

## **Candidate Pack**

### **Operational Behaviour Manager**

#### **Kings International College**

#### **An 11 – 16 School**

#### **Judged as Good**

#### **Ofsted 2022**

“This school is a diverse and caring community. Pupils enjoy coming here. Staff have ‘uncompromising aspirations’ for pupils to be the best that they can be.” Ofsted 2022



### **Our Vision Statement**

**To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.**

## **Candidate Information**

<b>Job Title:</b>	Operational Behaviour Manager
<b>Responsible to:</b>	Assistant Headteacher for Behaviour and Pastoral
<b>Salary:</b>	PS8 £27,678 (£32,173 FTE)
<b>Hours:</b>	36 hours term time only
<b>Commencement Date:</b>	ASAP

## **Contents**

The aim of this pack is to give you a flavour of Kings International College and to help you decide if you wish to apply for this role. If you would like any further information, or wish to arrange a tour of the school prior to applying, please contact [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk)

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## **Information about the College**

Kings International College is a mixed comprehensive 11-16 school located on an attractive, accessible site in North West Surrey. We currently have approximately 750 students and our numbers are still growing. As a relatively small secondary school parents, students, governors and staff all value our strong sense of community.

We are proud of our recent Ofsted inspection. Whilst we would encourage you to read the full report, please find below some quotes;

*Pupils learn important life skills, developing the Kings values such as integrity and respect through engaging activities such as the school magistrates' society.*

*Staff share the desire to improve and say that this, coupled with a genuine care for pupils and each others wellbeing, make this a happy place to work.*

*Careful identification of the needs of pupils with special educational needs and/or disabilities (SEND) means that they get off to a strong start. Leaders help teachers plan effectively to enable pupils with SEND to embrace the curriculum fully. Teaching assistants support learning effectively.*

Feedback to Ofsted from parents included;

*'The pastoral care and support for my child and our entire family when it is needed is fantastic'.*

*'This school nurtures all aspects of the child, creatively, intellectually and emotionally.'*

During their time at Kings International College their Head of Year and their tutor will oversee their academic and pastoral needs. We also have a welfare officer who works closely with students as required.

Behaviour in the school is very good and strong systems are in place to maintain expected standards. The College has an 'Inclusive Learning Centre' which helps a minority of students with various needs to reintegrate or to secure regular attendance.

Each year the College selects a student leadership team who lead the student body. There is a strong Student Council which reports to the Governing Body and SLT.

### **Extra-Curricular Activities**

Staff go the extra mile to provide students with a rich programme of extra-curricular activities. We have business and education links with Wellington College, Surrey University, Farnborough 6<sup>th</sup> Form and Bank of America to name a few.

### **Staffing**

The College's Senior Leadership Team consists of the Headteacher, Deputy Headteacher, four Assistant Headteachers and the School Business Manager.

The school has a strong team of Middle Leaders in its Heads of Department, Curriculum Leaders, Heads of Year and Heads of Key Stage.

The support staff are well qualified and committed to the vision and values of our College.

## Vision statement

**To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.**

We will achieve this through:

- High quality, inspirational and innovative teaching and learning.
- Inspirational and accountable leadership at all levels.
- Consistently high academic standards and expectations for every individual.
- Creative, exciting and memorable experiences inside and outside the classroom.
- A safe, secure and caring environment in which to work and learn.
- First class resources and state of the art facilities to support learning.

We want students to:

- Develop the attitudes, characteristics and self-belief to tackle any challenges in future life.
- Enjoy their time at school and be recognised as individuals.
- Develop good relationships and lasting friendships celebrating diversity.
- Acquire the skills, commitment and resilience to become successful, independent life-long learners.
- Take responsibility for leading themselves and others.
- Receive recognition and praise for their efforts and achievements in all areas of school life.
- Be active members who contribute to the school and wider community.
- Accept hard work and discipline as requirements for success.

We want staff to:

- Receive innovative, developmental and effective training.
- Be supported, cared for, challenged and valued.
- Feel trusted and empowered to take risks in the classroom.
- Have opportunities to develop and fulfil their potential in leading the school and their own professional development.
- Participate in, contribute to and benefit from partnerships beyond the school.
- Be a cohesive group with time and opportunities to develop partnerships and relationships with others within school.
- Enjoy their work and find it fulfilling.

## Values

We are a values driven school and our core values should be at the forefront of all that we do. These values were decided upon through consultation with staff, students, governors the definitions of them were articulated by the students.

Our values are:

**Aspiration** – wanting to be the best you can be with passion, enthusiasm and commitment

**Community** – working together and supporting each other to ensure we can all do our best

**Integrity** – honestly doing the right thing even if no one ever knows.

**Respect** – accepting and valuing our differences with courtesy and consideration

**Responsibility** – doing the things you are expected to do and accept the consequences or results of your actions



Dear Applicant,

On behalf of all our students and staff, I would like to thank you for taking an interest in the post of Operational Behaviour Manager at Kings International College.

Kings International College is a comprehensive 11-16 school. It is a school where knowledgeable and passionate staff believe that with great teaching all young people can aspire to and achieve the highest possible standards. I joined the school as Headteacher in January 2018 with high ambitions. I am proud that Ofsted have recognised the improvements that we have made despite the challenges of the pandemic and have confirmed that Kings International College is a Good school in all areas. Our staff body remains ambitious with high aspirations for both ourselves and our students.

This is a new role for the school and has been created to increase the operational capacity of the Leadership Team. This is an exciting opportunity to work within the leadership team to implement strategic leadership of behaviour and inclusion.

At Kings we offer students of all abilities and interests an opportunity to be part of a school community that puts student learning at the heart of every decision that we make. Underpinning our success are the excellent relationships between staff, students and parents. These are based on mutual respect and a strong commitment to high expectations and challenge. Our students are happy, feel safe and enjoy coming to school and our staff offer a high level of care, guidance and support which enables them to thrive.

We have a well-established programme for newly appointed staff which enables them to settle into the College routine quickly and effectively. We expect all staff to be pro-active in their professional development and fully participate in our inset training days.

Our pastoral provision is effective, essential to the well-being and progress of our young people and fundamental to high levels of achievement. In addition to the leadership team, a well-trained safeguarding team of 8 individuals support students' needs.

The College is fully staffed, not least because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations.

The enclosed Job Description summarises the main responsibilities of the post. I hope the information supplied in this pack describes your type of school; if so your application is most welcome. I am proud of our school and I would actively encourage you to visit us to discover for yourselves the growing sense of excitement about the opportunities we can offer local young people to learn and succeed. If you would like to visit us before applying or before attending an interview, then please email [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk) to arrange this.

To apply, please complete the application form – C.V.s are not required. Application forms are available via the website: [www.kingsinternational.co.uk](http://www.kingsinternational.co.uk). Electronic applications are welcome, please send them to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk).

Thank you for your interest in this post and I look forward to reading your application.

Yours sincerely

Jo Luhman  
Headteacher



## **Operational Behaviour Manager**

### **Job Description**

The below profile describes the general nature of work performed at this level. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.

**The post holder reports to:** Assistant Headteacher Behaviour & Pastoral

### **The purpose of the post:**

- To set standards of effective practice and ensure a consistent approach in line with school policies.
- To work as part of the whole staff team in managing and modifying the behaviour of children and young people and supporting them in their learning.
- To pro-actively support the emotional and behavioural difficulties experienced by the student group through providing direct interventions for out of class behaviours and non-engagement in learning, developing personalized, time limited mentoring programmes to help young people remove the barriers to learning.
- Modelling appropriate social skills and supporting students in making the right choices, taking a lead in resolving conflict and encouraging young people to develop thinking skills.
- Working with colleagues to promote good learning habits in pupils whilst promoting the highest expectations of behaviour.
- Supervising pupils and engaging positively with them in both structured and unstructured times.
- Maintaining professional boundaries at all times and observing / upholding the values and ethos of the School whilst contributing to the overall vision.

### **Key Accountabilities:**

1. Working across the school in partnership with the SLT with staff that support students who are struggling to engage in learning, encouraging participation and promoting the highest expectations of behaviour.
2. Maintaining order and promoting a calm learning environment around the school building through establishing a constant staff presence in the corridor areas as well as being available to support with behaviour both in and out of the classrooms.
3. In partnership with SLT, to coordinate personalized, time limited intervention programmes to address and remove the barriers to learning and engagement.
4. To lead on the challenge for out of class behaviours, uniform, morning checks and punctuality of pupils.



5. To establish high standards of behavioural expectation and monitor the management of behaviour by all staff throughout each day, undertaking on going checks and ensuring that staff are adhering to the Behaviour Policy.
6. To take responsibility for ensuring that all pupils are debriefed following any significant incident and that the debriefing of staff involved in any positive handling takes place within 24 hours of any incident.
7. Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behaviour.
8. Monitor the quality of the environment in relation to damage and graffiti – using restorative practices to address issues and work with site staff in ensuring the building is maintained in a timely manner.
9. To coordinate with SLT the review of all risk assessments and positive handling plans and attend relevant meetings in relation to this.
10. To complete daily checks on incident reports being completed and SIMS entries being fully compliant, liaising with SLT and Heads of Year on quality.
11. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Assistant Headteacher for behaviour & pastoral.
12. Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
13. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed.
14. To engage with professional development and undertake tasks and responsibilities associated with the training completed.
15. To line manage the Deputy DSL's (Welfare Officer and ILC Coordinator) in their role as DSL's.
16. Produce written reports for Governors on exclusion and safeguarding.
17. To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.

### **Safeguarding**

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Health and Safety**

The Governing Body and all leaders at Kings International College recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All employees must co-

operate with us to access proper training and to make sure they understand and follow the School's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



## Person Specification

Please address the following in your application.

They will also be explored during the interview process.

1. Experience of working effectively with disaffected pupils who display SEMH and/or on the autistic spectrum and to evidence progress and outcomes for those pupils in relation to academic and behavioural progress.
2. Recognised ability to engage pupils positively whilst maintaining consistent boundaries.
3. Ability to demonstrate to others high levels of skill in developing positive, professional relationships with young people which enable escalating situations to be diffused.
4. Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing initiative in personalizing approaches within a framework of agreed strategies which then impact on the behaviour of individual pupils over time.
5. Excellent written and verbal communication skills with the ability to build sound relationships with customers and an ability to work effectively with schools, parents, young people and other agencies.
6. Confidence in training, advising and supporting colleagues in managing behaviour.
7. Evidence of being able to re-engage disaffected pupils in lessons and reduce out of class incidents through personal engagement strategies.
8. Knowledge of a range of additional educational needs that may affect the emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion.
9. Ability to be able to lead and mentor others in setting the highest standards of behaviour and to present solutions to challenging situations, guiding others in operational decisions.
10. Excellent organizational skills and ability to communicate operational demands to other staff.
11. Confidence in challenging professional practice and willingness to hold others to account whilst enabling staff to meet required standards through motivating, encouraging and training.
12. Understanding of restorative justice practices/approaches used in a classroom setting or willingness to undertake training in order to adopt this approach.
13. Experience of effective team working.
14. Confidence in delivering training to others.
15. Able to demonstrate robust skills and understanding of operational management.

16. Willingness to be flexible and responsive to individual student's needs but able to work within the framework of consistent, agreed approaches.
17. Strong personal boundaries in relation to self management and interaction with others.
18. Ability to demonstrate confidence, resilience and perseverance.
19. Ability to be flexible and cope with changing priorities and demands.
20. Competent in a range of IT tools and willingness to engage in further training and support to be able to use management information systems.
21. A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.
22. Educated to 'A' level, HND standard, or equivalent or able to evidence ability at an equivalent level.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children.

## How to apply

Your completed **application form** and **Statement of Application** should be submitted electronically to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk) by the closing date stated on the advert.

All received applications will be acknowledged electronically. Candidates will not receive any further communication unless they are shortlisted.

In compliance with Safer Recruitment, CVs will not be accepted.

Appointment is subject to pre-employment screening: medical clearance, two satisfactory references, evidence of qualifications and enhanced Disclosure and Barring Service clearance. Shortlisted candidates will be asked to bring relevant documents to the interview.

All applicants should be eligible to work in this country and will be asked to provide evidence of this.

**Closing Date for Applications:**      **9am Monday 6<sup>th</sup> February 2023.**

**Interview Date:**                              10<sup>th</sup> February 2023

**\*Variable Deadline:**                              We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to the use of authority and maintaining discipline.

*Kings International College is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake a disclosure check by the Disclosure and Barring Service at an enhanced level for this post.*

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