

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Behaviour Manager Bradfield School

Application Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
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Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.

Contents

1. A message from our CEO

2. About TSAT

3. Our Schools

4. The Role

5. Responsibilities

6. The Person

7. How to apply

Welcome to Tapton School Academy Trust (TSAT) and thank you for your interest in joining our organisation. I am the new Chief Executive Officer, and I feel incredibly proud to lead to such a wonderfully diverse group of schools, who have people at their heart. We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ over 900 staff, and those people are incredibly important to us. One of our key strategic priorities is to make TSAT a 'great place to work' and we are working hard to achieve that. If you work with us, you will receive best-in-class talent management opportunities, to develop yourself and open doors to a wealth of career opportunities within (and outside of) our trust.

We are mindful the workload challenge currently facing the sector, so are focused on reducing workload and creating conditions where our colleagues have fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and creating aligned curricula and assessments, to save our staff time so they can focus more on the things that really matter.

We are at an exciting crossroads in our journey as a multi-academy trust. If you are passionate about working with young people, and love working collaboratively within a team environment, then we'd love to hear from you. If you want to help shape the future of a modern, transformative group of schools, where excellence, innovation and collaboration thrive, you will find a like-minded group of people at TSAT.

Thank you again for your interest in joining us and the best of luck with your application.

Lee Barber
CEO



About TSAT

Since forming in 2011 TSAT has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18.

Collaboration is at the heart of our Trust. Our aspiration, with distributed leadership across TSAT, is to be greater than the sum of our parts.

Our Vision : To realise the life chances and dreams of every child.

Our Mission : To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism.
- A focus on nurture as well as achievement.
- Involvement of the family and wider community in everything we do.
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage.
- Mutual support and development.
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working.
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this.
- Schools retain their identity and are part of something special.
- Differentiated solutions according to support needs.
- Mentoring, coaching, directing.
- A clear [scheme of delegation](#) and decision making to ensure that all our children get the best educational experience.

For further information please visit the Trust website: [TSAT - Home \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances and dreams of every child and becoming an outstanding Trust.

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

Each of our primary schools are Ofsted rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes.

Our sixth form provision is Ofsted rated 'Good' or 'Outstanding'

[Secondary Education](#)

Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities
- Finance
- Governance
- HR
- IT
- School Improvement.

The Role

BEHAVIOUR MANAGER

You will be required to work within the remit of the school's behaviour policy and procedure to improve levels of student behaviour, supporting the support for success system, investigation of reported incidents and support in the reflection room with students who have been temporarily removed from lessons .

Salary Range:	Grade 5 SCP 15-20 pro rata 39 weeks
	37 hours per week, 39 weeks per year. Monday – Thursday 8:00am – 4:00pm, Friday 8:00am – 3:30pm
Responsible To:	Assistant Headteacher
Responsible For:	
Benefits:	<ul style="list-style-type: none">• Local Government Pension Scheme.• Salary Sacrifice Car Scheme.• Cycle to Work Scheme.• Occupational Health.• Wellbeing Programme.• Continuous CPD and Training.

Responsibilities

MAIN DUTIES AND RESPONSIBILITIES

- To support the school on call system by assisting with the investigation of reported incidents.
- To deal with students arriving to school/lesson late
- To supervise corridors during lessons, break and lunchtimes
- To ensure the good behaviour of students at all times
- To check student's uniforms to ensure they are wearing the correct school uniform
- To promote good attendance and punctuality to all lessons
- To report on student's behaviour on the schools Management Information System
- To promote the emotional well-being of students and to support students in making healthy, safe lifestyle choices.
- To undertake child protection and safeguarding training.
- To carry out the duties and responsibilities of the post, in accordance with the School's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To actively work under the child protection framework to keep students safe from harm.
To undertake other duties appropriate to the post that may reasonably be required from time to time.
- At all times to carry out the responsibilities of the post with due regard to the School's Equal Opportunities policy.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

SUPPORT FOR THE TEACHERS

- Create and maintain a purposeful learning environment.
- Promote positive behaviour and attitude to learning and uphold behaviour sanctions in line with the school behaviour policy where necessary.

Responsibilities

SUPPORT FOR THE SCHOOL

- 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 the appropriate person.
- Contribute to the development of policies and practices which promote positive behaviour, social inclusion and emotional wellbeing.
- Contribute to the overall ethos/work/aims of the school.
- Provide support to the leadership team with restoration following incidents between lessons, at the start and end of school or at lunchtime.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students, within contracted hours, out of lesson times, including before and after school and at break-times and lunchtimes.
- Assist with supervising afterschool detentions and ensure students follow expectations.
- Assist with 'On Call' and promote behaviour for learning

To undertake any other duties and responsibilities, which do not change the character and purpose of the post as, may be determined after negotiations between management, the postholder and the appropriate trade union.

BRADFIELD SCHOOL ACADEMY TRUST

PERSON SPECIFICATION FOR THE POST OF BEHAVIOUR MANAGER

Minimum Essential Requirements	Method of Assessment
Skills/Knowledge	<i>(e.g. Interview, Application form, test, assessment, etc)</i>
Ability to relate well to children and adults (E)	Application form/Interview
Clear understanding of professional standards in the workplace (E)	Application form/Interview
Ability to manage behaviour of students effectively (E)	Application form/Interview/References
Very good written, listening and oral communication skills, high level organisational skills (E)	Interview/Interview/References/ Test
Ability to use ICT effectively to support learning and administration – training to use school based ICT systems e.g. Bromcom will be provided (E)	Application form/References/Interview/Test
Able to priorities their own workload, working accurately and to deadlines (E)	Application form/References
Ability to plan effective actions for a wide range of students and take initiative when required (E)	Application form/References/Interview/Test
Ability to work constructively as part of a team. Understand roles and responsibilities within school (E)	Application form/Interview
Develop a working knowledge of policies and awareness of relevant legislation (D)	Application form/References/Interview
Develop an understanding of the range of support services/providers (D)	Application form/References/Interview
Understanding of data and willingness to learn how to apply data (E)	Application form/Interview
Experience/Qualifications/Training etc. (if any)	
Experience working with young people of secondary school age (E)	Application form
Experience of working with young people from diverse ethnic, cultural and socio-economic backgrounds (D)	
Experience/qualifications in working with students to remove barriers to learning and progress (behaviour, self esteem, emotional, motivation, aspiration, social difficulties and other barriers to learning) (E)	Application form/Interview
Experience in delivering interventions around behaviour, actions and attitude to learning (D)	Application form/Interview
Experience of tracking interventions and monitoring the impact of these (D)	Application form/Interview
First Aid Qualification (D)	Application form/Interview
Advanced Safeguarding (D)	Application form/Interview
Work Related Circumstances (including Working Conditions)	
Bradfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment	

E is Essential D is Desirable

How to apply

Applications for this role are via the TES website.

The closing date for applications is Sunday 3rd November 2024 (23.59) and interviews will be held w/c 11th November 2024.

Safeguarding

Bradfield School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview.
- A Criminal Convictions Disclosure Form will be requested at interview.
- Evidence of right to work in the UK will be requested at interview.
- Qualification certificates will be requested at interview.
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview.
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's services.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to be asked to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts).
- Pre-employment medical screening

Please note: Canvassing of any employee, Trustee or member of the Local Governing Board directly or indirectly is prohibited and your application will be disqualified.

Policies

Our approach to safeguarding and school safeguarding policies can be found on the Trust website: [TSAT - Safeguarding \(taptontrust.org.uk\)](https://www.taptontrust.org.uk)

Equality & Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. [Click Here](#) to access TSAT's Equality and Diversity Statement.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies page](#) of our website.

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