

# NETHERWOOD ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**BEHAVIOUR SUPPORT WORKER**

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I would like to take this opportunity to welcome you to Netherwood Academy. I took the helm here at the beginning of September 2020 after almost 10 years Headship experience in two schools elsewhere in Yorkshire, and I am committed, alongside my staff team, to doing everything in my power to ensure Netherwood is the school of choice for all secondary-age students in the wider community.

We have ambitious plans to take the school further on its journey to “inspiring beyond measure”, backed by Astrea, a forward-looking and values-driven trust which operates a large number of primary and secondary schools throughout South Yorkshire and Cambridgeshire.

My personal ambitions for Netherwood are very straightforward – to provide an excellent all-round education for every student, whatever their background, and inspire them to be ambitious for themselves, both academically and socially, so that they go out into the wider world as responsible citizens, fully-equipped for what life has to offer. This will include a commitment from us, as staff, to broadening students’ general cultural awareness, and we aim to do this through high expectations and an unapologetic focus on students doing the right thing day-in, day-out. We believe this will make all of our classrooms and corridors disruption-free, enabling teachers to teach high-quality lessons and students to learn and thrive every day.

Our facilities are modern and extensive, and we have worked hard to ensure curriculum areas and extra-curricular activities are well-resourced and accessible to everyone. We have dedicated, state-of-the-art spaces for indoor and outdoor Physical Education, as well as the Visual and Performing Arts, including Music, Drama and Dance.

More and more families from the local area are choosing Netherwood for their children than ever before, and staff at the school have the confidence to send their own children here, in greater numbers than we have ever seen – this is testament to the rapid improvements we have made over the past two years, and which we continue to make.

When Ofsted next visit us, we are adamant that we will be judged to be a Good school, for the first time in the school’s history; the work we have already undertaken means we are well on the way to achieving this ambition.

Our academy is a bright and vibrant community, where children sit at the very heart of everything we do. I very much hope it is a community you would like to be part of.

Best wishes

I look forward to welcoming you to our Academy.

Please visit our website for further details on our vibrant and diverse [school](#)

Mr J Mitchell

Principal

# Job Description

**JOB TITLE:**  
Behaviour Support Worker

**REPORTING TO:**  
Inclusion Manager

**SALARY RANGE:**  
£29,269 - £32,111 full time equivalent salary  
(from October 2023)

**ACTUAL SALARY IF PRO RATA:**  
£24,907 - £27,325 per annum

**CONTRACT TYPE:**  
Permanent

**WORKING PATTERN:**  
Term Time (38 weeks plus 5 Inset days)  
37 hours per week, Monday to Friday



# Role Description

## Purpose

Work with the pastoral and curriculum teams within our alternative provision to raise standards of student behaviour and conduct throughout the school day, both in the classroom, around the provision and the wider school.

## Main Duties and Responsibilities

- Work with a range of colleagues to raise standards of student behaviour and conduct within the SEND and Behaviour provisions.
- Support teaching staff in the implementation of the The Astrea Behaviour and Culture Framework.
- Work with colleagues to develop and monitor strategies and procedures for improving and maintaining student behaviour and conduct.
- Support pastoral and curriculum staff in maintaining our core routines, supporting in our Reset room and supporting students in understanding and applying our behaviour curriculum.
- Use the behaviour dashboard to find areas/periods of concern where support is required.
- Support students in meeting our core routines by visiting students/lessons.
- Re-engage students with their learning in the classroom .
- Manage students displaying challenging behaviour.
- Use a range of strategies and techniques to de-escalate negative behaviour throughout the provision.
- Support students going to Reset and detentions when required and as requested.
- Carry out duties on morning arrivals, break and lunch time and end of the school day.
- Have a visible presence
- Liaise with Parents and Carers as and when required.
- Support pastoral, curriculum and attendance teams in empowering students to make the right choices about their own learning, behaviour, punctuality and attendance.
- Provide feedback to students in relation to behaviour, punctuality and attendance.
- Arrange and facilitate restorative meetings between students and staff.
- Work collaboratively with the wider pastoral and attendance teams.
- Contribute to the overall ethos/work/aims of the school.
- Any other responsibilities not listed above as reasonably requested by the Principal.

# Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

## Education and Qualifications

- 4 GCSEs, grade C/4 or above, or equivalent, including English and maths
- NVQ Level 3 qualification in a relevant subject or a willingness to work towards
- Evidence of additional recent and relevant continuing professional development.

## Experience

- Experience of working with children / young people in an educational setting or other relevant setting e.g., volunteering with young people
- Experience of working in a pastoral role within an educational or similar setting
- Experience of working with children with challenging behaviour.

## Knowledge, Skills and Abilities

- Ability to support challenging behaviour
- Work constructively as part of a team
- Ability to relate well to children and to adults
- Knowledge of data recording systems within schools
- Understanding of how to work with and engage students
- Knowledge of how to establish high expectations
- Understanding of legislation and procedures relating to safeguarding and welfare and protection of children
- Ability to communicate effectively with students, colleagues, parents/carers and other professionals
- A belief that all children are capable of academic success
- Excellent interpersonal and organisational skills
- Ability to maintain confidentiality
- Ability to prioritise own workload with minimal supervision.

## General Information and Working Arrangements

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

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# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

