

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.

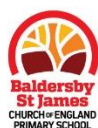
As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

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



I am delighted you are interested in joining the team at Graham School. We have a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the young people of Scarborough and the Yorkshire Coast.

Our motto is 'Grow, Learn and Achieve together' and our aim is that all our students thrive and make good academic progress whilst developing into resilient, confident and respectful young people

In March 2019 we joined the Trust along with our coastal secondary partner, George Pindar School. The Trust is a growing, successful Church of England multi-academy trust which was established to serve both church and community schools. We are committed to servant leadership in each of our schools and we are dedicated to the journey of growing together as a family of schools. We want all of our children to have a rich educational experience which will develop them as young people and allow them to flourish.

Graham School is a community in which our teaching and support staff are incredibly passionate about teamwork.

Staff morale is high and we have a commitment to recognise individual potential and to provide support, CPD and training for colleagues joining our organisation at all levels; you will never feel unsupported or alone in our Trust.

We all 'Grow at Graham' and all colleagues at all levels are working together to raise aspirations and support our students to make the progress they deserve. The school has a shared sense of purpose and a vision for success which inspires me on a daily basis. If you are appointed, you will join a truly committed body of professionals who really care about our young people.

We are really proud of our school and the progress we are making. Please take the time to come and visit is – we'd love to show you around.

### **Job Details**

All posts at Graham 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!

**Emma Robins**  
**Principal**



<b>Job Title</b>		<b>Job Category</b>	
<b>Grade &amp; Salary Range</b>		<b>Hours of Work</b>	
<b>Location</b>		<b>Travel Required</b>	
<b>Position Type</b>		<b>Line Manager</b>	
<b>Date Posted</b>		<b>Posting Expires</b>	
<b>Interviews to be held</b>		<b>Start Date</b>	
<b>Application Process</b>			
<p>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 &amp; 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.</p>			
<b>Job Details</b>			
<p>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.</p> <p>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.</p>			
<b>School / Academy Contact</b>			
<p>For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via <a href="mailto:recruitment@hslt.academy">recruitment@hslt.academy</a></p>			

**Job Description**

<b>Job Title</b>	Behavioural Support Officer
<b>Grade</b>	F
<b>Responsible To</b>	Assistant Head/ Data Manager
<b>Staff Manage</b>	None
<b>Job Family</b>	Attendance & Behaviour
<b>Job Purpose:</b>	The core focus of this job is to complement the professional work of teachers by taking responsibility for implementing the schools Attendance and Behaviour Policy and improving the attendance and behaviour of identified students who attendance and/or behaviour is a barrier to their performance. Responsible for recording, monitoring, evaluating and reporting on attendance and behaviour data.
<b>Job Context:</b>	<p>Works within the school, promoting good attendance and behaviour and identifying students with poor attendance or behaviour and working with them and their family to improve their attendance and/or behaviour at school.</p> <p>Is available all at all times during the school day to respond to infringements of the school behaviour policy</p>
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>Communicates with parents/carers to establish reason for unexplained absences and report the outcome of such calls to relevant parties</li> <li>Report any child who is absent without reason to the head of year as a potential safeguarding issue</li> <li>Accurately input absences, including reasons for absences, onto SIMS</li> <li>Produce a daily absence list for use in a fire call</li> <li>Monitor attendance and punctuality data, interpret statistical data to identify issues/patterns of non-attendance with individual students</li> <li>Work with identified poor attendance and/or behaviour students and their parents/carers on short and medium term strategies to remove barriers to regular attendance at school, using advisory and persuasive skills as appropriate</li> <li>Undertake home visits as necessary</li> <li>Work with the school's agreed Behaviour &amp; Attendance Policy to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>Monitor and evaluate the effectiveness of strategies with individual students</li> <li>Actively promote good attendance and behaviour with all students</li> <li>Administer student holiday request forms</li> <li>Undertake general administration duties as required</li> <li>Develop support materials and information to communicate clearly to students the school's attendance and behaviour policies, raising the profile of attendance, punctuality and good behaviour within the school</li> <li>Provide time out if there is a classroom incident or where a student's behaviour difficulties lead them to leave the classroom, and monitor the students behaviour whilst in their care</li> <li>Organise and manage an appropriate learning environment and resources to provide appropriate educational provision in liaison with subject staff for students temporarily excluded from lessons</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>Communicate with school staff to update them on student attendance and behaviour and work with the staff to identify students with issues that are affecting their performance at school</li> <li>Meet regularly with year leaders to discuss current issues and developments relating to attendance, punctuality and behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish links and communicate with feeder schools to gain any relevant information about attendance and behaviour records of new students to feed into the teaching staff in producing an action plan to support the pupils to ensure the smooth transition of pupils between phases</li> <li>• Respond to enquiries from parents/Carers by telephone, email or letter and direct them to relevant sources of advice and guidance as appropriate</li> <li>• Develop and maintain regular contact with parents of students with behavioural difficulties to inform them of incidents and identify triggers for poor behaviour, including home visits where appropriate</li> <li>• Provide advice for students returning after long periods of absence and assist in planning their re-integration</li> <li>• Communicate work as set out by the classroom teacher to the pupils</li> <li>• Challenge inappropriate behaviour where appropriate</li> <li>• Provide pastoral support where required</li> <li>• Provide challenge and encouragement to the pupils to persuade them to learn</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>• Attends meetings with external agencies and parents as appropriate and follow up on actions required</li> <li>• Liaise with external agencies and share information appropriately</li> <li>• Liaise with specialist support service to ensure appropriate support is in place for students as required</li> </ul>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• To demonstrate and advise new staff on the accurate recording of student's attendance on the register</li> <li>• Support the teaching assistants who work directly with a students with behavioural difficulties</li> <li>• Participate in team meetings and attend any necessary training events</li> <li>• Participate in the schools performance management system</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Know about data protection issues in the context of your role.</li> <li>• Maintain confidentiality as appropriate</li> <li>• Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with, by knowing who to report concerns to.</li> <li>• Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>• Ensure that staff have completed the attendance registers</li> <li>• Maintain an accurate system for students signing in and out of the school</li> <li>• Provide accurate and up to date statistical data and reports</li> <li>• Oversee the signing in late procedures and ensure that 'minutes late' are recorded on SIMS</li> <li>• Keep records of students behaviour and any incidents</li> <li>• Maintain records of all communication with parents/Carers</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>• Assist in developing systems and procedures to improve attendance and punctuality</li> <li>• Assist in development and implementation of appropriate behaviour management strategies</li> <li>• Prepare a bank of planned activities to be delivered when students are withdrawn from lessons for poor behaviour</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health &amp; safety responsibilities as an employee and where appropriate any additional specialist or managerial health &amp; safety responsibilities as defined in the Health &amp; Safety policy and procedure.</li> </ul>

<b>Equalities</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>• Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>• Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Understand your own role and its limits, and the importance of providing care or support.</li> </ul>



**Person Specification**

<b>Job Title</b>	Behavioural Support Officer	
<b>Grade</b>	F	
<b>Responsible To</b>	Assistant Head/ Data Manager	
<b>Staff Manage</b>	None	
<b>Job Family</b>	Attendance & Behaviour	
<b>Essential</b>		<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• An understanding of issues that may affect a student's ability to attend school and behave</li> <li>• Knowledge of Behaviour Management techniques and behaviour intervention strategies</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of attendance regulations and targets</li> <li>• Knowledge of child protection legislation and procedures</li> <li>• Knowledge of school procedures</li> <li>• Knowledge of support service available to signpost students and families to</li> </ul>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience of working with SIMS or a similar data management system</li> <li>• Administrative experience</li> <li>• Experience of working with children and young people and their parents/carers</li> </ul>		<ul style="list-style-type: none"> <li>• Experience of working in a school environment</li> <li>• Experience of working with children and young people who have behavioural difficulties</li> <li>• Experience of implementing attendance and behavioural policies</li> </ul>
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>• Excellent communication skills, including advisory and persuasive skills</li> <li>• Ability to establish positive and effective relationships with children and young people</li> <li>• Advisory skills</li> <li>• Listening skills</li> <li>• Organisational skills</li> <li>• Excellent ICT skills</li> <li>• Analytical skills</li> <li>• Ability to keep accurate records</li> <li>• Ability to work successfully as part of a team</li> <li>• Ability to work on own initiative</li> <li>• Confidentiality</li> <li>• Report writing skills</li> </ul>		<ul style="list-style-type: none"> <li>• Ability to analyse the reasons for behavioural problems of the pupils to ascertain the needs of the pupils and formulate an action plan</li> </ul>
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>• Level 2 qualification or equivalent to demonstrate good literacy and numeracy skills</li> </ul>		<ul style="list-style-type: none"> <li>• Level 3 qualification in business/finance/administration or equivalent</li> <li>• Counselling qualification</li> <li>• Appropriate first aid training (<i>dependant on the school's needs</i>)</li> </ul>
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Commitment to the schools policies and ethos</li> <li>• Commitment to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> </ul>		

<ul style="list-style-type: none"><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li><li>• Emotional resilience in working with challenging behaviours and attitudes, using authority and discipline where appropriate</li><li>• Flexibility</li><li>• Ability to use authority and implement behaviour management techniques where appropriate</li></ul>	
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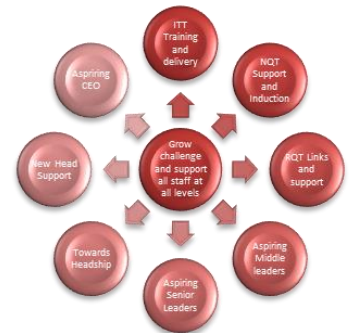


## Benefits of working at Hope Sentamu Learning Trust

### 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](http://www.teacherspensions.co.uk) [www.nypf.org.uk](http://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](http://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.