

Hope Sentamu Learning Trust is a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

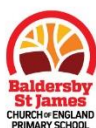
As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you

Helen Winn
Chief Executive Officer



Director of Behaviour – Leadership Post, Full Time , Permanent Post Leadership Scale Point L4-8, £45,434 to £50,151 Per Annum

Archbishop Sentamu Academy is one of six Hope Sentamu Learning Trust secondary schools. The academy has undergone a period of transformation and rapid improvement since joining and has, this year, celebrated the most successful results on record. This is an exciting time for the academy and will be an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a close knit community but with extensive opportunities for professional development across the Trust as a whole.



Archbishop Sentamu is an 11-18 Church of England comprehensive school which serves a mixed, but heavily deprived

catchment from East Hull. The academy is over-subscribed; it has a growing population of more than 1400 students who enter the school with attainment below national averages, but with an increasing number of high attainers and gifted and talented pupils. Our commitment to every child is absolute and we strive to meet the needs of all our pupils whether they are capable of achieving ten Grade 9's at GCSE or require the support of a full time teaching assistant or individual package of learning in order to reach their full potential.

Our distinctively Christian vision is that everyone will be able 'to lead the best life possible', now and in the future. It is underpinned by the words of Jesus in John 10:10 which says, "I have come that you may have life in all its fullness." Our vision is lived out through our academy values of Respect, Community, Courage and Wisdom. This leads to an ethos where we expect each individual to be their very best by accepting personal responsibility and always striving to do better. Each member of our community is respectfully treated to have the courage to push themselves to be inspiring future citizens and have the good wisdom to ensure they seek the support they need to do this. These expectations extend far



beyond learning. We expect the highest standards of behaviour, creating an environment where students feel safe, sanctions are applied fairly and positive contributions are recognised and rewarded.

Job Details

All posts at Archbishop Sentamu Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Helen Dowds
Executive Principal



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|---------------------------------|--|------------------------|---------------------------|
| Job Title | Director of Behaviour Leadership Post | Job Category | Teaching |
| Grade & Salary Range | Leadership Scale L4-8 £45,434-£50,151 | Hours of Work | Full Time |
| Location | Archbishop Sentamu Academy | Travel Required | No |
| Position Type | Permanent | Line Manager | AVP Behaviour & Attitudes |
| Date Posted | 19 October 2021 | Posting Expires | 29 October 2021 |
| Interviews to be held | To Be Confirmed | Start Date | January 2022 |

Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

Job Details

An exciting opportunity has arisen to appoint a Director of Behaviour at Archbishop Sentamu Academy for January 2022. The successful candidate will join our committed leadership and work with all stakeholders to maintain positive discipline, safe and fully supported children, high attendance and open communications between home and school.

There is a teaching element to the post and a background in Science would be desirable.

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks. Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

School / Academy Contact

J Rose, PA to Principal j.rose@asa.hslt.academy

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hslt.academy

Job Description

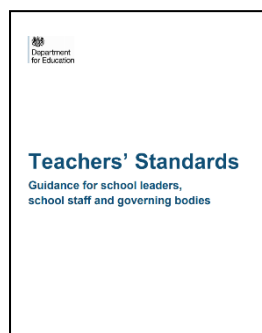
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| Job Title | Director of Behaviour |
| Grade | L4-8 |
| Responsible To | Assistant Vice Principal / Principal / Executive Principal |
| Staff Managed | Heads of year 7-9, Student Liaison officers for Y7-9, Form tutors Year 7-9, Mental Health Worker for KS3 |
| Job Family | Teaching |
| Job Purpose | Leadership of the pastoral team for Key Stage 3 |
| Job Context | Working with all stakeholders to maintain positive discipline, safe and fully supported children, high attendance and open communications between home and school. |
| Accountabilities / Main Responsibilities | |
| Operational Issues | <ul style="list-style-type: none"> Identify areas for behavioural improvement in the Academy and consult/work with AVP Behaviour to raise standards of behaviour. Assist the Assistant Vice Principal (AVP) for Behaviour with the implementation, coordination and monitoring of behaviour procedures and systems. Ensure behaviour systems are being supported, followed and adhered to by all staff and students. Maintain a visible presence around the Academy. Ensure standards are kept high and deviations are identified, analysed and reported to AVP Behaviour Identify and consult with AVP Behaviour in the event that deviations across year teams are observed Intervene with regards to extreme behaviour issues and those deemed as 'beyond' an appropriate level. |
| Communications | <ul style="list-style-type: none"> Ensure that all students and staff are clear on behavioural systems and practices. To liaise with colleagues to support strategic development and share good practice. Ensure that all parents are clear on behavioural systems and practices. Direct parent liaison to intervene where standards of behaviour or attendance are falling or where exclusions are warranted. Pro-active meetings with parents and external agencies to provide support and safe re-integration of pupils to school. |
| Partnership or Corporate Working | <ul style="list-style-type: none"> To work closely with AVP Behaviour in order to improve and maintain behavioural standards. Deputise in the absence of AVP Behaviour Ensure that strategies and resources are in place so that staff feel supported in terms of behaviour management. Ensure departments are supported so that they are able to implement behaviour systems and run them effectively. |
| Resource / People Management | <ul style="list-style-type: none"> Ensure Head of Year are effectively supporting Tutors to monitor and track behaviour/progress Ensure Head of Year and SLO are effectively intervening with the management of 'low-level' behaviour issues. |
| Skills Development | <ul style="list-style-type: none"> Training of staff to ensure systems and practices are consistently run Lead on CPD for all staff alongside the AVP Behaviour Support new staff to the team through high quality induction in specifics to roles |
| Safeguarding | <ul style="list-style-type: none"> To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate Know about data protection issues in the context of your role. Maintain confidentiality as appropriate |

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| | <ul style="list-style-type: none"> Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation. |
| Systems and Information | <ul style="list-style-type: none"> Be fluent in the use of SIMS and CPOMS as a minimum Be aware of the contact mechanisms for all external agencies and support groups e.g. Early Help and ensure that information is passed appropriately between supporting bodies |
| Planning and Organising | <ul style="list-style-type: none"> Efficient and effective working at all times to respond to need, planning timetables of working for SLO teams, management of work flow for all team members including rotas for seclusion, oversight of detention rotas and detention attendance. |
| Data Protection | <ul style="list-style-type: none"> To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. |
| Health and Safety | <ul style="list-style-type: none"> Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. To work with colleagues and others to maintain health, safety and welfare within the working environment. |
| Equalities | <ul style="list-style-type: none"> We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. Develop own understanding of equality issues. |
| Flexibility | <ul style="list-style-type: none"> Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures |
| Customer Service | <ul style="list-style-type: none"> The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. Understand your own role and its limits, and the importance of providing care or support. |

Person Specification

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| Job Title | Director of Behaviour | |
| Grade | L4-8 | |
| Responsible To | Assistant Vice Principal / Principal / Executive Principal | |
| Staff Managed | Heads of year 7-9, Student Liaison officers for Y7-9, Form tutors Year 7-9, Mental Health Worker for KS3 | |
| Job Family | Teaching | |
| Essential | | Desirable (if not attained, development may be provided for successful candidate) |
| Knowledge | | |
| <ul style="list-style-type: none"> An understanding of managing a Department and an awareness of the barriers Department may face when implementing behavioural systems. Knowledge of monitoring departmental/ pastoral deviations/issues and implementing strategies to deal with this. | | <ul style="list-style-type: none"> Experience in creation of timetables for working rotas for staff Knowledge of all Hull LA services, including early Help, CIN and CP teams, other wider services such as EHASH and Refresh |
| Experience | | |
| <ul style="list-style-type: none"> Experience of dealing with extreme behavioural issues. Experience of de-escalating severe and challenging behaviour issues/situations including parental communications Experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management Experience of managing a team | | <ul style="list-style-type: none"> Relevant experience in more than one school Experience of working effectively with a wide range of ability range (including SEND and more able children) |
| Occupational Skills | | |
| <ul style="list-style-type: none"> Interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies Manage and resolve conflict Ability to reflect upon own practice & respect the contribution of others Ability to work effectively as part of a team Ability to multi-task and prioritise work-flow due to demand | | <ul style="list-style-type: none"> Ability to use e-technologies effectively Ability to lead activities which support the development of a colleague or team |
| Qualifications | | |
| <ul style="list-style-type: none"> Qualified Teacher Status Evidence of further professional qualifications and training | | <ul style="list-style-type: none"> Evidence of continuous professional development Willingness to undertake further professional development Has achieved or is working towards gaining NPQH |
| Other Requirements | | |
| <ul style="list-style-type: none"> Enhanced DBS clearance Commitment to safeguarding and protecting children and young people Excellent role model to learners & students Ability to organise learning resources and accommodation efficiently | | <ul style="list-style-type: none"> Understanding of Health & Safety |

Teaching Responsibilities



The Teachers' Standards apply to:

1. Trainees working towards QTS;
2. All teachers completing their statutory induction period and
3. Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

<https://www.gov.uk/government/publications/teachers-standards>

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

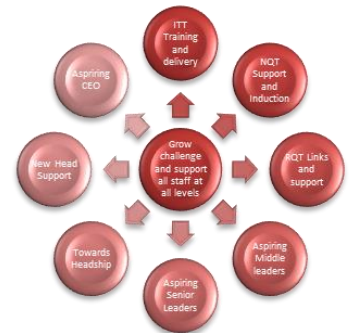
- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
- Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Benefits of working at Hope Sentamu Learning Trust

Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf. For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be. For more information visit www.cyclescheme.co.uk



Our Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.