

Making an Application	Interview and Selection Process (continued)
Application Form If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.). You will note that we require details of two referees, one of which must be your current or most recent employer. CVs are not accepted as part of the application process. Supporting information This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet. Please remember to sign the declaration on the final page of the application form. For teaching posts: in addition to the application form, please submit a formal letter of application (up to 2 sides of A4) detailing your experience of teaching and learning and the impact your contribution will make in terms of raising standards at our school.	process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.
	Induction and Continuous Professional Development The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the head teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NVQs.
Interview & selection process Those candidates who meet all the requirements for the post will be short-listed and details of the interview programme will be confirmed in writing. As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. Under the Equality Act, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection	Pre-employment checks References If you are short-listed we will normally take up references before the interview date. One of your referees must be your current or most recent employer and be your manager. If you work in a school it must be the Headteacher. Two satisfactory references must be received before any appointment is made. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. If you are not currently working with children but have done so in the past, one reference must be from the most recent place where you worked with children. Copies of references, or references that are addressed “to whom it may concern”, will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. Online Check As part of due diligence safeguarding checks, an online search will be conducted.

(DBS) Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the DBS. Checks will also be made against the Barred List. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment), there are a number of jobs where we must take account of any convictions that are unspent or not 'protected'. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the www.gov.uk website.

Unspent and unprotected convictions may not necessarily make you unsuitable for appointment.

Prohibition checks (teachers only)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL or its predecessor, the GTC.

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

School Policies

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well being of all its employees and pupils.

The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the Teaching Agency. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their protected characteristics which include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Full details of all these policies are available in school.



Guisley Primary School
Oxford Road
Leeds
West Yorkshire
LS20 9DA

Head: Mrs Fiona Wharton

Tel: 01943 873359

Email: office@guiseleyprimary.org

October 2025

Dear Applicant

Thank you for expressing interest in our Behaviour Support Worker vacancy, please find enclosed the Recruitment Pack with full details of the role.

The role is initially temporary until 31st August 2026 working 8:30am to 3:30pm Monday to Friday term time only.

The Behaviour Support Worker will be supporting children with behavioural, social, and emotional needs to help them achieve their potential in a safe and supportive environment. The successful candidate should be able to demonstrate their reliability and commitment to the role and be able to build strong relationships with staff and children.

Successful applicants will:

- Be highly organised, enthusiastic and prepared to work hard
- Make positive contributions to the life of the school and be a successful team player
- Communicate effectively with children, families and staff in a friendly and helpful manner
- Be flexible and able to use own initiative
- Have experience supporting children with behavioural, social, or emotional needs working 1:1 and with small groups
- Be able to implement behaviour management strategies and support individual learning plans.
- Have experience of working closely with teaching staff to create a positive and inclusive environment.
- Have experience of monitoring progress and providing feedback to the class teacher and SENCO.

In return we will offer:

- A friendly, welcoming environment
- A staff team who are committed to the best outcomes for the children
- Children who are loving, caring and hardworking
- Opportunities to engage in continuous professional development

The closing date for completed application forms is **noon on Monday 17th November 2025**. Interviews have been scheduled for Thursday 20th November 2025.

Yours sincerely

Mrs Fiona Wharton
Headteacher

School Job Description

Guiseley Primary School

Post Title	GRADE	JE Ref
Behaviour Support Worker – Level 1	B3	563 / 747

Post(s) to which directly responsible

Class Teacher and SENCo

Post(s) for which directly responsible

None

Purpose of job

- To work under the instruction and guidance of teaching and/or senior staff. To support the teacher in addressing the needs of all pupils but especially those pupils who need particular help with behaviour management to overcome barriers to learning. Establishing productive working relationships with pupils and acting as a role model. All the duties outlined are carried out under the direction and supervision of the teacher.

Responsibilities

- Provide levels of individual pastoral support to pupils including those with special needs, as directed by the teacher.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils personal needs and provide advice to assist in their social care, health and hygiene development.
- Support and contribute to the assessment of pupils to determine those in need of particular help and support.
- Coordinate with the teacher the development and implementation of Individual Education/ Behavioural/ Support/Mentoring plans and behaviour management strategies.
- Support the class teacher to develop and lead one to one mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance.
- Support the challenge and motivation of pupils, promoting and reinforcing self-esteem.
- Provide feedback to pupils in relation to progress, achievements, behaviours and attendance.
- Liaise with feeder schools and other relevant bodies to gather pupil information.

- Support and create opportunities for pupils' access to learning using appropriate strategies and resources.
- Assist other staff in planning, evaluating and adjusting learning activities as appropriate.
- Coordinate with the teacher the monitoring and evaluation of pupil's responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback to other staff on pupil's achievement, progress and other matters as requested.
- Assist with the gathering of information and updating of records and contribute to the review of systems or records, in conjunction with the teacher and SENCo.
- Develop good relationships with parents and carers, including exchanging information and facilitating their support for their child's attendance.
- Assist with the development, implementation and monitoring of systems relating to attendance and integration.
- Provide appropriate administration support e.g. phone calls; dealing with correspondence; compilation of data / information on attendance and exclusions.
- Support the implementation of agreed learning activities and teaching programmes and adjust activities according to pupil responses and needs.
- Be aware of, and appreciate, a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
- Prepare and use specialist equipment, plans and resources to support pupils.
- Assist with the supervision of pupils on visits, trips and out of school activities as required.
- Supervise pupils in out of school hours activities, as required.
- Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school.
- Communicate effectively with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Be aware of, and comply with, policies and procedures relating to child protection; health and safety; confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake any other duties that are commensurate with the post

Relationships

The postholder will be required to work flexibly to deliver an efficient Service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

Physical Conditions

The post is based at Guiseley Primary School.

Guiseley Primary School has access by stairs and lift and is accessible by disabled persons to the ground floor by a ramp.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy.

Economic conditions

Grade:	B3
Annual Leave:	Term time only working
Hours:	32.5 hours per week
Conditions of Service:	NJC Conditions apply

Prospects**Promotion**

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both “in-house” and external to meet the needs of the individual and of the Service.

QUALIFICATIONS**Essential**

- Restraint training such as TEAM Teach or other recognised training provider.

Preferred skills and attributes:

- A childcare or teaching assistant diploma (or other relevant qualification)

Job Description Prepared / Reviewed by:

Date:

Job Description Approved by:

Date:

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
Good numeracy/literacy skills	*		
Ability to work successfully with pupils with challenging behaviour	*		
Ability to relate well to children and adults	*		
Ability to work constructively as part of a team	*		
Maths and/or English Grades GCSE A-C or CSE level 1		*	
Able to recognise own training needs and willing to undergo relevant training		*	
Ability to support families and carers with pupils challenging behaviour		*	

KNOWLEDGE/QUALIFICATIONS	Ess	Des	MOA
Understanding of relevant policies/codes of practice and awareness of relevant legislation	*		
Basic understanding of child development and learning	*		
Working with or caring for children of relevant age	*		
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	*		
Understanding classroom roles and responsibilities and your own position within these.		*	
NVQ 2 for Teaching Assistants or appropriate level of experience of operating in the classroom environment	*		
Training in the relevant learning strategies e.g. literacy	*		

EXPERIENCE	Ess	Des	MOA
Experience of dealing with queries from a wide range of people	*		
Experience of working as part of a team		*	
Experience of organising work tasks and duties to meet appropriate service standards eg in terms of timeliness, accuracy and customer care		*	

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Ess	Des	MOA
Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	*		I
Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies	*		I
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		I
An ability to respect sensitive and confidential work.	*		I
Commitment to own personal development and learning.	*		I

METHOD OF ASSESSMENT(MOA)	A = Application Form T = Test I = Interview C = Certificate
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