



# Behaviour Support Worker

## Permanent Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

## Executive Headteacher's welcome

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Thank you for your interest in this opportunity to join Astley Community High School as a **Behaviour Support Worker**. This is a new post within our school and offers an excellent opportunity for the right candidate. This candidate information pack will tell you much more about our school and the role.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

The role will primarily be based within Astley Community High School, but you may be called on to work in Whytrig Middle School.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. Astley Community High School is rated 'Good' by Ofsted.

I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs. We are always keen to learn from other professionals and have developed an excellent relationship with other schools across the north-east to ensure teachers have access to a strong Continuous Professional Development programme. Building the skills and capacity of support staff is also a key priority.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Kath Lennon, Assistant Headteacher – ACHS** on **0191 2371505**.



**John Barnes, Executive Headteacher – Seaton Valley Federation of Schools**  
**Our ethos and values**

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We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

## About Our Schools

	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	559	136
Seaton Sluice Middle School	9-13	313	N/A
Whytrig Middle School	9-13	281	N/A

Astley Community High School attracts a number of students from outside the Seaton Valley area. There is a strong sixth form and we typically retain 75% of our Year 11 students for further study. More information about sixth form including our prospectus is available from: [www.svf.org.uk/sixthform](http://www.svf.org.uk/sixthform)

## About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Requires Improvement	June 2018

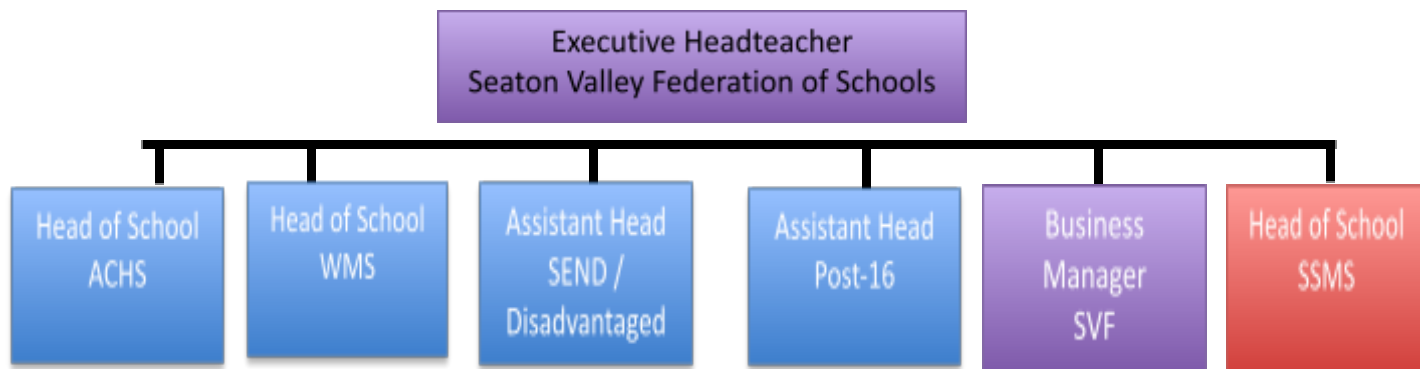
### Latest Ofsted report for Astley Community High School

Leadership and management	Good
Outcomes for pupils	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
16-19 Study Programmes	Good

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, ‘There are too many good things and I would not have time to tell you about them all.’ Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach.” Ofsted 2019

## About Our Structure

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## About the Pastoral Team

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Within the role you will work collaboratively with colleagues from the SEN team and the Pastoral team, being line managed by the Student Progress Leader (with additional day-to-day direction from the lead teacher for behaviour).

You will join a team which is highly motivated and enthusiastic, with a wealth of experience and skills, including Safety and Crisis Intervention, Nurture Support and SEMH. The team uses a non judgemental, empathetic approach to support students to understand their behaviour and take responsibility for it, encouraging every student to become a positive member of our school community.

We look forward to the right candidate joining our passionate, diligent and enthusiastic team of teachers and support staff.

**Kath Lennon, Assistant Headteacher – ACHS/WMS**





## **Astley Community High School**

Elsdon Avenue  
Seaton Delaval  
Tyne and Wear  
NE25 0BP  
0191 237 1505

### **Behaviour Support Worker**

Band 5 £22,183 to £24,491 pro rata  
Permanent, 35 hours per week term time plus 1 day

#### **Small enough to care, big enough to make a positive impact**

As a 13-18 school in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our recent 'Good' rating by Ofsted, we continue to strive for further improvements.

The new post of Behaviour Support Worker provides an exciting opportunity within our school. As a school we pride ourselves on providing the best experience for our students in both academic terms and pastorally, supporting our students wellbeing and mental health to achieve the best outcomes in their education.

The successful candidate will be confident in supporting children aged 13 to 16, using their specialist skills to support students' learning needs in relation to behaviour, social, emotional and mental health needs. You must have an understanding of the issues faced by our students and their families, and awareness of positive behaviour support. You will need to demonstrate resilience at work, be able to remain calm whilst implementing behaviour management strategies and act as a role model to build positive relationships with our students.

Although this post is primarily based at Astley Community High School, you may also be required to work in Whytrig Middle School as both schools share an Executive Headteacher and the same site. The working hours will be Monday to Friday 8.30am to 4pm with a half hour lunch. These times may change from time to time to meet the operational needs of the school

Visits to the school are also warmly welcomed and encouraged. Please contact Kath Lennon, Assistant Headteacher on 0191 2371505 to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 12 noon on Wednesday 3rd November 2021** by e-mail to [vacancies@svf.org.uk](mailto:vacancies@svf.org.uk) It is expected that interviews will be held week commencing 8th November 2021

Further information about all of our current vacancies is available at: <http://www.svf.org.uk/vacancies>

**NORTHUMBERLAND COUNTY COUNCIL  
JOB DESCRIPTION**

<b>Post Title:</b> Behaviour Support Worker		<b>Director/Service/Sector:</b> Children's Services		<b>Office Use</b>
<b>Band:</b> Band 5		<b>Workplace:</b> Seaton Valley Federation		JE Code: S1554
<b>Responsible to:</b> Student Progress Leader (with additional day-to-day direction from lead teacher for behaviour)		<b>Date:</b> May 2021	<b>Manager Level:</b>	
<b>Job Purpose:</b> To work under an agreed system of supervision and take the lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning specific to behaviour and social, emotional and mental health needs (SEMH).				
<b>Resources</b>	Staff	None		
	Finance	None		
	Physical	Shared responsibility for resources to support everyday work		
	Clients	Students, staff, parents and professionals from other services		
<b>Duties and Key Results Areas</b>				
<b>Support for pupils</b>				
<ol style="list-style-type: none"> <li>1. Using specialist skills, training, or experience to support students' learning, specific to behaviour and SEMH.</li> <li>2. Assisting with the development and implementation of Pupil Profiles and Intervention and Support Plans.</li> <li>3. Providing bespoke behavioural/SEMH support for students.</li> <li>4. Working directly with designated pupils in mainstream settings either individually or in small groups.</li> <li>5. Assisting pupils in developing insight into their difficulties and seeking ways of alleviating them.</li> <li>6. Assisting pupils in monitoring their own progress.</li> <li>7. Receiving and supervising students excluded from, or otherwise not working to, a normal timetable.</li> <li>8. Establishing productive relationships with students and responding to the needs of each individual child, acting as a role model and setting high expectations.</li> <li>9. Actively promoting inclusive practice within the classroom setting and indeed the whole school environment to ensure acceptance of all children.</li> <li>10. Encouraging students to interact with one another appropriately and in doing so support their behaviour and emotional well-being.</li> <li>11. Supporting students consistently whilst recognising and responding, according to their individual plans, to their individual needs.</li> <li>12. Having challenging expectations that encourage children to act independently and build self esteem.</li> <li>13. Providing feedback to students in relation to progress, achievement and attendance.</li> </ol>				
<b>Support for schools and staff</b>				
<ol style="list-style-type: none"> <li>1. Liaising as necessary with all staff involved with designated pupils to develop and maintain consistent approaches to behaviour management.</li> <li>2. Working alongside teaching staff in assisting pupils to access the curriculum.</li> </ol>				

3. Contributing to the development of Student Support plans through the identification of appropriate social/emotional/behavioural targets and offering advice on strategies related to the delivery of the individual education plan (not responsible for curriculum learning outcomes).
4. Being responsible for the planning and delivery of programmes of work to develop social skills.
5. Maintaining agreed records of pupil progress.
6. Attending relevant meetings regarding individual pupils and maintaining appropriate records.

**Liaison with families and external agencies**

1. Liaising as necessary with other professionals involved with designated pupils and their families.
2. Attending multi-agency meetings as necessary.

**General Responsibilities**

1. Comply with and assist with the development of policies and procedures relating to child protection, health and safety, equal opportunities, e-safety, confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the federation.
3. Participate in training and development, and other activities that contribute to the management of performance
4. Attend and participate in regular meetings.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the federation’s procedures to report any concerns you may have regarding the safety or well-being of any child or young person. The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Work Arrangements**

Transport requirements:	Own transport required to be able to occasionally travel between schools within the Seaton Valley Federation and attend external meetings.
Working pattern:	Normally Monday to Friday with occasional need for evening and weekend work.
Working conditions:	Normally indoors, office based.



## PERSON SPECIFICATION

<b>Post Title:</b> Behaviour Support Worker	<b>Schools:</b> Seaton Valley Federation	<b>Ref:</b> S1554
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
A nationally recognised qualification in a profession relating to child development or equivalent. GCSE Grade C in English and Maths or equivalent.	Further relevant qualifications in recognised techniques of therapeutic intervention (e.g. Behaviour Therapy, Brief Therapy, Counselling, Circle Time) as deemed appropriate.	A, I, O
<b>Experience</b>		
Recent and relevant experience of working with children with complex behavioural and SEMH needs. Experience of working with students with ASD. Work within an educational setting.	Work with families and carers. Understanding of multi-agency working.	A,I, O
<b>Skills and competencies</b>		
Understanding of child development. Ability to understand and adhere to the need for confidentiality. Ability to communicate with and relate to children with complex behavioural and SEMH needs. Ability to work within and contribute to a team approach. Ability to communicate with and relate to a range of professionals and parents/carers. Ability to report information concisely and clearly, both verbally and in writing. Effective ICT skills. Understanding of Codes of Practice and recent relevant education policies specific to behaviour and SEMH. Ability to work as a member of a team, understanding their role in the wider school context and associated responsibilities.	Awareness of factors contributing to emotional and behavioural difficulties in children. Ability to observe and assess children's behaviour. Appropriately supervised experience in work with children with emotional and behavioural difficulties. Experience of providing training to adult groups. Pivotal MAPA Safety Intervention certification.	A, I, O, R
<b>Physical, mental and emotional demands</b>		
Ability to use a range of strategies to manage own emotions in working with children from a range of backgrounds and with specific learning, emotional and behavioural needs. Ability to work under pressure and respond flexibly to changing situations.		A, I, O, R

<p>Ability to remain calm in response to challenging behaviour.</p> <p>Ability to deal effectively with emotionally challenging people and situations.</p> <p>Ability to support colleagues facing the impact of emotionally challenging situations within their professional roles.</p>		
<p><b>Other</b></p>		
<p>A commitment to supporting young people with challenging behaviour in mainstream schools.</p> <p>A willingness to participate in identified training.</p> <p>Ability to meet the transport requirements of the post.</p>		<p>A, I, O, R</p>

## Working in the Seaton Valley Federation of Schools

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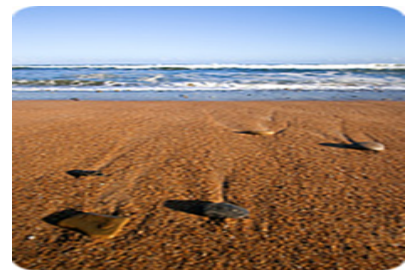
We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

## Living and working in Northumberland

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If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at [www.visitnorthumberland.com](http://www.visitnorthumberland.com) for more information.

## Our commitment to professional development

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We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-east teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

## Our commitment to equal opportunities

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We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

[www.svf.org.uk/our-federation/policies](http://www.svf.org.uk/our-federation/policies)

## Our commitment to safeguarding children and young people

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Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

## How to apply

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Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed by 12:00 noon on Wednesday 3 November 2021** to: [vacancies@svf.org.uk](mailto:vacancies@svf.org.uk). Please quote Behaviour Support Worker in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

## Contact us

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Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval NE25  
OBP Telephone: 0191 2371505  
Website: [www.svf.org.uk](http://www.svf.org.uk)