

Briefing Pack for Applicants Behaviour Support Worker



STOCKSBRIDGE
HIGH SCHOOL
— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post:	Behaviour Support Worker
Location:	Stocksbridge High School
Pay scale:	NJC Grade 4, Scale Point 7: £24,294 to 12: £26,421 gross per annum pro rata
Actual Annual Salary:	£20,896.11 to £22,725.62 (Under 5 year of service)
Contract:	Full-Time, Permanent - 37 hours per week, 39 Working Weeks
Start date:	As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are seeking to appoint a committed Behaviour Support Worker. The successful candidate will work within the school Pastoral team and subject areas to raise standards of student behaviour and conduct throughout the school day. This position will be based in the consequences room to provide consistency of standards required.

Candidates are encouraged to visit the school or have an informal discussion about the role with Mr Ireland, Headteacher, arrangements for this can be made via e-mail to:
htaylor@stocksbridge-mlt.co.uk

The closing date is 9am on Friday 12 April 2024 and interviews will take place shortly afterwards.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school website www.stocksbridgehigh.co.uk

Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, only Minerva Learning Trust application forms will be accepted.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Since 2017 the school has enjoyed sustained improvement in achievement and engagement. This has been driven by a staff united behind an inclusive and ambitious vision for our school and our community. There have clearly been challenges over the last year as we have responded the pandemic, national restrictions and lockdowns. I have to say, however, that the incredible responses of the staff teams through this time has done nothing but galvanise our strong leadership and resolve to make a difference to the young people we serve.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

Opportunities for professional development and for sharing practice within the school and across the trust enable staff to continually develop their skills and experience. This ambition is evidenced in our recent improvements in achievement and increasing roll; we are now oversubscribed in Y7.

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination I look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Andy Ireland', with a stylized, flowing script.

Andy Ireland
Headteacher

Section 4: About Stocksbridge High School

...THIS IS JUST THE START...

Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** - We will be positive in all that we do.
- **Be caring** - We care for and support each other.
- **Be courageous** - We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** - We consider the impact of our actions on ourselves and others.

Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Behaviour Support Worker
GRADE/SALARY	NJC Grade 4, Points 7 to 12
HOURS/WEEKS	Permanent, Full time, 39 working weeks
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Pastoral Team Leader
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	To work within the school Pastoral team and subject areas to raise standards of student behaviour and conduct throughout the school day. This position will be based in the consequences room to provide consistency of standards required.
RELEVANT QUALIFICATIONS	4 GCSE's, Grades A to C or equivalent, including English and Maths and an NVQ Level 3 qualification in a relevant subject or a willingness to work towards.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Key Areas:

- To work with the Senior Leadership Team in raising standards of student behaviour and conduct within the school.
- To support teaching staff to implement the Behaviour for Learning policy, in particular the Rewards and Consequences system and punctuality and attendance system.
- To work with the Leadership Team in the development and monitoring of strategies and procedures for improving and maintaining student behaviour and conduct.
- Supervise detentions at various points in the school day/week.

Duties and Responsibilities:

- To support teaching staff with the sanction system in lessons.
- To respond to any behaviour or safeguarding incidents that occur.
- To make contact with parents to discuss behaviour concerns or isolated behaviour incidents.
- To work with behaviour data on the Pastoral tracker to find areas/periods of concern where support is required
- To support behaviour for learning by visiting key students in lessons
- To support the re-engagement of students with their learning in the classroom
- To use a range of strategies and techniques to promote positive behaviour and de-escalate negative behaviour throughout the school
- To support students going to Reflection, Timeout and Detentions
- To carry out duties on morning arrivals, break and lunch time and to support detentions at the end of the school day
- To support the School Pastoral Teams with the coordination of Reward and Recognition events as well as attending and taking part
- To support School Pastoral Teams and the attendance team in empowering students to make the right choices about their own learning, behaviour, punctuality and attendance
- To provide feedback to students in relation to behaviour, punctuality and attendance
- To arrange and facilitate restorative meetings between students and staff
- To work collaboratively with all staff in school
- To support key pastoral processes, such as detentions and punctuality.
- To supervise students who have been removed from lessons, ensuring that the atmosphere is calm and purposeful
- To support restorative conversations between students.
- To encourage students to reflect positively on their behaviour choices
- Support students in breaking negative cycles of behaviour.
- Work with Pastoral Managers to ensure intervention is driven across year groups
- Work with the Attendance and Pastoral Officer to ensure students are in full uniform and equipped and ready to learn.

Wider School duties and responsibilities:

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality, data protection, equality and diversity, reporting all concerns to an appropriate person.
- Ensure every child is valued for who they are and that all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the School and the Trust.
- Establish constructive relationships and communication with other agencies/professionals to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required. Recognise own strengths and areas of expertise and use these to advise and support others.

Provide appropriate guidance and support in the training and development of other staff.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Behaviour Support Worker

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
4 GCSEs Grades A-C or equivalent including English and maths	AF/I
NVQ level 3 in relevant subject or a willingness to work towards	AF/I
Qualified First Aider (or a willingness to work towards)	AF/I
KNOWLEDGE AND EXPERIENCE	
Knowledge of behaviour management systems	AF/I
Knowledge of safeguarding and child protection procedures	AF/I
Knowledge of a range of support strategies which can be used to support pupils with individual issues	AF/I
PROFESSIONAL DEVELOPMENT	
Proven experience of working with children and young people in a variety of situations.	AF/I
Experience of working with relevant external agencies	AF/I
Experience of dealing with student behaviour issues	AF/I
Experience of resolving issues relating to young people	AF/I
Administration particularly in relation to recording information, maintenance of filing systems and completing correspondence	AF/I
SKILLS	
Ability to organise a heavy and varied workload	AF/I
Ability to work on own initiative and prioritise work to given deadlines	AF/I
Ability to present information clearly and concisely to prescribed formats	AF/I
Ability to manipulate data in order to produce reports	AF/I
Proven skills in the use of ICT in particular Microsoft Office packages	AF/I
Excellent written and verbal communication skills	AF/I/R
Ability to work accurately and methodically under pressure	AF/I/R
Ability to respect and maintain confidentiality	AF/I
Ability to work individually or as part of a team	AF/I/R
Ability to supervise and work with pupils	AF/I
Ability to maintain appropriate relations with young people	AF/I
Ability to deal appropriately with a range of sensitive students	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I/R
A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/I/R
A commitment to equal opportunities.	AF/I

Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I
A willingness to take part in training and development opportunities as required	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to htaylor@stocksbridge-mlt.co.uk by the closing date.