

Bedford High School

A Specialist Business and Enterprise College



To Care - To Learn - To Achieve

Behaviour Support Learning Intervention Officer

Vacancy Information booklet



Behaviour Support Learning Intervention Officer at Bedford High School

Bedford is looking for an experienced and dedicated Behaviour Support and Learning Intervention Officer within the Aspirations Centre.

The Aspirations Centre is a safe nurturing department within the school. Where individuals are celebrated and supported to develop their unique potential and are given a fresh start every day. The team deliver targeted and personalised interventions to individual students and whole groups, removing barriers to learning of vulnerable students to ensure that they make relevant progress.

We are looking to expand our experienced and child centred team, who are passionate about improving the lives of vulnerable young people with Social Emotional and Mental Health needs. To use personalised approaches to help pupils achieve their potential. To help us grow our whole school intervention approach.

The successful candidate will be joining the school at an exciting time. Bedford High School is a mixed comprehensive school, which was judged “good” by Ofsted in 2018. The school is now full throughout KS3 and KS4 with a waiting list of families.

Our school is based over 2 sites with excellent facilities which include our 3G pitch, beautiful green outside space, dedicated outside classroom and large Bistro food court area. Work will soon be underway which will provide our students and staff with an onsite gym and second food court area. We are also expanding our English classrooms which will be completed by December 2022. Our inclusive values drive our vision and ethos across all stakeholder groups. Positive student/staff relationships, which are based on mutual respect embedding our SPIRIT ethos of Strive, Perseverance, Independence, Respect, Integrity and Tolerance are a key strength of our school. Student and staff voice are used across our school to help inform decisions and shape our school development plans.

Dear Colleague

Thank you for your interest in working at Bedford High School.

At Bedford High School we are dedicated to offering our students a high quality education in a well ordered and purposeful school environment. Our values are: To Care, To Learn, To Achieve. We seek to develop happy and successful citizens who will make a valuable contribution to their community. We were judged to be a 'Good' school in May 2018. We are proud of what we have achieved but we are far from complacent and we are acutely aware that there is more to do to achieve our ambition to become an 'outstanding school'. To support our aim, we have extremely challenging data targets, underpinned by strong development planning and rigorous accountability. In return we offer you a committed staff and student body enjoying excellent relationships as well as dedicated, professional, hard-working Governors; you will be well supported.

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application. Please complete the application form (we do not accept CV's) which is available on our website at www.bedfordhighschool.co.uk. Please return completed application forms to recruitment@bedford.wigan.sch.uk or by post to Mrs Claire Taylor, HR Facilities & Communications Manager at the school address.

I very much look forward to receiving your application.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'P. McCaffery', written in a cursive style.

Mr P McCaffery
Headteacher

Our School

Bedford High School was established in 1976 when it was formed by merging Leigh Boys' Grammar School and Manchester Road Secondary Modern School, which were located next to each other. The former grammar school buildings now form the U Block and the secondary modern buildings form the L Block.

Our School Values

To Care, To Learn, To Achieve.

Our School Vision

We relentlessly strive to help our students to discover, develop and demonstrate their potential. This is our core purpose. Our aim is for every 16-year-old student to leave us as a rounded individual, who feels excited about the opportunities the world has to offer and is equipped with the qualities, virtues, skills and knowledge to be happy and excel in life.

At Bedford High School we put staff first by developing, nurturing and retaining a high-quality workforce, where there is a high-quality teacher in every classroom delivering high quality lessons every hour, every day. There are many opportunities for staff across all departments to make an invaluable contribution to the success of the school, getting involved in different aspects of school life.

Staff Wellbeing

Our fabulous surroundings provide an excellent working environment, which in turn can have a positive impact on our employees' well-being. However, this isn't the only benefit to working with us.

- Membership to Greater Manchester Pension Fund or Teachers' Pension fund
- Employee Assistant Programme confidential advice and support service available by telephone, website and App supporting you and immediate family members 24/7 with legal information for issues that can cause anxiety and distress including debt management, consumer, property or neighbour disputes, bereavement support, medical information, online CBT and counselling sessions along with a Wellbeing portal which offers a virtual library of wellbeing information
- Committed Wellbeing Team with 9 fully trained Mental Wellbeing First Aiders
- Cycle to work scheme
- Family friendly policies
- Staff rewards
- Continued professional development

Feedback from our staff wellbeing survey tell us that our staff...

There are many, many things that this school does better than many others that I have worked in.

I'm very happy here and feel respected and looked after.

Bedford is a great place to work.

Since arriving at Bedford I have found the staff to be friendly, welcoming, supportive and are a credit to the school.

Job Description

Role title:	Behaviour Support Learning Intervention Officer		
Job purpose:	<p>To support in removing the barriers to learning of vulnerable students to ensure that they make relevant progress.</p> <p>To work with teachers and other relevant support staff to assist with the planning and preparation of lesson plans.</p> <p>As directed by the teacher or Aspirations Centre Manager, to deliver lessons for individual students, groups or whole classes.</p> <p>To supervise whole classes when required in the short term absence of the teacher.</p> <p>Where appropriate to provide support to other relevant support staff and other teachers.</p> <p>To be responsible for minor supervision other teaching support staff when required.</p> <p>To supervise whole classes during the short term absence of teachers, maintaining good order and keeping students on task, training will be provided.</p> <p>To provide support for students and where appropriate for SEN pupils providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required.</p>		
Reporting to:	Headteacher, Deputy Headteacher, The Aspirations Centre Manager		
Responsible for staff:	Minor supervision of other teaching assistants		
Liaising with:	Headteacher, Senior Leadership Team, School Governors, SEND team and other members of staff – teaching and non-teaching (pastoral and attendance) LA, parent/guardians, external agencies		
Grade of post/salary:	G5 pro rata Actual salary £19,045 - £21,246	Gauge	
Working pattern:	Full time, term time + 3 days		
Hours:	37 hours per week, core working hours 8.00 am – 4.00 pm		
Contract:	Permanent		
Disclosure level:	All offers of employment are conditional subject to an enhanced disclosure with child barred list, appropriate overseas checks, medical, relevant qualification certificates and references satisfactory to the school. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and to adhere to the school's safeguarding policies and procedures.		
Base:	Bedford High School		
Date:	November 2022		

Job Outline

- To assist and provide support to the teacher and other relevant support staff under an agreed system of supervision in the Aspiration Centre, working with children with behaviour and learning difficulties
- To supervise whole classes during the short term absence of teachers, maintaining good order and keeping students on task.

- To assist with the development and implementation of education/behaviour/support/mentoring plans, IEP's for students and monitor, assess, record and report pupils' achievement, progress and development against action plans through observation and planned recording and to provide objective and accurate feedback and reports as required
- To provide specialist support to students with barriers to learning on a one to one basis, in a small group or in or out of the classroom; teaching small groups of students in literacy, numeracy and SEMH development programmes
- To deliver lessons and/or work plans under the direction of the teacher/other relevant support staff
- To provide objective and accurate feedback and reports as required on pupil's achievement.
- To assist with the production of lesson plans and worksheets.
- To deliver local and national learning strategies as under the direction of the teacher/other relevant support staff
- To provide support to other teaching assistants and to provide minor supervision under the direction of the teacher/other relevant support staff.
- To contribute to the development of relevant policies and procedures
- To support the reintegration of students into mainstream lessons, where necessary providing in-class support
- To undertake administrative tasks, manage and maintain record systems and processes, including the use of SIMS.
- To coordinate the collection and distribution of work between those students not in mainstream lessons, teachers and external providers.
- To liaise with and work in conjunction with appropriate agencies.
- To monitor and implement appropriate strategies for supporting the learning and attendance of those students not in mainstream lessons
- To complete risk assessment visits for those students who meet the threshold of learning away from school
- To make daily safeguarding phone calls to students who are learning away from school
- Provide home tuition where appropriate
- To coordinate with the Attendance Manager on intervention for those students whose attendance falls below 90%, including early parental involvement and the creation and implementation of action plans (with clear improvement targets) for each student
- Coordinate and make daily home visits as appropriate, tracking their effectiveness and maintaining records
- To contribute to the development and implement relevant school policies and procedures.

Other Specific Duties

- To carry out the duties in the most effective, efficient and economic manner available
- To continue personal development in the relevant area
- To participate in the staff review and development appraisal process
- To have due regard and comply with all school policies
- To undertake training as required
- To participate in personal and team reviews/meetings
- To participate in annual appraisal and implement agreed targets
- Develop good working relations with other colleagues and students
- To contribute to the overall ethos/work/aims of the school
- To work flexibly in the interest of the school and to undertake such additional duties as are reasonably commensurate with the post and level of responsibility.

Health and Safety Training

- Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.
- To undertake Health and Safety Training on areas within your remit.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards. Through professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Person Specification

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with or caring for children of a relevant age in a learning environment with social, emotional and behavioural difficulties	E		A, I, R,
Experience of new technologies and ICT to support learning	E		A, I, R, T
Experience of supervising other staff		D	A,

B. Training and Qualifications

	Essential	Desirable	Source
Relevant Level 3 qualification	E		A, I
Training in the relevant strategies or a willingness to undertake such training	E		I
3 x GCSE C or above in Maths and English or equivalent qualification	E		A, I
Willingness to undertake basic first aid course		D	A
Willingness to participate in development and training opportunities	E		I
Full Driving Licence in order to coordinate and drive the school mini bus to make daily home visits as and when appropriate	E		I

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Good understanding of the relevant policies/codes of practice and relevant legislation	E		A, I
Knowledge the national/foundation stage curriculum and other relevant learning programmes/strategies	E		A, I

	Essential	Desirable	Source
Understanding of child development and learning processes	E		A, I
Understanding of statutory frameworks relating to teaching	E		A, I
Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment	E		A, I
Knowledge of physical, intellectual, emotional and social development of children (PIES)	E		A, I

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to use a range of strategies deal with whole classroom and individual behaviour	E		A, I
Ability to support and motivate other team members		D	A, I
Very good communication skills to deal with both children and adults	E		I
Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to organise self and others	E		A, I
Ability to deal with minor injuries		D	A, I
Professional appearance and conduct	E		A, I
A committed lifelong learner willing to undertake further training to suit the needs of the role	E		A, I
Flexibility working outside of normal school hours may be required	E		A, I
The willingness to be generous in time and spirit	E		A, I
A sense of humour and positive outlook	E		A, I
A determination to succeed	E		A, I
Energy, enthusiasm, adaptability and flexibility	E		A, I
A willingness to support the schools aim of strengthening links with the community	E		A, I
The ability to build and maintain effective relationships	E		A, I
The ability to develop effective teamwork	E		A, I
The ability to anticipate and solve problems creatively	E		A, I
The ability to demonstrate loyalty and confidentiality	E		A, I
The ability to prioritise and manage time effectively	E		A, I

E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I

What to expect

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application form. Please complete the application form, we do not accept CV's and return to Mrs Claire Taylor, HR Facilities & Communication Manager at the school address or by email to recruitment@bedford.wigan.sch.uk.

It is important that you tell us about your skills and experience relevant to the role. Please ensure you answer all the questions on the application form and explain any gaps in employment or educational history, as the information you provide will be used in our shortlisting process.

Once we have received your application it will be reviewed and evaluated. If we feel that you may be suitable for the vacancy that you have applied for you may be invited to attend an interview, the format of which will be confirmed as part of the invitation.

Due to the high volume of applications we receive, if you do not hear from us within 4 weeks of the closing date then on this particular occasion your application will have been unsuccessful. We are not able to provide feedback on applications that have not been shortlisted for interview.

Should you wish to visit school please email us at recruitment@bedford.wigan.sch.uk and we will arrange a suitable time.

For more information on our school and to take our virtual tour please visit our website www.bedfordhighschool.co.uk

The interview process

Deadline: Friday 25th November 2022

Interviews: to be confirmed

Start date: as soon as possible

Due to the nature of different roles within Bedford High School, we operate two separate streams for selecting the very best candidates.

For support staff positions the interview process will consist of a formal interview with senior staff members, written and/or verbal tasks and tour of school.

For teaching positions, the interview process will consist of teaching an observed lesson, interacting with students, a formal interview with students, formal interview with senior staff members and tour of school.

All interviews at Bedford High School involve a member of staff appropriately trained in Safer Recruitment.

If you are successful in securing a position at Bedford High School, you will receive your conditional offer letter and relevant documents and information about the new starter process from our Human Resources team. All offers of employment are conditional upon all pre-employment checks satisfactory to the school. A start date will be confirmed in writing on completion of our safer recruitment process.

Our commitment to safeguarding

All offers of employment are conditional subject to all satisfactory pre-employment checks which include an enhanced criminal record with child barred list through the Disclosure and Barring Service (DBS), appropriate overseas checks, medical clearance, references and verification of your qualifications satisfactory to the school. When completing application forms all candidates must provide a full employment history and any gaps to be clearly identified. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures. All candidates must be legally entitled to work in the UK and comply with the Immigrations, Asylum and Nationality Act regulations. Applications from all sections of the community are welcome.

Shortlisted candidates will be notified by email of the interview arrangements. Please ensure your correct email address is provided on your application form.

As we receive many applications for posts, we regret that we will only be able to contact those applicants who are shortlisted for interview. Therefore, if you have not heard from us within four weeks of the closing date, please assume you have not been shortlisted for interview on this particular occasion.