

Recruitment Pack



Behaviour for Learning Lead
October 2024



School ready; Work ready; Life ready

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Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

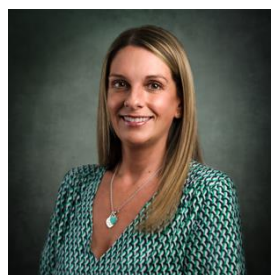
Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart
Principal

We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.

STRATEGIC FOCUS

VISION: School Ready; Work Ready; Life Ready

PURPOSE

- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

Quality of Education		Behaviour & Attitudes		Personal Development		Leadership & Management					
Intent	Implementation	Impact	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
<ul style="list-style-type: none"> • Enriching students' ambition and a love of learning • Equipping students with skills, knowledge and cultural capital to succeed. • Enabling access to aspirational post-16 pathways and preparing students for life. 	<ul style="list-style-type: none"> • Challenging every learner, in every lesson, every day. • Ensuring every student knows more and can do more. 	<ul style="list-style-type: none"> • All students achieving exceptionally well. • All students' work is of a consistently high quality. • All students reading at their chronological age or better. • All students successfully moving to the next stage of their education, employment or training. 	<ul style="list-style-type: none"> • Student conduct is exemplary in lessons, during unstructured time and in the local community. • Students demonstrate a consistently positive attitude to learning and they embody the College Core Values. • Positive role models are recognised and celebrated. 	<ul style="list-style-type: none"> • Students and staff have zero tolerance for bullying, harassment and child-on-child abuse. • Everyone takes appropriate action if all students feel safe. • Relationships are based on mutual respect. Restorative practice is valued by all. 	<ul style="list-style-type: none"> • Students value their learning time and this is reflected in their high attendance and punctuality. • All students, regardless of need, are supported to attend and be on time. 	<ul style="list-style-type: none"> • Students understand how they are developing physically, mentally and socially. • Students appreciate what makes them unique but also celebrate what brings them together. 	<ul style="list-style-type: none"> • Students contribute to the benefit of themselves and those around them. • Students support their local community, charities and the environment. 	<ul style="list-style-type: none"> • Students make use of the experiences Horizon has to offer them. • Students are supported to make informed choices about their future aspirations. 	<p>A culture where:</p> <ul style="list-style-type: none"> • Everyone is school ready. • Everyone is supported to work ready. • Everyone is life ready. 	<p>A culture where:</p> <ul style="list-style-type: none"> • Everyone feels safe. • Everyone feels supported. • Everyone feels valued. 	<p>A culture where:</p> <ul style="list-style-type: none"> • Everyone is considered. • Everyone is included. • Everyone is developed.
<p>Broad Curriculum</p> <p>Key Principles of Curriculum Design</p> <p>SEND Adaptations</p>	<p>Reading</p> <p>Six aspects of Teaching & Learning</p> <p>Assessment, Feedback & Response</p>	<p>Student Pride & Articulation</p> <p>Reading & Mathematical Competencies</p> <p>Outcomes & Destinations inc. SEND & pp</p>	<p>Praise & Rewards</p> <p>Clear, consistent graduated consequences</p> <p>Character in the Classroom</p>	<p>Role of the Form Tutor</p> <p>Recognise, Report, Record & Refer</p> <p>Restorative Conversations</p>	<p>SEND & Wellbeing</p> <p>Personalised Provision</p> <p>Student Engagement</p>	<p>Character Education</p> <p>Citizenship & RSHE</p> <p>Cultural Literacy & Diversity</p>	<p>Student Voice & School</p> <p>Supporting Local, National & International Causes</p> <p>Student Council & Democracy in action</p>	<p>Enrichment</p> <p>Student Ambassadors & Leadership</p> <p>Careers & Enterprise</p>	<p>Governance</p> <p>Policy & Practice</p> <p>Finance</p>	<p>Workload</p> <p>Safeguarding Practice</p> <p>Wellbeing: Staff/students</p>	<p>Staff CPD</p> <p>Communication & Engagement</p> <p>Inclusive Practice</p>






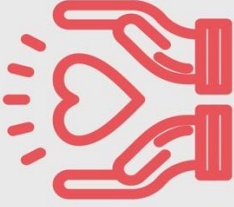
STRATEGIC GOALS

DRIVERS

BEHAVIOURS

Aspiration	Independence	Resilience	Core Values	Pride	Respect	Kindness
Having High Expectations of Yourself	Taking Responsibility For Your Learning	Character in the Classroom	Having a Growth Mindset	Individual Liberty	Mutual Respect and Tolerance	
Democracy	The Rule of Law	British Values				

Core Values

 <p>ASPIRATION</p> <p>We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.</p>	 <p>PRIDE</p> <p>We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.</p>	 <p>INDEPENDANCE</p> <p>We take responsibility for our success. We take control of our future.</p>
 <p>RESPECT</p> <p>We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.</p>	 <p>RESILIENCE</p> <p>We never give up. We face challenges with confidence and respond positively to feedback.</p>	 <p>KINDNESS</p> <p>We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.</p>

Child Safeguarding Policy

The College is committed to 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 (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.

Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Please visit: <https://horizoncc.co.uk/safeguarding/>

Vacancy Details

Role:	Behaviour for Learning Lead
Salary:	Grade 5 - £26,421 to £28,770 (Actual salary £22,636 - £24,648)
Hours Per Week:	37 (8.30am to 4.30pm Monday to Thursday & 8.30am to 4.00pm Friday)
Type:	Permanent, term time only plus 2 INSET days
Closing Date:	Sunday 20 October 2024

We are seeking to appoint a Behaviour for Learning Lead to run our in-house Timeout, Reflection and Internal Suspension provisions; this will support the Pastoral Teams and subject areas by allowing effective teaching and learning to take place in lessons.

Experience of working with young people in a variety of situations is essential. Qualifications required are 4 GCSE's including English and Maths (Grade 9 to 4) along with a Level 3 qualification.

Interviews will take place week commencing 21 October 2024.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Job Description

SERVICE AREA: Horizon Community College
JOB TITLE: Behaviour for Learning Lead
GRADE: 5
RESPONSIBLE TO: Associate Vice Principal
EMPLOYEE SUPERVISION: None

Purpose of Post:

To lead the support of students in our 'alternative to suspension' provisions; this will support the Pastoral Teams and subject areas by allowing effective teaching and learning to take place in lessons.

Key Areas:

- To work with the College Leadership Team in raising standards of student behaviour and conduct across the college.
- To support students in engaging in their provision for the day, and to then return successfully to lesson.
- To support teaching staff in the implementation of the Behaviour for Learning policy, particularly the Praise and Consequences system.
- To work with the College Leadership Team in the development and monitoring of strategies and procedures for improving and maintaining student behaviour and conduct.
- To support teaching and learning across the college whilst on Classroom Support duty.

Duties and Responsibilities:

- To ensure effective supervision of students in Timeout, Reflection and Internal Suspension provisions.
- To work with the Associate Vice Principal to co-ordinate staffing cover in Timeout, Reflection and Internal Suspension provisions.
- To manage students in Reflection and/or Internal Suspension provisions.
- To lead on the learning provision for students during their time in Timeout, Reflection and Internal Suspension provisions.
- To manage the resources available in Timeout, Reflection and Internal Suspension provisions and make recommendations to maintain and develop curriculum provision.
- To support Pastoral Teams and subject staff by supporting behaviour for learning in lessons and around College.
- To support staff in the implementation of the Consequences and Praise system
- To monitor the detention system and assign detentions to students where necessary
- To maintain and update the uniform shop.
- To use a range of strategies and techniques to de-escalate negative behaviour during Reflection and/or Internal Suspension provisions.
- To analyse praise data using the PowerBi dashboards to ensure staff are praising students as appropriate.
- To liaise with parents and carers as and when required.
- To support the student wellbeing team, student learning officers and other members of the Pastoral Teams in empowering students to make choices about their own learning, behaviour and attendance.
- To provide feedback to students in relation to progress, achievements, behaviours and attendance.

- To assist with the gathering of information, updating of records and contributing to the review of systems or records as directed.

Wider College duties and responsibilities:

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality, data protection, reporting all concerns to an appropriate person.
- Ensure every child is valued for who they are and that all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the College.
- Attend and participate in regular meetings
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and support in the training and development of other staff.

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/Minor)
Relevant Experience	Proven experience of working with children and young people in a variety of situations.	Application form/interview	Essential
	Experience of managing a provision	Application form/interview	Desirable
	Experience of working with external contacts.	Application form/interview	Essential
	Experience of dealing with child protection issues.	Application form/interview	Desirable
	Experience of presenting information at a range of formal meetings.	Interview	Desirable
	Experience of resolving issues relating to young people.	Application form/interview	Essential
	Administration particularly in relation to, recording information, maintenance of filing systems and completing correspondence.	Application form	Essential
Education and Training Attainments	4 GCSE's or equivalent including English and Mathematics (Grades 9 to 4).	Application form/certificates	Essential
	NVQ Level 3 qualification in a relevant subject	Application form/certificates	Essential
	Word processing, text processing or typing qualification at an appropriate level to ensure data is input accurately and within given deadlines.	Application form/qualification certificates	Desirable

General and Special Knowledge	Knowledge of attendance management systems	Application form	Desirable
	Knowledge of data systems which relate to behaviour and progress of students	Application form/interview	Desirable
	Knowledge of safeguarding and child protection procedures	Interview	Essential
	Knowledge of a range of support strategies which can be used to support pupils with individual issues.	Application form/interview	Essential
Skills and Abilities	Ability to organise a heavy and varied workload.	Application form/interview	Essential
	Ability to work on own initiative and prioritise work to given deadlines.	Application form/interview	Essential
	Ability to present information clearly and concisely to prescribed formats.	Application form	Essential
	Ability to manipulate data in order to produce reports.	Application form/interview	Essential
	Proven skills in the use of ICT in particular Microsoft Office packages	Application form/interview	Essential
	Excellent written and verbal communication skills	Application form	Essential
	Ability to work accurately and methodically under pressure.	Application form	Essential
	Ability to respect and maintain confidentiality.	Application form/interview	Essential
	Ability to work individually and as part of a team.	Application form/interview	Essential
	Ability to supervise and work with pupils.	Application form/interview	Essential
	Commitment to the safeguarding and promotion of the welfare of young people.	Application form/interview	Essential
	Ability to maintain appropriate relationships with young people.	Application form/interview	Essential

	Ability to deal appropriately with a range of sensitive issues.	Application form/interview	Essential
Additional Factors	Willingness to undertake any necessary training	Application form/interview	Essential

In compiling this, please refer to the Section 'Review Job Description and Employee Specification' in the Recruitment and Selection Code of Practice.

The Application Process

Please read the [Guidance Notes](#) for Applicants before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

This is an exciting and rewarding role and we look forward to receiving your application.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

Should you wish to discuss the role further please contact us on 01226 704230.