

Sidmouth College

Behaviour Support Assistant & Isolation Coordinator

"Working at
Sidmouth College is a
privilege because I get to be
part of a vibrant, supportive
community where both
students and staff strive to
grow together'

Christopher Trengove
Head of History & Politics



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Key Details

Salary

Grade D,
Actual Salary £23,988

Location

Sidmouth College

Hours

37 hours per week,
38 weeks per year,
term time only

Interviews

Friday 6th June 2025

Closing date

1st June 2025

Required from

1st September 2025

believe • inspire • succeed

How to apply

For an informal conversation about the position please contact Amy Baxter,
HR Officer: amy.baxter@sidmouthcollege.devon.sch.uk

An application pack can be found at
<https://www.tedwraggtrust.co.uk/vacancy> or click on
the apply now button



The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.



A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**.



This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.

We demonstrate our love through our values

How we will succeed



About Sidmouth College

Sidmouth College is an incredibly special place to work. Visitors to the College always comment on how welcoming it is here; we have a focus on unconditional positive regard for all and this can be felt as soon as you walk in. The College is a school of choice, with a thriving Sixth Form.

We currently have 872 students, with 119 of those in the Sixth Form. The majority of our students are from four local feeder schools, in Sidmouth, Sidbury, Newton Poppleford and Branscombe.

The College is set in the beautiful Sid Valley and the East Devon area of outstanding natural beauty. Our vision is for vibrant and inspirational teaching that raises aspirations; challenges and engages and prepares every student for lifelong learning.

The College sits within an attractive 13 acre campus and staff take every opportunity to make use of the natural environment on our doorstep to support students' learning and creativity.

At Sidmouth College our learners believe they can succeed, staff work hard to inspire and everyone strives to be the best that they can be. We were delighted to be again judged as Good in the most recent Ofsted report in 2022, which recognised our continuous improvement in achieving positive outcomes for all students.

Our curriculum

Our aim is to provide students with a rich curriculum which builds a lifelong love of learning and meets the needs of the young people within Sidmouth College. The intent of our curriculum is to inspire all students to succeed and ensure they are prepared for adult and working life. This is achieved through a learning journey that provides knowledge, skills and opportunities for all students to become responsible global citizens with positive life chances.

Our curriculum supports students who are numerate and literate to become confident and resilient learners and who engage with the wider community. Our students feel challenged and know what success feels like for them as an individual. Our teachers and co-professionals support our curriculum and ensure that all students regardless of ability, age or background, develop curiosity and critical thinking, as well as fostering aspiration.



Job Overview

This is an exciting opportunity to work as part of our College pastoral team in a wide ranging and impactful role. The role will involve supporting the Student Development Centre as a Behaviour Support Assistant and also as Isolation Room Co-ordinator.

The College is looking to recruit be a flexible and motivated person with high expectations of all students. You will be expected to build good relationships with students, their parents, teachers and other professionals. You will be able to use your own initiative, have good communication skills, be professional and have a high standard of education.

Working under the guidance of the Associate Senior Leader for Behaviour, the successful candidate will be responsible for; leading and managing the internal exclusion system in the College and administrate and supervise the College Isolation Room; managing the detention system; co-ordinating and delivering interventions, behaviour management strategies and facilitate the restorative process; providing pastoral and behaviour support; investigating behaviours exhibited by students and resolve conflict through restorative approaches in liaison with colleagues e.g. Heads of House; liaise with colleagues to aid effective communication; to promote inclusion and raise attainment of students to achieve their full potential and to promote the safeguarding and wellbeing of students.

Proven experience of working with children in a learning environment is essential, along with experience of working with the national/foundation stage programmes/strategies e.g. National Literacy and Numeracy Strategies, KS3 strategy, using ICT to support learning.

Working hours are 8.30am to 4.30pm with Monday to Thursday and 8.30am to 4.00pm on Friday with 30 minutes for lunch, 38 weeks per year term time including inset days.



Job Description

Job Purpose including main duties and responsibilities:

To work under guidance of the Associate Senior Leader for Behaviour to provide support in addressing the needs of students who need particular help to overcome barriers to learning and behaviours they exhibit.

Investigate behaviours exhibited by students and resolve conflict through Restorative Approaches in liaison with other colleagues e.g. Heads of House.

This role requires the ability to fulfil all spoken aspects of the role with confidence.

Key tasks and responsibilities are as follows but may vary in accordance with the demands of the appointment:

Main duties and responsibilities:

To work under guidance to deliver learning by:

- Lead and manage the internal exclusion system in the College and administrate and supervise the College Isolation Room / lesson removal.
- Manage the detention system; co-ordinate and deliver interventions, behaviour management strategies and facilitate the restorative process.
- Providing pastoral and behaviour support
- Investigate behaviours exhibited by students and resolve conflict through restorative approaches in liaison with colleagues e.g. Heads of House and the Assistant Principal
- Liaise with colleagues to aid effective communication
- To promote inclusion and raise attainment of students to achieve their full potential and to promote the safeguarding and wellbeing of students.

Manage the Lesson removal / Isolation room by:

- Supervising the room on a daily basis until 16:15 as part of a team to ensure the College provides support to students to enable them to be successful in a mainstream setting and ensuring 100% compliance with the College Behaviour Policy at all times
- Supporting students' access to learning by ensuring the adequate resourcing of the isolation room/lesson removal as a continued place of learning, including gathering and returning student work for the isolation room.
- Working with other staff in planning, evaluating and adjusting learning activities as appropriate; plan and deliver resources for restorative work to be used in conjunction with teaching staff
- Organising and managing resources from subjects for the efficient and effective planned delivery of a seamless alternative lesson experience for students



Job Description

- Providing objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Assisting in the development and implementation of appropriate behaviour management strategies and Anger Management

Administration and Communication:

- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to College and community links
- Assisting in the development, implementation and monitoring of systems relating to behaviour and integration and being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- To work with the pastoral teams and Heads of House to implement behaviour and wellbeing interventions. This includes the data tracking of the interventions
- To co-ordinate and facilitate restorative conversations between staff and students and also student to student
- Providing clerical/administrative support e.g. dealing with correspondence, compilation/analysis/reporting on exclusions etc., making phone calls and the biweekly behaviour report for Heads of House
- Assisting the Heads of House and teachers with the development and implementation of individual education/behaviour/support/mentoring and wellbeing plans, including the tracking of interventions and behaviour observations
- Assisting in the development and implementation of appropriate behaviour management strategies with other colleagues e.g. Heads of House, Inclusion Manager, SENCo, and Associate Senior Leader
- Supporting Early Help Team and individual meetings

Supporting students by:

- Providing pastoral support to students, challenging and motivating pupils, promoting and reinforcing self-esteem
- Lead antibullying investigations and follow up for those experiencing bullying
- Maintaining a calm and professional demeanour and to model the professional language and relationships we expect our students to develop.
- Developing 1:1 mentoring arrangements with students and providing support for distressed students, working closely with the pastoral team and Anger Management programmes
- Providing information and advice to enable students to make choices about their own learning/behaviour/attendance and providing feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Investigating behaviour issues through written statements and working through complex situations including the use of CCTV.

Job Description

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
- Having an awareness and appreciation of a range of activities, courses, organisations and individuals which can provide support for students to broaden and enrich their learning

General:

- Supporting the College by being aware of and complying with policies and procedures relating to child protection, health & safety, confidentiality and data protection, and reporting all concerns to an appropriate person. Being aware of GDPR and what this means for requests to share data.
- Sidmouth College is committed to safeguarding and promoting the welfare of children. All staff employed at our College must be dedicated to securing the health, safety and wellbeing of children, as well as colleagues. The post holder will work in a tidy and efficient manner maintaining all work spaces in a presentable and tidy state to the satisfaction of the Associate Senior Leader and Headteacher
- It is expected that the post holder will engage with and participate in any training, Continued Professional Development (CPD) and the College appraisal process as required in order to maintain the skills and confidence to meet the requirements of the role.
- Some of this training/CPD will require travel to other locations. Training and supporting administration colleagues and any other staff as appropriate, in administration department duties/tasks.
- In this varied and demanding post, the incumbent would be expected to manage multiple and changing priorities, often at short notice.
- This job description refers to the principal duties and responsibilities of the post. It does not necessarily list in detail all the tasks required to carry out these duties and responsibilities. Consequently, the list of duties/tasks is not exhaustive. The incumbent will be required to undertake any other appropriate tasks as directed by the Associate Senior Leader and Headteacher, consistent with and in the broad spirit of this job description.



Person Specification

Supervision and Management:

No supervision and management is required in this role.

Creativity & Innovation:

Working under the guidance within an agreed system of supervision to implement agreed work programmes with individuals or groups of students. However, in supervising students, the job-holder will be required to resolve problems as they arise with students. These will vary in nature and gravity, and the job-holder will have a range of responses from which to choose.

Contacts & Relationships:

The job holder will liaise sensitively and effectively with parents and carers as agreed with the classroom teacher or SLT. As such, the job-holder will need use personal influence and persuasion to encourage students to modify their behaviour.

At times the post holder will be required to participate in feedback sessions and meetings with teachers, parents and other multi agency professionals such as social workers, educational psychologists etc.

Decisions – Discretion:

Works under the direction of the teacher making decisions about their own work with regards to supporting students, more complex decisions are referred to more senior staff as appropriate.

Decisions – Consequences:

Decisions made in relation to student support will have a material effect on their education. The post holder will use strategies in liaison with the classroom teacher or headteacher to support pupils to achieve learning goals. The postholder needs to make appropriate decisions regarding the planning of their own workload to ensure that tasks are completed in a timely and accurate manner.

Resources:

Responsible for sensitive personal student data and administration, with the use of a school laptop that remains on site.

Work Demands:

This role requires some multi-tasking and effective time management. The work is often interrupted, directed by student/teacher need and often requires switching from one activity to another.



Person Specification

Physical Demands:

The role will require the job holder to use normal physical effort with some office related activity.

Working Conditions:

The job holder will work in an isolation room environment that will be appropriately lit, heated and ventilated. There may be some exposure to noise, outdoor working and verbal abuse/poor behaviour.

Work Context:

There will be significant interaction with parents/ carers/ children and as such confidentiality will be required, which could involve working with poor behaviour and sharing off difficult information.

Knowledge & Skills:

- NVQ 3 or equivalent
- Specialist knowledge/skills usually acquired through extended experience or additional training.
- Numeracy and literacy skills at least equivalent to level 2 of the NQF.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy
- Understanding of principles of child development and learning processes, and in particular, barriers to learning
- Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes
- Ability to effectively use ICT to support learning, or to undertake training to do so
- Ability to use other technology to support learning - e.g. video, photocopier etc.
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults, including other professionals/carers
- Ability to fulfil all spoken aspects of the role with confidence and fluency in English.
- Ability to demonstrate and promote good practice in line with the ethos of the school/organisation
- To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these



#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwithus

Love coming to work



Experience high quality development



Inspire others



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute (TWI)** delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical, not time span



Practice-Based

Create new habits



Domain-Specific

Create new habits



External Expertise

Challenge the familiar & refresh ideas



Professional Buy-In

Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely educates



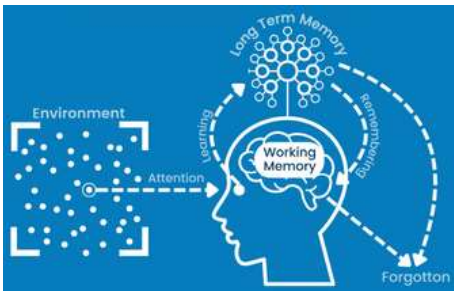
Thrives in a complex system



Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child

- sleep well
- eat breakfast
- follow school rules and routines
- attend school regularly

Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

School

- Behaviour, Health and Safety, Accessibility, Safeguarding Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



Exceptional development and networking opportunities



Cost of blue light cards can be claimed through expenses



Free annual flu jab, eye test and allowance for glasses



Exclusive discounts, cashback and vouchers



Free, confidential employee helpline. Available 24-7 through Health Assured



Access to Wisdom app to support your mental health



Up to 10% off all Pure Gyms



up to the value of £2,000.



Up to 2 days paid emergency time off for dependants



Generous public sector pension schemes for all staff



Timetabled instructional coaching for all teachers



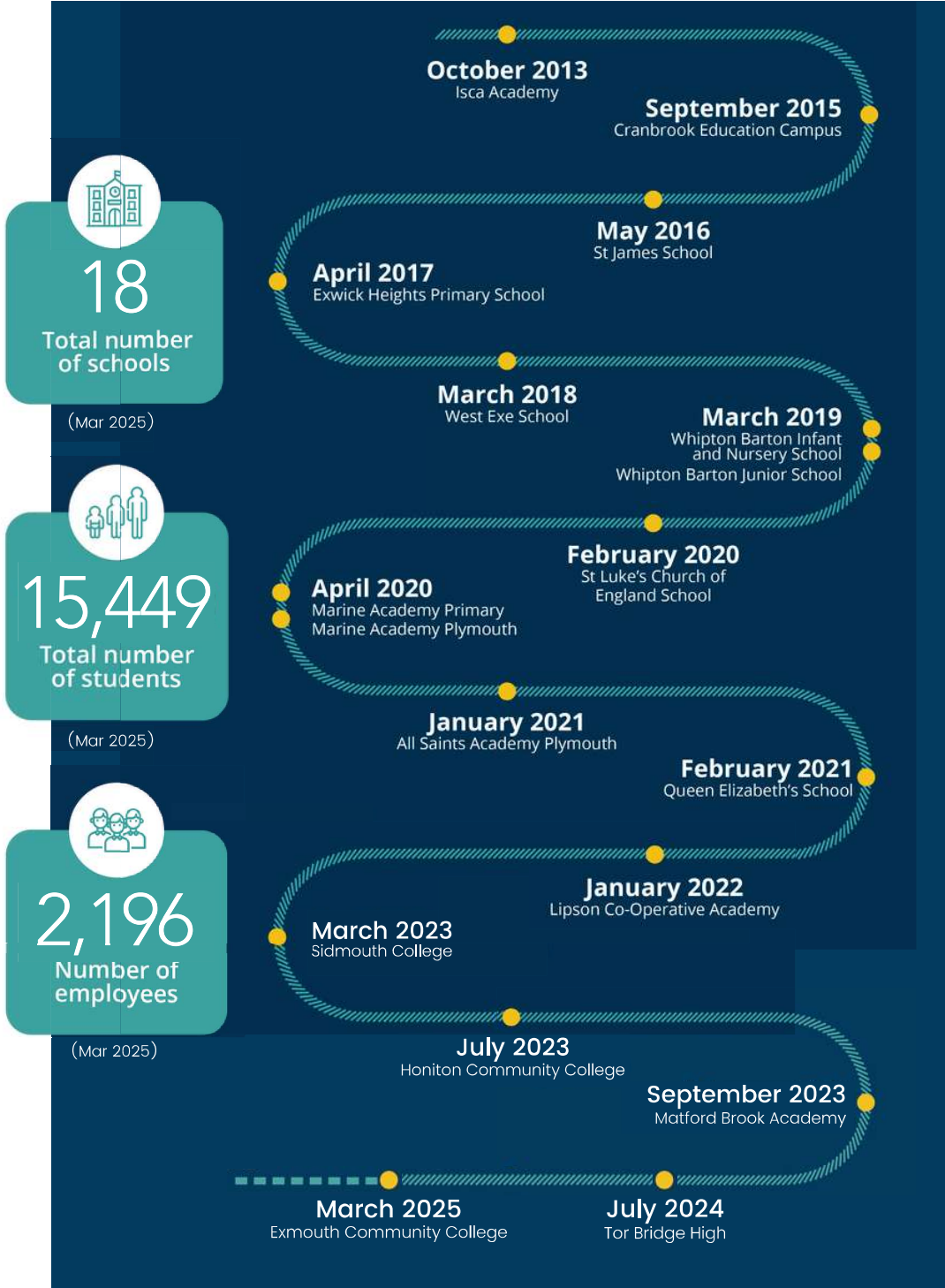
Family friendly policies and flexible working opportunities



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.





Part of the
**Ted
Wragg** TRUST

Thank you for your
interest in working for
us!

