



## The Park Community School

Nestled close to the beautiful North Devon coast and at the edge of Exmoor, The Park Community School is one of two 11-16 comprehensive schools in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1472 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us. Most year groups are currently oversubscribed.

The school is a founding member of The Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. TLP also includes the Devon Primary SCITT, a partner dedicated to primary school teacher training.

TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. Park also has strategic alliances with the North Devon Academic Board, and is a member of South West Institute for Teaching (SWIFT) and the North Devon Teaching School Alliance. This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. Any successful candidate would be subject to a fully enhanced DBS check, and would be expected to adhere to our Safeguarding and Child Protection Policy as well as other mandatory policies. For more information please contact HR below.

### **Inclusion and Behaviour Support Assistant - The Role:**

We are looking for a motivated and enthusiastic individual to work with a group of students who have been withdrawn from mainstream lessons due to their behaviour in class. This could be a planned intervention to support behaviour, a planned sanction, or an ad-hoc removal from lessons if a student is unable to cope. This is both a challenging and rewarding role for the right individual.

We require someone who can work well with students with identified social, emotional and/or mental health needs, and who struggle to manage their own behaviour. The Inclusion and Behaviour Support Assistant must be able to maintain a calm and positive classroom environment, support students to reflect on and improve their behaviour, develop strategies with students so they are able to take ownership of their behaviour as well as help them complete work so that they do not fall behind.



The ideal candidate will have:

- Experience of working with children and/or young people, potentially with social, emotional, behavioural and/or mental health needs
- A desire to support students to be the best they can be
- Patience and resilience to enable a supportive and calm environment for young people who are struggling
- A calm and positive attitude, even when under pressure

Candidates will be working as part of the Retracking Team to provide complimentary service to teaching and support staff; to promote the inclusion and engagement of all students, ensuring equal access to opportunities to learn and develop; to encourage students to interact positively and cooperatively with others. Although the short term goal will be to ensure students are ready to learn for their next session, it will also be important to support students in being self-reflective and setting personal goals. It will be important to communicate with all internal support to enable students to reintegrate successfully back in lessons.

### **Support Staff Vacancy Details**

Job Title: **Inclusion and Behaviour Support Assistant**  
Contract Type: **Full time, term time**  
Vacancy Closing Date: **Monday 19th February**  
Interview Date: **W/c 19th February**  
Start Date: **As soon as possible**

**Job Title:** Inclusion and Behaviour Support Assistant

**Work Pattern:** Contracted working hours are 37.5 hrs, 08:30 to 16:30 Monday to Friday across 38.8 weeks of the year (term-time only). This includes a 30-minute unpaid lunch break daily. Some flexibility of working hours may be required.

**Grade:** NJC Grade D salary band points 8-12 (£24,702 - £26,421). **Actual starting salary is £21,425** including holiday pay.

### **Principal Accountabilities:**

You are required to undertake the following responsibilities in supervising students who have infringed The School's Behaviour for Learning Policy and are placed in the Retracking room as part of their sanction and to provide time for reflection on their actions.

- Provide supervision for students in the Success Centre and Reflection area on a daily basis to ensure that it effectively supports the school's Behaviour System in supporting and challenging students to behave appropriately and respectfully.
- To implement and enforce a clear set of processes in the Retracking Room to support students in behaving appropriately so that their time there can be spent productively.
- Develop positive working relationships with students, so that they trust and feel supported
- Maintain an orderly, attractive, clean and safe environment conducive to learning
- Maintain high standards of behaviour and promote positive behavioural strategies for students under your supervision
- Support students in reflecting on their behaviour and resetting so they are ready to learn.
- Liaise with the Alternative Learning Provision Manager to ensure appropriate work is set and completed, either directly from teachers or using online platforms.
- Organise and update the resources available to students in your supervision

- Maintain a daily log of students assigned to the room and record their behaviour and progress
- Liaise with the school canteen to organise lunch for students as appropriate.
- Liaise with Heads of Year, Teaching and Learning Leaders and the Senior Leadership Team regarding the behaviour and learning difficulties of students.
- Perform other duties to promote appropriate behaviour and support Heads of Year when the students are on task or when the room is not occupied.
- To pass all safeguarding concerns to the Safeguarding Team as a matter of urgency, either via CPOMs or in person if urgent.
- Record all incidents of poor behaviour witnessed on CPOMs, alerting additional relevant staff as appropriate, and using judgement to alert via email to CPOMs log in urgent matters.
- To contribute to decisions, along with Alternative Learning Provision Manager regarding interventions for repeat offenders through knowledge sharing as and when appropriate.
- To prepare appropriate signage/information posts for the Behaviour Room, kept up-to date and regularly reviewed, reflecting ethos and expectations.
- Communication with teachers and home regarding those students who have been sent for reflection.
- To organise, coordinate and oversee the school detention system.
- Supervise the daily detentions within Retracking, with support from the Alternative Learning Provision Manager.
- Follow up on any non-attendance at detention with appropriate communications and further sanctions.
- Any necessary administration and paperwork.
- To create, analyse and report behaviour data to support the Senior Leadership Team and Middle Leaders in ensuring that high expectations of behaviour are met by all students and to accurately ensure that students are supported and challenged to behave appropriately. This includes:
  - Working alongside the Alternative Learning Provision Manager to use data to identify repeat offenders and to engage them in a 1-1 mentoring programme to challenge their poor behaviour and to support them to engage in positive behaviour choices.
  - Daily – analysis to identify students for detention, daily Bromcom and Class Charts reports, identifying repeat offenders, trends in behaviour, identification of high risk students.
  - Weekly – analysis of students at risk of exclusion, exclusion data, IE data.
  - Fortnightly – analysis of data for HOY Review meetings and recommendations for red/green tier. Management of Report Cards and Pastoral/Behaviour Support Plans.
- Any other reasonable request made by the Headteacher and Line Manager commensurate with the grade and nature of the post.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. It is also expected that the role will develop, working to specific strengths of the successful candidate. The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

### **Safeguarding Level 2:**

This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check.

To be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil.

## Person Specification:

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no 'perfect' candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice. If applicable, this is indicated in the Assessment Method column below as follows:

A = Application

I= Interview Questions

T = A Task

O = An Observation

R = References

Category	Essential	Assessment Method	Desirable	Assessment Method
Job requirements	Demonstrate a passion for supporting young people and their families	I, A		
	Demonstrate an ability to motivate young people	I, A		
	Have excellent time keeping	I, R		
	Work to strict timescales	I, R		
	A good sense of humour and resilience when facing difficult situations	A I, R		
	Excellent communication skills, both verbal and written, with a diverse range of people of various levels	A I, R		
	An ability to organise, plan and prioritise time effectively	A I, R		
	Flexibility and adaptability	A I, R		
	Be a role model and contribute to sharing high	A I, R		

	quality practice within the team			
	Accuracy and attention to detail	A I, R		
	Competent in the use of Microsoft Office and/or Google packages and be able to learn new/different software packages such as Bromcom	A I, R		
	Patience	A, I		
	A good attendance record	R		
<b>Qualifications/ Training</b>	GCSE (or equivalent) in English and Mathematics at grade C or above.	A		
<b>Experience</b>	Experience of working with children and/or young people	A I, R	Experience of working with children and/or young people with social, emotional, behavioural and/or mental health needs.	A, I, R