

Hope Sentamu Learning Trust is a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

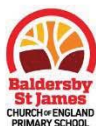
As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you

Helen Winn
Chief Executive Officer



Behaviour Manager, 35 Hours per Week, Term Time Only, Permanent Role

Grade H, Scale Point 18-23, £19,942.30 to £22,144.71 Actual Salary Per Annum

I am delighted to introduce our school to you. This is an exciting time for the academy and an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a reasonably small close knit community but with extensive opportunities for professional development across the Trust as a whole.

Barlby High School is an 11-16 comprehensive school which serves a mixed catchment 12 miles south of York. The school has a population of around 580 students; we are a friendly, warm and caring community school. Character development is crucially important and my desire is that Barlby High students understand their own self-worth and are confident, compassionate and kind. Academic success is equally important as it is the foundation for the next stage of school life and gives students the opportunity to choose their future career path.

We are a member of the York ISSP partnership, which is an equal partnership of 12 secondary schools – nine state schools and three independent schools. Our students have been able to attend master classes with the aim of providing academic challenge through opportunities which schools cannot provide alone.

Our vision is that every child should flourish and develop a real love for learning. We want the very best for all our students and have high expectations for them. This is born from the belief that every child is full of potential and has a unique part to play in society. We want every member of our school community to 'Live Life to the Full'.

Job Details

All posts at Barlby High School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Julie Caddell
Principal



Job Title	Behaviour Manager	Job Category	Support
Grade & Salary Range	Grade H, Scale Points 18 - 23, £19,942.30 to £22,144.71 Actual Per Annum	Hours of Work	35 Hours per Week, Term Time Only
Location	Barlby High School	Travel Required	No
Position Type	Permanent	Line Manager	Assistant Principal; Student Welfare
Date Posted	02nd December 2021	Posting Expires	16th December 2021
Interviews to be held	To Be Confirmed	Start Date	January 2022

Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

Job Details

Salary shown above is pro rata based for part time / term time working on an Full Time Equivalent of £24,982 to £27,741 per annum

This role is to lead and co-ordinate the work of IE and to be available to work with small groups of students on an intervention curriculum.

Salary is dependent on current qualifications and experience, please see job descriptions for more information.

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

School / Academy Contact

Caroline Webster, PA to the Principal, c.webster@bhs.hsll.academy

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hsll.academy

Job Description

Job Title	Behaviour Manager
Grade	H
Responsible To	Assistant Headteacher / Vice Principal / Deputy Headteacher
Staff Managed	Behaviour Intervention Lead
Job Family	Attendance & Behaviour
Job Purpose	Working during the school day to maintain good pupil behaviour so that pupils can enjoy a safe and orderly environment
Job Context	Works within the school, and is available all at all times during the school day to respond to infringements of the school behaviour policy.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> To lead and co-ordinate the work of Seclusion Responding to disruptive behaviour from students on a day to day basis. While ensuring that matters are dealt with appropriately to prevent escalation of any disruption. Recognises when it is necessary to implement agreed de-escalation strategies to minimise pupil disruption and/or dangerous behaviour. Takes action to deal with behavioural issues as they arise. Awareness of Health and Wellbeing of pupils. Responds to immediate issues on and off the school site. Supervision and control of Seclusion and to be responsible for pupil behaviour in this area, at break and lunchtime Work with small groups of pupils in organised activities. Motivates and is responsive to pupil behaviour at all times. Develop, deliver and monitor the effectiveness of a range of programmes, activities, courses, and opportunities to provide all necessary support for identified students.
Communications	<ul style="list-style-type: none"> Liaises with the Senior Leadership Team to provide statistical data on behaviour incidents, inclusion and exclusions. Take part in departmental or whole school meetings as required. Contributes to the positive ethos of school, using fresh ideas to promote improvements in behaviour and attitude to learning Attends and contributes to meetings with other staff, external agencies and parents as required.
Partnership or Corporate Working	<ul style="list-style-type: none"> Liaises with the Local Authority and external bodies where necessary to provide information about pupils' progress and improvement strategies. Working in collaboration with other support staff Works with the Teachers, Support Staff and Senior leadership team to reinforce the school's behaviour policy Work in partnership with teachers, and other school support staff to maintain good discipline. Liaise closely with teaching and support staff to provide personalised support for identified pupils that leads to them engaging in learning and achieving in line with their potential.
Skills Development	<ul style="list-style-type: none"> Participates as required in the school's performance management system and takes part in appropriate training and development opportunities. Develop a range of strategies for monitoring the impact of planned interventions, including through the use of CPOMs, SIMS and SISRA.
Safeguarding	<ul style="list-style-type: none"> To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate Log any safeguarding concerns on CPOMS
Systems and Information	<ul style="list-style-type: none"> Keep records of students' behaviour and any incidents Maintain records of all communication with parents / carers

	<ul style="list-style-type: none"> Monitors, records and reports on pupil behaviour.
Planning and Organising	<ul style="list-style-type: none"> Co-ordinate and monitor staff duties within school. Distributing and up-to-date schedule as and when required, to ensure all areas of school are monitored. Assist in the continued development and implementation of the Positive Discipline policy Support rewards activities for students as part of the Positive Discipline policy
Data Protection	<ul style="list-style-type: none"> To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Behaviour Manager	
Grade	H	
Responsible To	Assistant Headteacher / Vice Principal / Deputy Headteacher	
Staff Managed	Behaviour Intervention Lead	
Job Family	Attendance & Behaviour	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> Knowledge of strategies which promote good behaviour and discipline Knowledge of developmental progression in the emotional curriculum Knowledge of normal child development and children's personal development needs Knowledge of behavioural management techniques An understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome 		<ul style="list-style-type: none"> Knowledge of Health & Safety regulations Knowledge of the school's policies and procedures
Experience		
<ul style="list-style-type: none"> Experience of working in multi-disciplinary teams Experience of participating fully in planned interventions programmes for children with emotional and behaviour difficulties Experience of working with young people of relevant age 		<ul style="list-style-type: none"> Experience of multi-agency working Experience of counselling or mentoring young people
Occupational Skills		
<ul style="list-style-type: none"> Excellent communication skills Excellent interpersonal skills Observational skills Time management and organisation skills. Ability to react calmly and quickly in an emergency Tact and sensitivity Ability to relate well to children and adults 		
Qualifications		
<ul style="list-style-type: none"> NVQ Level 3 qualification, ideally in a relevant field, or the equivalent level of knowledge and experience 		<ul style="list-style-type: none"> Basic knowledge of First Aid if required Mental Health for Young People qualification Appropriate first aid training (<i>dependant on the school's needs</i>)
Other Requirements		
<ul style="list-style-type: none"> Enhanced DBS clearance To be committed to the school's policies and ethos To be committed to Continuing Professional Development Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people Emotional resilience in working with challenging behaviours and attitudes Ability to use authority and maintaining discipline 		

Benefits of working at Hope Sentamu Learning Trust

Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf. For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk



Our Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.