



GREENSHAW
LEARNING TRUST



Senior Behaviour Lead

Recruitment Pack

**ALWAYS
LEARNING**

Contents

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main Responsibilities and Duties**
- **Job Description**
- **Person Specification**
- **The Recruitment Process**

Dear Candidate

Thank you for your interest in the role of a **Senior Behaviour Lead** at Henley Bank High School.

Introduction

Thank you for your interest in joining our fantastic school that is going strength to strength. This is a unique and exciting opportunity for a Senior Behaviour Lead to join Henley Bank High School and further contribute to the life chances of our young people in the school, and across the Trust.

We are a successful secondary school based in Brockworth, extremely close to junction 11a of the M5. The school has consistently been achieving excellent academic results over the past few years with the GCSE results of 2023 being in the top 1% of results in the country, as well as the highest results for any non-selective school in Gloucestershire. We opened our Sixth Form in September 2024 and are really excited to see what the next stage in the school's journey will be. A crucial element of the school's vision is ensuing that we are preparing our young people for the world of tomorrow. This role plays an essential part in achieving this.

At Henley Bank High School, our aspiration is for all our staff and students to leave our school with practical wisdom gained through the teaching of intellectual, moral, civic and performance virtues. We build character implicitly, through our world class curriculum, teaching and learning in the classroom and explicitly through our Legacy Programme and Pastoral Systems. We aim to guide our students in becoming well rounded citizens of the future who can lead with honesty, integrity and resilience. The importance we place on this has been recognised through the school being awarded the Character Kitemark and Character Kitemark Plus accreditation. Our Legacy programme and values of **Ambition, Creativity, Confidence, Determination** and **Respect** are the foundations of our Character Education programme.

All students have an entitlement to a broad, balanced and relevant curriculum. We believe that all students with additional needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. Henley Bank High School was the winner of the NASEN Award for Secondary Provision which demonstrates the value that we place on our support provided within the classroom across all subjects within the school.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently comprise of thirty-six schools: eleven in South London, six in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

Vision

The vision for Henley Bank High School is that all students receive the best education and opportunities to allow them to have the most successful future that they can. Our values of ambition, confidence, creativity, respect and determination feature in all aspects of our school life, as well as the saying “we are all on the same mountain, just a different journey to the top”, celebrating tolerance and understanding of all whilst on their journey.

As a school, we really celebrate being a team and a ‘family’. This is crucial to us to ensure collaboration and support as well as ensuring that staff, students, parents/carers and the wider community feel invested in improving the school and the chances of success for our students. A huge amount of work has gone into developing this school over the last few years and we are so excited to welcome new members of staff to help continue this development, as well as bring their own ideas and enthusiasm.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Henley Bank High School is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information www.henleybankhighschool.co.uk We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I am looking forward to hearing from you.

Yours faithfully



Mr Stephen Derry
Headteacher

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates over 23,500 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed by:	Assistant Headteacher of Behaviour
Contract:	Permanent
Salary:	Salary calculated in line with the NJC Scale Range, Grade I, Scale Points 22-30, £28,279.09 - £34,510.88 per annum Actual Salary (£32,654 - £39,513FTE)
Hours of Work:	36.00 hours per week (with a 30-minute unpaid lunch break) Monday to Thursday 8.15am – 16.00pm and Friday 8.15am – 15.45pm, Full time, Term Time only plus Inset days
Place of Work:	Henley Bank High School, Mill Lane, Brockworth, Gloucester, GL3 4QF
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: https://www.lgpsmember.org
Holiday Entitlement:	The postholder will be paid an enhancement for holiday pay, which is included in the salary details above
Probation Period:	New employees are required to complete a six-month probationary period
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

To work as a central part of the Pastoral/Behaviour team to lead the Alternate Provision Centre for Henley Bank High School. The centre operates at the heart of the school enabling students across the school to learn disruption-free lessons. For students who have chosen by their actions to not be part of the daily life of the school, the centre exists to ensure that they will continue their own learning separate from their peers. The successful applicant will ensure that all aspects of their educational provision is in place for the period of time they are out of mainstream lessons.

Job Purpose

- Ensure the APC is fully operational each day to receive any student who has been referred from class or outside of class (in line with the behaviour policy)
- Reinforce the high levels of expectations for every student and ensure these are adhered to by modelling the standards at all times
- Develop rigorous systems of tracking and intervention to support students who are repeatedly referred to the APC
- Ensure students who are repeatedly referred are able to access the support required to meet our expectations
- Support the behaviour and pastoral teams in managing the day-to-day behaviour in the school to ensure students are successful
- Ensure the provision in the school supports disruption free learning every minute, of every day, for every child
- Develop the behaviour curriculum in school so that children understand why they are asked to behave
- Lead all suspension and referral data, building rigorous systems to ensure admin and data is completed in the most timely and effective manner
- Monitor the behaviour of students and put rigorous systems in place
- To be able to work flexibly to the needs of each day, ensuring that all daily routines and processes are complete, managing coverage of staff absence, and considering the flexibility of hours

Main duties/responsibilities

- To work with the senior leadership team and pastoral team to continually improve the self-discipline of students referred to the APC
- Responsible for Line Managing the pastoral support team
- To share on the corporate responsibility for, commitments to, the safeguarding and promotion of the well-being and discipline of all students
- To ensure the climate for learning in the APC is exceptional, characterised by warmth, kindness and rigour
- To support other members of the school pastoral team in ensuring disruption free learning across the school

- To 'run the room' in the APC. You will be responsible for the efficacy of the centre; this will include making sound assessments of the needs of children who are regularly referred to the APC and working with colleagues to promote the best outcome for each child
- To ensure that the team actively supports attendance at detentions and alternative provisions
- Facilitate 'Reset Conversations' between staff and students, and build a rigorous system for checking this happens
- To develop rigorous tracking systems for the numbers of students referred to APC and ensure this is in a shareable format to SLT and governors
- To ensure that the APC prevents disruptive behaviour occurring anywhere in the school
- To develop the school's approach to inclusion, ensuring repeat referrals are supported to meet expectations
- To work alongside external alternative provision, to support the reintegration of students successfully into mainstream school
- To develop supportive interventions designed to improve student behaviour, and lead staff in delivering these interventions
- To work closely with the attendance team in ensuring families are supported to improve student behaviours and attendance
- To further develop the APC to ensure that it is characterised by warmth and kindness for children, with clear boundaries being central to this
- To work with families and children to avoid suspensions where this can be resolved
- To perform particular assigned duties at the reasonable direction of the Headteacher or their designated representative(s)
- To have due regard for safeguarding and promoting the welfare of young people in accordance with the Child Protection/Safeguarding and Inclusions policies
- Support and promote the school's behaviour management policy

Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole school and department CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development
- Attend and participate in meetings as appropriate

Safeguarding

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Communications, Marketing and Liaison

- To communicate effectively with the parents/carers or families of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Academic Review Days, liaison events with partner schools, etc.

Personal Responsibilities

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To attend meetings scheduled in the school calendar punctually
- To adhere to the School's Safeguarding Policy

Other Job Requirements

All staff will be part of the school's appraisal scheme. You will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching.

Person Specification – Senior Behaviour Lead

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> GCSE A*-C / 9 - 4 (or equivalent) in English and Maths Evidence of professional development in a relevant discipline Experience of working with young people in an educational setting or other setting such as youth clubs or any other voluntary setting involving young people Understanding of Safeguarding Children and Young People 	<ul style="list-style-type: none"> Experience of planning, delivery and the evaluation of academic activities Experience, in Pastoral support with young people in one of a range of fields such as education, youth work, health and social work A relevant qualification in supporting children and families to access education
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ul style="list-style-type: none"> Commitment to improving the life chances of students Commitment to establishing high and rigorous standards of discipline An understanding of a 'no excuses' culture Experience of line management and people management A love for working with children An understanding of kindness and how high expectations and kindness are linked A belief that all children are capable of academic success and attending the best universities in the country or careers of their choosing 	

Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:

	<ul style="list-style-type: none"> • Knowledge of how to work with children with challenging behaviours • Understanding and practical use of data recording systems such as excel or google sheets to track data and patterns • Knowledge of the current educational landscape and the importance of qualifications • Ability to work on own initiative with minimum supervision • Ability to relate well to students, be an effective role model and motivate students to achieve success • Excellent communication skills • Excellent interpersonal and organisational skills • Able to prioritise own workload and self-motivate • To be able to work flexibly to the needs of each day 	<ul style="list-style-type: none"> • An awareness of the wider community and its perceived challenges • Knowledge and understanding of how to remove barriers to learning
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The Recruitment Process

1. Application

Visit our website to view our current vacancies here www.henleybankhighschool.co.uk

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **Thursday 30th January 2025 at 11.59pm**. Applications received after this date and time will not be considered.

2. Shortlisting

Shortlisted applicants will be invited by telephone with a follow up email inviting them to an interview. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be arranged as and when successful applications arrive, as the school reserves the right to conduct interviews prior to the closing date. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up the post as soon as possible.

6. Additional information

For further information, please contact Jo Howells, HR Manager on 01452 863372 or jhowells@henleybankhighschool.co.uk

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.