



# **BEHAVIOUR FOR LEARNING LEAD**

**START DATE: AS SOON AS POSSIBLE**



# Harbour Vale School

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Dear Applicant

Thank you for taking an interest in the post of Behaviour for Learning Lead at Harbour Vale School.

We are a pupil referral unit, and we educate students who have been permanently excluded or are at risk of permanent exclusion from mainstream education at Key Stages 3 or 4.

We also offer SEMH places at KS4, short term turnaround placements and medical places at both KS3 & 4.

We have a capacity of 38 students, and this is growing each year. The need for specialist and PRU places in Dorset is increasing and with our new school buildings it is possible for Harbour Vale to grow and flourish to support children within our locality.

As a school we joined SAST in November 2019 and officially became Harbour Vale School. It is fantastic being part of a trust who puts children at the centre of everything they do. Having a sense of belonging and working together with so many experienced colleagues, with great CPD opportunities, collaborative working, learning and support mechanisms centrally. Reinforces the benefits of being part of a Multi-Academy Trust.

In recent years, Harbour Vale School had a huge makeover. We commissioned a new build that included a new reception and classroom, as well as internal renovation work, leaving us with a school that is welcoming, friendly and fit for purpose.

We have robust processes of student induction that includes baseline and diagnostic testing upon entry, which allows staff to plan personalised learning from the moment the students arrive with us and supports positive re-integrations.

Our school values and ethos are centred on students to believe in themselves, feel proud of their achievements and successes, and we aim to support learners becoming more respectful, responsible and resilient learners.

Harbour Vale School has intervention programmes and personalised timetables for each student, and we work collaboratively to promote positive outcomes and celebrate every small win.

We are looking to appoint a Behaviour for Learning Lead to start as soon as possible.

If you are passionate about Inclusive Education, have knowledge or experience of SEMH, mental health and student well-being and are up for a challenge, we look forward to receiving your application.

Yours sincerely

Kelly Knight  
Headteacher

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 30<sup>th</sup> September 2024**

The interviews will be held on **Friday 4<sup>th</sup> October 2024**

**Salary:** Grade 8, Point 12: **ACTUAL:** £20,255 per annum  
**Contract:** Fixed-Term until summer term 2027, 32.25 hours per week (32 hours, 15 minutes), 39 weeks per year (term time plus inset days)

Harbour Vale School are looking for a Behaviour for Learning Lead. The successful candidate will oversee and manage the behaviour of students within the school. You will be responsible for implementing strategies and interventions to support students in developing positive behaviours and attitudes towards learning. Additionally, you will work closely with teachers and parents to create a supportive and inclusive learning environment for all students. The ability to drive (and access to car) is essential for this role as there may be requirements in which you may need to travel.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned by email to: [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk).

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.*

*SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.*

*This role is UK-based and your right to work will need to be established as part of the appointment process.*

*(Internal ID Number: RAF497)*

# JOB DESCRIPTION

**Post:** Behaviour for Learning Lead

**Salary:** Grade 8

## **Relationships:**

The post holder is accountable to the Headteacher in all matters relating to this post. All staff are ultimately responsible to the Chief Executive Officer (CEO). The post holder will work closely with team members and support the team when necessary.

## **Main Purpose:**

To support the learning process – primarily this includes working with individuals and/or small groups to proactively support social, emotional and mental health needs and resolve difficulties causing concern as quickly as possible so as to promote learning at all times.

- To take strategic and operational responsibility, accountable to the Headteacher, in ensuring and promoting effective behaviour support throughout the school for all pupils leading to improved learning outcomes.
- To take the lead in reviewing, monitoring and implementing the development of the school Behaviour policy.
- To proactively support the pupil's social, emotional and mental health needs.
- To provide support daily to pupils to promote self-esteem, self-control, personal and social development (PSD) and welfare.
- To ensure the safety of the site and promote and support the well-being of pupils and staff.
- To be responsible for implementing the academy positive handling procedures and practices throughout the academy in conjunction with the Headteacher and ensure compliance with DfE Guidance – Use of Reasonable Force – July 2013.
- To lead the Behaviour for Learning and help set targets with the teaching team to improve pupils' emotional health and well-being.
- To ensure behaviour on site and in classes improves overtime.
- To have responsibility on a day to day basis reporting to the SLT for the implementation of physical intervention approaches. This will include training, meeting statutory requirements and ensuring all records and recording complies with DfE requirements. Accountable to SLT on half termly basis for all matters relating to behaviour and intervention.

## **Main Responsibilities & Duties:**

To support the teacher and pupils through:

- To lead the Behaviour for Learning strategically and operationally on a daily basis to proactively meet the needs of the pupils.
- To support the daily briefing and to work pro-actively whenever possible to meet the known and changing needs of the pupils.
- To provide written reports on monitoring and evaluation to SLT on a half termly basis or as required.
- To ensure as appropriate personal handling plans and/or risk assessments are complete for all pupils on admission within two weeks.
- To organise negative and positive consequences as required.
- To liaise with parents regarding behavioural issues as required in consultation with SLT.
- To liaise effectively with other agencies to enable a holistic approach to supporting pupils with challenging behaviour.
- To support pupils by providing therapeutic approach through mentoring and role modelling.
- To promote the school ethos as encapsulated in the school's mission statement.
- To monitor and analyse data to further improve individual pupil's behaviour patterns.

- To respond to requests from teaching staff for assistance/support with pastoral support incidents.
- To respond through proactive intervention.
- To lead supervision during break and lunch times and produce break rotas.
- Ensuring accurate records are kept of all incidents.
- Support and advice to identify and seek positive resolutions within a framework for a therapeutic approach.
- To undertake training in safeguarding and work in close liaison with the DSL.
- To promote and safeguard the welfare of pupils in your care or that you come into contact with in accordance with the SAST's Safeguarding Policy.

#### **Behaviour Support:**

- To maintain daily records of all incidents ensuring they are appropriately logged.
- To meet with SLT on a weekly basis to monitor behaviour patterns throughout the school to ensure a proactive approach to support pupils.
- To monitor and review Behaviour Support Policy in conjunction with the Headteacher.

#### **Support the school through:**

- Contributing to effective team practice.
- Providing positive feedback to team members.
- Recognising the strengths that each team member brings.
- Working effectively with other professionals and developing an understanding of their role.
- Providing other professionals with information to allow them to carry out their role.
- Providing reports on pupil progress for review purposes.
- Positively contributing to review meetings when required.
- Complying with all Harbour Vale and SAST policies, including expectations for confidentiality.

#### **General:**

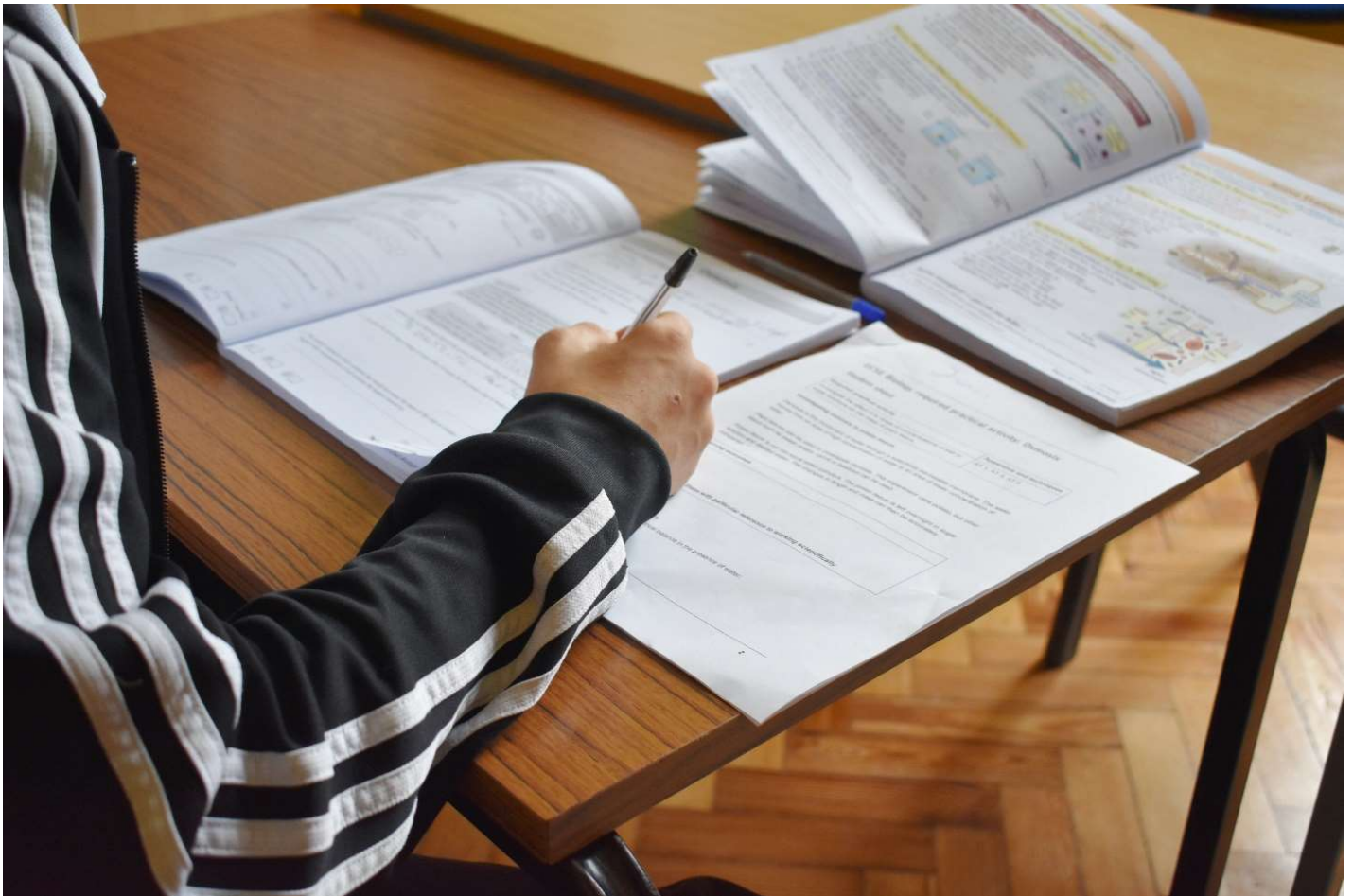
- To promote and support Harbour Vale's culture of "Believe, Achieve, Succeed" and encourage staff and pupils to follow this example.
- To promote and safeguard the welfare of children in your care or that you come into contact within accordance with the SAST Child Protection and Safeguarding Policy.
- To comply with, promote and act in accordance with all school and Academy policies.
- To be responsible for complying with data protection legislation and expectations for confidentiality. Any issues or breaches to be reported to the Trust HR Director at the earliest opportunity.
- To be responsible for complying with health & safety legislation and guidance. Any issues or breaches to be reported to the Trust Estates Director immediately.
- To maintain consistent working relationship with colleagues, supporting them in line with your role and responsibilities.
- To keep colleagues informed about aspects of your work and schedule which may affect the support you can give them.
- To develop your effectiveness by up-dating your knowledge and skills, seeking and taking account of constructive feedback on your performance, making effective use of the development opportunities made available to you.
- To identify and agree personal development objectives with your line manager.
- To be courteous to colleagues and provide a welcoming environment to visitors.
- The ability to drive

### **Additional Information**

Throughout the Trust it is our practice to vary the specific responsibilities in line with the needs of the Trust. This will be carried out in consultation with the post holder.

This is an outline job description only and the post holder will be expected to comply with any reasonable request from a manager to undertake commensurate work of a similar level, or any lesser duties, that are not specified in this Job Description.

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Chief Executive Officer or nominated representative (in consultation with the post holder) to reflect the changing needs of the Trust.



# PERSON SPECIFICATION

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

	<b>Essential</b>	<b>Desirable</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with Secondary aged pupils, including pupils with emotional and behavioural difficulties.</li> <li>• Experience of working with parents, schools and support agencies.</li> <li>• Experience of modelling good behaviour management techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of implementing effective strategies to promote positive behaviour.</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• High expectations which motivate and challenge pupils.</li> <li>• Behaviour management skills to support the schools culture.</li> <li>• Ability to cope with the requirements of the post, which will include working with pupils who have emotional / behavioural / physical difficulties.</li> <li>• Ability to relate to children / young people from diverse social backgrounds.</li> <li>• Ability to effectively communicate verbally with children / young people, parents / carers and staff in the school</li> <li>• Exercising advisory, guiding, negotiating and persuasive skills.</li> <li>• Ability to work on own initiative and as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents or carers; and an awareness of safeguarding issues.</li> <li>• Good communication skills.</li> <li>• Good ICT skills, including the use of Microsoft Office</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.</li> <li>• Written communication skills in order to produce reports and update records.</li> <li>• Ability to support members of staff.</li> <li>• Awareness of child development.</li> <li>• Knowledge of school data management systems</li> </ul>
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Other relevant qualifications relating to the post</li> <li>• Evidence of further training / development and / or willingness to participate in further training and development opportunities e.g., Team Teach</li> </ul>

# ABOUT HARBOUR VALE SCHOOL

We are a short stay alternative provision for students who have been permanently excluded or at risk of permanent exclusion from mainstream education, (dual registered) students who have specific medical needs and students who need SEND assessments from Year 7-11, located in Sherborne, North Dorset. We pride ourselves on having a child-centred approach and embrace the school ethos of:



Promoting responsible, respectful and resilient learners.

We provide students with the right support and interventions that allow our students to be successful, build self-confidence, become more resilient, with a broad and balanced curriculum, alongside a range of activities and opportunities that support them to re-integrate and engage back in mainstream education or a specialist school settings, or move on to college or an apprenticeship.

We provide students with the right support and interventions that allow them to be proud of their achievements and celebrate even the small wins.

## Ethos and Values

- **Respect** – People and property and for you to have the right to be respected and be treated fairly
- **Resilience** - Everyone has the right to feel safe & ensure the safety of others. We should help each other, be kind and work in a team
- **Responsible** - Students have the right to learn & the responsibility to make the most of the opportunities given

**Everyone will be treated as individuals with different goals, targets and needs**





# INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

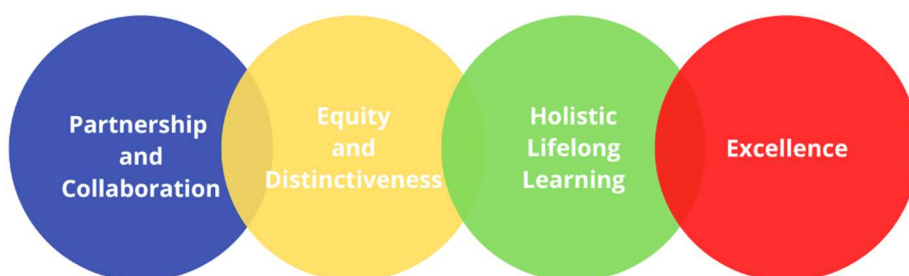
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## **Our Vision:**

*Delivering educational excellence through aspiration and collaboration.*

## **Our Values:**



### **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

## **SAST Benefits:**

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

