

# Bedford High School

A Specialist Business and Enterprise College



To Care - To Learn - To Achieve

---

## Inclusion Support Officer

Vacancy Information booklet



# Inclusion Support Officer at Bedford High School

We are looking for an enthusiastic and driven colleague to join our pastoral support team.

Our Inclusion unit is a silent and calm space for pupils to reflect on their behaviour, independently. As Inclusion Officer you will be part of a wider team supporting pupils who may be dealing with social, emotional and mental health issues that have impacted on their behaviour. In their time in Inclusion, pupils will be sent work from their class teachers to complete each period alongside being pulled out individually by our Aspirations Centre team for restorative work and further reflection.

The successful candidate will be joining the school at an exciting time. Bedford High School is a mixed comprehensive school, which was judged “good” by Ofsted in 2018. The school is now full throughout KS3 and KS4 with a waiting list of families.

Our school is based over 2 sites with excellent facilities which include our 3G pitch, beautiful green outside space, dedicated outside classroom and large Bistro food court area. Work will soon be underway which will provide our students and staff with an onsite gym and second food court area. We are also expanding our English classrooms which will be completed by December 2022. Our inclusive values drive our vision and ethos across all stakeholder groups. Positive student/staff relationships, which are based on mutual respect embedding our SPIRIT ethos of Strive, Perseverance, Independence, Respect, Integrity and Tolerance are a key strength of our school. Student and staff voice are used across our school to help inform decisions and shape our school development plans.

Dear Colleague

Thank you for your interest in working at Bedford High School.

At Bedford High School we are dedicated to offering our students a high quality education in a well ordered and purposeful school environment. Our values are: To Care, To Learn, To Achieve. We seek to develop happy and successful citizens who will make a valuable contribution to their community. We were judged to be a 'Good' school in May 2018. We are proud of what we have achieved but we are far from complacent and we are acutely aware that there is more to do to achieve our ambition to become an 'outstanding school'. To support our aim, we have extremely challenging data targets, underpinned by strong development planning and rigorous accountability. In return we offer you a committed staff and student body enjoying excellent relationships as well as dedicated, professional, hard-working Governors; you will be well supported.

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application. Please complete the application form (we do not accept CV's) which is available on our website at [www.bedfordhighschool.co.uk](http://www.bedfordhighschool.co.uk). Please return completed application forms to [recruitment@bedford.wigan.sch.uk](mailto:recruitment@bedford.wigan.sch.uk) or by post to Mrs Claire Taylor, HR Facilities & Communications Manager at the school address.

I very much look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'P. McCaffery', written in a cursive style.

Mr P McCaffery  
Headteacher

## Why work at Bedford High School?

Our staff deliver high-quality teaching and learning, hold their colleagues in high regard and display the highest level of professionalism.

## Our School

Bedford High School was established in 1976 when it was formed by merging Leigh Boys' Grammar School and Manchester Road Secondary Modern School, which were located next to each other. The former grammar school buildings now form the U Block and the secondary modern buildings form the L Block.

## Our School Values

To Care, To Learn, To Achieve.

## Our School Vision

We relentlessly strive to help our students to discover, develop and demonstrate their potential. This is our core purpose. Our aim is for every 16-year-old student to leave us as a rounded individual, who feels excited about the opportunities the world has to offer and is equipped with the qualities, virtues, skills and knowledge to be happy and excel in life.

At Bedford High School we put staff first by developing, nurturing and retaining a high-quality workforce, where there is a high-quality teacher in every classroom delivering high quality lessons every hour, every day. There are many opportunities for staff across all departments to make an invaluable contribution to the success of the school, getting involved in different aspects of school life.

## Staff Wellbeing

Our fabulous surroundings provide an excellent working environment, which in turn can have a positive impact on our employees' well-being. However, this isn't the only benefit to working with us.

- Membership to Greater Manchester Pension Fund or Teachers' Pension fund
- Employee Assistant Programme confidential advice and support service available by telephone, website and App supporting you and immediate family members 24/7 with legal information for issues that can cause anxiety and distress including debt management, consumer, property or neighbour disputes, bereavement support, medical information, online CBT and counselling sessions along with a Wellbeing portal which offers a virtual library of wellbeing information
- Committed Wellbeing Team with 9 fully trained Mental Wellbeing First Aiders
- Cycle to work scheme
- Family friendly policies
- Staff rewards
- Gym facilities
- Continued professional development

Feedback from our staff wellbeing survey tell us...

There are many, many things that this school does better than many others that I have worked in.

Bedford is a great place to work.

I'm very happy here and feel respected and looked after.

Since arriving at Bedford I have found the staff to be friendly, welcoming, supportive and are a credit to the school.

## Job Description

|                               |  |              |        |
|-------------------------------|--|--------------|--------|
| <b>Role title:</b>            | <b>Inclusion Support Officer</b>   |              |        |
| <b>Job purpose:</b>           | To provide pastoral and academic support to students in the school's Inclusion unit. To provide care to, and support pupils for their mental and physical welfare, encouraging positive attitudes and behaviour while in the officer's care.   |              |        |
| <b>Reporting to:</b>          | Aspirations Centre Manager, Deputy Headteacher   |              |        |
| <b>Responsible for staff:</b> | None   |              |        |
| <b>Liaising with:</b>         | Headteacher, Senior Leadership Team, School Governors, teaching and support staff, LA, parent/guardians, external agencies, visitors to the school   |              |        |
| <b>Grade of post/salary:</b>  | G5 pro rata<br>Actual salary £19,045 - £21,246   | <b>Gauge</b> | A23316 |
| <b>Working pattern:</b>       | Part time, term time plus 3 Inset days   |              |        |
| <b>Hours:</b>                 | 37 hours per week, core working hours 8.00 am – 4.00 pm.   |              |        |
| <b>Contract:</b>              | Permanent  |              |        |
| <b>Disclosure level:</b>      | All offers of employment are conditional subject to an enhanced disclosure with child barred list, appropriate overseas checks, medical, relevant qualification certificates and references satisfactory to the school. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and to adhere to the school's safeguarding policies and procedures. |              |        |
| <b>Base:</b>                  | Bedford High School  |              |        |
| <b>Date:</b>                  | November 2022  |              |        |

|  |
|--|
| <b>Job Outline</b>   |
| <ul style="list-style-type: none"> <li>• To assist in the implementation of the pastoral care and guidance system for the school and provide administrative support.</li> <li>• To assist in the development and implementation of all safeguarding policies and supporting procedures.</li> <li>• To liaise with a range of people including parents/guardians.</li> <li>• To assist in the development and implementation of education / behaviour / support / mentoring plans.</li> <li>• To assist in the assessment of students to identify those in need of particular support.</li> <li>• To co-ordinate support and intervention strategies and intervention packages, both internal and external, for vulnerable students.</li> <li>• To manage and co-ordinate the supervision of pupils who are not working to a normal timetable.</li> <li>• To monitor and evaluate student's responses and progress against action plans through observation and planned recording and to provide objective and accurate feedback and reports as required.</li> <li>• To manage record systems and processes and be responsible for child protection documentation.</li> </ul> |

### **Responsibilities**

- To support students while they completed tasks set by teachers in the school's Inclusion (isolation) unit.
- To communicate with teachers and support staff regarding students placed in the unit.
- To uphold and have input into decisions made regarding the routines in Inclusion.
- To monitor and reinforce high standards of learning and behaviour in the unit.
- To work with teachers and other relevant support staff to assist with the planning and preparation of lesson plans.
- To analyse trends in repeat offenders and support students to avoid follow-up incidents.
- As directed by the Aspirations Centre Manager, to deliver sessions for individual students, groups or whole classes.
- To support with activities after school such as detention duty or after school clubs.
- Where appropriate to provide support to other relevant support staff and other teachers
- To supervise whole classes during the short-term absence of teachers, maintaining good order and keeping students on task, training will be provided.
- To provide support for students and where appropriate for SEND students providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required.

### **Other Specific Duties**

To carry out the duties in the most effective, efficient and economic manner available.  
To continue personal development in the relevant area.  
To participate in the staff review and development appraisal process.  
To have due regard and comply with all school policies  
To undertake training as required  
To participate in personal and team reviews/meetings  
To participate in annual appraisal and implement agreed targets  
Develop good working relations with other colleagues and students  
To contribute to the overall ethos/work/aims of the school  
To work flexibly in the interest of the school and to undertake such additional duties as are reasonably commensurate with the post and level of responsibility.

### **Health and Safety Training**

Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.

To undertake Health and Safety Training on areas within your remit.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work

of a similar level that is not specified in this job description.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards.

Through professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

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.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

# Person specification

## A. Experience

|   | Essential | Desirable | Source<br>A = Application<br>I = Interview<br>R = References<br>T = Task/Observation<br>P = Presentation |
|---|-----------|-----------|--|
| Experience of working with young people aged 11 -16 yrs in a voluntary or professional capacity                               | E         |           | A, I   |
| Experience and understanding of Keeping Children Safe In Education and relevant safeguarding guidance within a school setting |           | D         | A, I   |

## B. Training and Qualifications

|   | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| 3 x GCSEs at grade C or above including English and Mathematics | E         |           | A, I   |
| Willingness to undertake further relevant training              | E         |           | I      |
| Willingness to undertake basic first aid                        |           | D         | A, I   |

## C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

|   | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Knowledge of relevant policies/codes of practice in behaviour management  | E         |           | A, I   |
| Knowledge of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children | E         |           |        |
| Knowledge of relevant legislation   | E         |           | A, I   |
| Understanding of LEA support services   |           | D         |        |
| Knowledge of how to use a range of computer programmes  |           | D         | A, I   |



## D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

|   | Essential | Desirable | Source  |
|---|-----------|-----------|---------|
| Ability to implement and monitor systems to evaluate and improve the activities of pastoral care  | E         |           | A, I    |
| Demonstrate a commitment to promoting and achieving equal opportunities for students  | E         |           | A, I    |
| High level of communication skills to deal with both children and adults  | E         |           | A, I    |
| Ability to engage and influence others  | E         |           | A, I    |
| Ability to use initiative to respond to and resolve problems  | E         |           | A, I    |
| Ability to deliver objectives and targets within agreed timescales  | E         |           | A, I    |
| Willingness to work outside of normal school hours when required  | E         |           | A, I    |
| Ability to work as part of a team   | E         |           | A, I    |
| Ability to identify own training and development needs  | E         |           | A, I    |
| Excellent communication skills in order to relate well to pupils and adults   | E         |           | A, I    |
| Ability to organise own tasks and those of others   | E         |           | A, I    |
| Ability to work in accordance with the schools health and safety policies   | E         |           | A, I    |
| Ability to recognise own learning needs and those of others   | E         |           | A, I    |
| Competent in the use of a variety of IT applications  | E         |           | A, I, T |
| Ability to deal with minor injuries   |           | D         | A, I    |
| A sense of humour and positive outlook  | E         |           | A, I    |
| A willingness to support the schools aim of strengthening links with the community  | E         |           | A, I    |
| The ability to anticipate and solve problems creatively   | E         |           | A, I    |
| The ability to demonstrate loyalty and high level confidentiality   | E         |           | A, I    |
| The ability to prioritise and manage time effectively   | E         |           | A, I    |
| Ability to self motivate  | E         |           | A, I    |
| Ability to deliver polite, courteous and efficient customer service Awareness of 'customer care' role; responsive and proactive approach to meeting the needs of students, parents, colleagues and visitors | E         |           | A, I, R |
| Ability to prioritise own tasks and those of others   | E         |           | A, I    |

|  |   |   |      |
|--|---|---|------|
| The resilience to thrive in a busy and fast paced working environment  | E |   | A, I |
| 'Self starter;' able to identify own learning needs and actively seek development opportunities                                    | E |   | A, I |
| Ability to build and maintain successful relationships with students, parents and staff, based on mutual respect and consideration | E |   | A, I |
| Ability to work collaboratively with colleagues and partners beyond the School   | E |   | A, I |
| Willingness to seek expertise, guidance and advice when necessary  | E |   | A, I |
| Ability to support and motivate other team members   |   | D | A, I |
| Ability to constantly improve own practice/knowledge through self-evaluation and learning from others                              | E |   | A, I |
| Ability to work under supervision and as a team member   | E |   | A, I |
| Professional appearance and conduct  | E |   | A, I |
| A committed lifelong learner willing to undertake further training to suit the needs of the role                                   | E |   | A, I |
| The willingness to be generous in time and spirit  | E |   | A, I |
| A determination to succeed   | E |   | A, I |
| Energy, enthusiasm, adaptability and flexibility   | E |   | A, I |
| The ability to develop effective teamwork  | E |   | A, I |

## E. Legal Issues

|                                    | Essential | Desirable | Source |
|------------------------------------|-----------|-----------|--------|
| Legally entitled to work in the UK | E         |           | A, I   |

## **What to expect during our recruitment process**

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application form. Please complete the application form, we do not accept CV's and return to Mrs Claire Taylor, Business Manager at the school address or by email to [recruitment@bedford.wigan.sch.uk](mailto:recruitment@bedford.wigan.sch.uk).

It is important that you tell us about your skills and experience relevant to the role. Please ensure you answer all the questions on the application form and explain any gaps in employment or educational history, as the information you provide will be used in our shortlisting process.

Once we have received your application it will be reviewed and evaluated. If we feel that you may be suitable for the vacancy that you have applied for you may be invited to attend an interview, the format of which will be confirmed as part of the invitation.

Due to the high volume of applications we receive, if you do not hear from us within 4 weeks of the closing date then on this particular occasion your application will have been unsuccessful. We are not able to provide feedback on applications that have not been shortlisted for interview.

Should you wish to visit school please email us at [recruitment@bedford.wigan.sch.uk](mailto:recruitment@bedford.wigan.sch.uk) and we will arrange a suitable time.

For more information on our school and to take our virtual tour please visit our website [www.bedfordhighschool.co.uk](http://www.bedfordhighschool.co.uk)

## **The interview process**

**Deadline: Friday 25<sup>th</sup> November 2022**

**Interviews: to be confirmed**

**Start date: as soon as possible**

Due to the nature of different roles within Bedford High School, we operate two separate streams for selecting the very best candidates.

For support staff positions the interview process will consist of a formal interview with senior staff members, written and/or verbal tasks and tour of school.

For teaching positions, the interview process will consist of teaching an observed lesson, interacting with students, a formal interview with students, formal interview with senior staff members and tour of school.

All interviews at Bedford High School involve a member of staff appropriately trained in Safer Recruitment.

If you are successful in securing a position at Bedford High School, you will receive your conditional offer letter and relevant documents and information about the new starter process from our Human Resources team. All offers of employment are conditional upon all pre-employment checks satisfactory to the school. A start date will be confirmed in writing on completion of our safer recruitment process.

## **Our commitment to safeguarding**

All offers of employment are conditional subject to all satisfactory pre-employment checks which include an enhanced criminal record with child barred list through the Disclosure and Barring Service (DBS), appropriate overseas checks, medical clearance, references and verification of your qualifications satisfactory to the school. When completing application forms all candidates must provide a full employment history and any gaps to be clearly identified. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures. All candidates must be legally entitled to work in the UK and comply with the Immigrations, Asylum and Nationality Act regulations. Applications from all sections of the community are welcome.

Shortlisted candidates will be notified by email of the interview arrangements. Please ensure your correct email address is provided on your application form.

As we receive many applications for posts, we regret that we will only be able to contact those applicants who are shortlisted for interview. Therefore, if you have not heard from us within four weeks of the closing date, please assume you have not been shortlisted for interview on this particular occasion.