for all users of the Behaviour Centre including those completing reflection and internal suspension sanctions
- To foster and maintain constructive and supportive relationships with students' key adults, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links
- Use positive behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to reflect, learn purposefully and independently.
- To champion and be an advocate for students using the Behaviour Centre with peers, staff, students and the community
- To be a role model for our students and be sensitive and responsive to students' needs
- To support students to manage transitions in their lives

Key Accountabilities

- To create and maintain a positive, calm and caring learning environment in the behaviour centre and encourage students to achieve their personal best.
- Work in partnership with class teachers to enable students to access the curriculum
- To provide emotional and behaviour support to students in the Behaviour Centre and in the Mainstream provisions
- To support students in the modification of any behaviours that do not meet Ilkley Grammar school expectations

- To assist the Behaviour Centre Manager with multi agency referrals to obtain the correct support for students and parents
- Support students in the use of technology in the class to enable and facilitate access to the curriculum
- Communicate with the Behaviour Centre Manager/AHT for Inclusion and Personalisation any concerns about a student's learning, behaviour, attendance and/or personal development
- Carry out administrative support as required including involvement in student EHCP annual review processes
- Keep regularly updated about students' needs
- Supervise and support students ensuring their safety and access to learning
- Provide supervision at unstructured times. Be prepared to have flexible lunch and break times to work around students to deliver lunchtime provision.
- Support KS4 students on alternative pathways as required and directed by the Behaviour Centre Manager and AHT for Inclusion and Personalisation
- To assist with the development and implementation of Individual Education/Behaviour Plans/Pupil Passports/My Support Plans
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to positively interact with others and engage in activities led by the teacher
- 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 students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- To assist with parental contact where necessary in relation to students using the Behaviour Centre
- To assist in the running of the school 'consequences' room, ensuring work books are up to date and that work completed is returned to teaching staff
- To act as a mentor for appropriate students who are experiencing difficulties that are impacting on behaviour
- To provide wider school support in terms of 'on call' when required
- To provide mid-day supervisory duties when required
- To be aware of safeguarding issues surrounding vulnerable students in the Behaviour Centre reporting concerns to an appropriate person.

Responsibilities

- 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 equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles, this post is subject to the satisfactory completion of a six month probationary period.

Agreed by:

Post Holder:

Print name.....

Signature.....

Line Manager:

Print Name

.....

Signature.....

Date:

**PERSONNEL SPECIFICATION
BEHAVIOUR CENTRE LEARNING SUPPORT ASSISTANT**

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Minimum 5 GCSEs grade C or equivalent in English and Maths	E	Application form and selection process
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> NVQ Level 3 or equivalent in Learning Support, Childcare, Health or Youth Work	D	
<input type="checkbox"/> Any additional qualification relating to children with special educational needs	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Experience of working with challenging behaviours including secondary school-age children with behavioural and emotional needs	E	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	D	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high-pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	D	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience of mentoring students/student mentoring programmes	E	
<input type="checkbox"/> Experience of working in a school-based environment	D	
<input type="checkbox"/> Experience of working in an alternative curriculum provision	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Experience conducted SEMH interventions	D	
<input type="checkbox"/> Knowledgeable in research related to SEMH	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
<input type="checkbox"/> Any training in the area of Learning Support, Health, Childcare, Youth Work, policing or relevant practical skills	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	

<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
<input type="checkbox"/> Development planning, monitoring and evaluation	D	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Teamwork/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g., business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	