

HEDNESFORD VALLEY HIGH SCHOOL



STUDENT BEHAVIOUR SUPPORT APPLICATION PACK

Contract	Permanent
Hours	37 hours per week, term time only Monday to Thursday: 8.30 am to 4.30 pm Friday: 8.30 am to 4.00 pm
Grade / salary	Grade 6, £24,448 to £26,933
Closing date	Friday 9 October 2026 at 9.00 am
Interview date	Thursday 15 October 2026
Proposed start	November 2026

Make a difference every day

Support students to regulate, re-engage and participate successfully in education.



Welcome from the Headteacher

Dear Applicant,

Thank you for your interest in the position of Student Behaviour Support at Hednesford Valley High School. I am delighted that you are considering joining our school community.

We are a maintained secondary generic special school set against the backdrop of Cannock Chase. We educate students across two sites, with Years 7 to 11 at our main Stanley Road site and our Sixth Form based in a dedicated building at Cannock Chase High School.

Our students have a range of learning needs and are supported by dedicated staff who are passionate about transforming lives. We want every student to feel safe, included and ready to learn, and we are looking for a calm, resilient and enthusiastic colleague who shares those values.

This pack explains the role, the person specification and the application process. If you have the skills, experience and personal qualities described, we warmly encourage you to apply.

Visits to the school are welcomed. Please contact the school office on 01543 423714 to arrange a convenient date and time.

Yours sincerely,

Stephen Stokes

Headteacher

“Strong, professional relationships between staff and pupils are tangible. Pupils value the level of care they receive, which helps them to feel safe.”

Ofsted judgement: Good | 2024

Make a Difference Every Day

Hednesford Valley High School is seeking a committed and enthusiastic Student Behaviour Support Officer to join our SEND and Inclusion team.

This is an exciting and varied role supporting students who may experience barriers to learning as a result of behaviour, emotional regulation, attendance, engagement or wellbeing. Working closely with students and staff, you will provide both responsive behaviour support and planned, targeted interventions to help young people regulate, re-engage and participate successfully in education.

A key part of the role will be developing and delivering purposeful interventions tailored to individual student needs. These may take place individually, in small groups, within the wider community or through the school's therapeutic and wellbeing provision, including structured interventions involving our school therapy dog.

Key responsibilities

- Respond to behaviour incidents and support students to regulate and successfully reintegrate into learning.
- Plan and deliver targeted one-to-one and small-group interventions to improve behaviour, engagement, attendance and wellbeing.
- Deliver structured therapeutic and wellbeing interventions, including planned work involving the school's therapy dog.
- Develop and facilitate appropriate community-based interventions that build confidence, resilience, independence and positive engagement.
- Develop positive relationships with external organisations and community partners to broaden intervention opportunities.
- Monitor behaviour information using Arbor, identify patterns and provide clear information to support intervention planning and evaluation.
- Support the reintegration of students following suspension, periods away from lessons or other significant difficulties.
- Act as the school's SCIPr Co-ordinator, supporting consistent practice and ensuring associated records and legal documentation are completed accurately.
- Work collaboratively with teaching staff, pastoral and SEND teams, parents or carers and external professionals.

We are looking for someone who

- Has experience of working successfully with children or young people, particularly those who may present with challenging behaviour or additional needs.
- Can develop positive and trusting relationships while maintaining clear professional boundaries.
- Is calm, resilient and able to respond effectively to challenging or changing situations.
- Understands that behaviour can communicate an underlying need and can support students to regulate and return successfully to learning.
- Can plan, deliver and evaluate purposeful interventions around individual student needs.
- Is organised, proactive and able to work independently and collaboratively.
- Can communicate effectively with students, families, colleagues and external professionals.
- Is creative in developing opportunities that engage young people and remove barriers to learning.
- Is willing to undertake relevant training and professional development.
- Holds a clean driving licence and is willing to undertake minibus driver training and assessment. The ability to drive the school minibus would be advantageous.

Job description

Post title	Student Behaviour Support
Grade	Grade 6
Responsible to	Pastoral Manager

Statement of purpose

Under the direction of senior staff, organise and provide a range of support strategies for young people who need help to overcome barriers to learning both inside and outside the school.

Support for students

- In liaison with the pastoral team, contribute to strategies to improve learning and behaviour for individually identified students.
- Support the integration of students who have joined the school under difficult circumstances or are on a managed move.
- Support student reintegration following suspension or periods of isolation, exclusion or time away from lessons.
- Provide academic and pastoral mentoring for identified students to raise self-esteem and confidence.
- Liaise with the pastoral team, SENCo, parents or carers and appropriate agencies to develop inclusion strategies and ensure students' needs are addressed.
- Respond to serious behaviour that cannot be contained within the classroom and to requests from teachers to remove specific students.
- Develop one-to-one mentoring relationships with students who need support to meet deadlines and improve outcomes.
- Supervise students who are not attending all lessons and organise suitable work when required.
- Keep accurate attendance, behaviour and work records.
- Organise or support extra-curricular and community-based activities that promote self-esteem, resilience and positive engagement.
- Plan, deliver and evaluate targeted individual and small-group interventions relating to behaviour, emotional regulation, attendance, engagement and wellbeing.
- Deliver structured therapeutic interventions, including appropriately planned work involving the school therapy dog.
- Monitor behaviour information using Arbor to identify patterns and support intervention planning.
- Act as SCIPr Co-ordinator, supporting consistent practice and accurate completion of associated records and legal documentation.

Support for home-school links

- Establish effective home-school links for identified students, including arranging work and marking where appropriate.
- Maintain contact with parents or carers to keep them informed of progress.
- Work alongside parents, carers and students in crisis, liaising with identified staff and professionals.
- Attend meetings as required for identified students following suspension or other significant difficulties.
- Develop constructive relationships with external organisations and community partners.

Support to the school

- Promote and safeguard the welfare of children and young people.

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- Comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting concerns appropriately.
- Promote equality of opportunity and contribute to the ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings, training, learning activities and performance development.
- Assist with student needs as appropriate during the school day.

Review of duties

The content of this job description will be reviewed with the postholder annually in line with the school's performance and development review arrangements. Any significant change in accountability that could affect the grade must be discussed with the postholder and the relevant trade union before re-evaluation.

Person specification

Shortlisting and selection will be based on the essential criteria below. AF = application form; I = interview.

Area	Essential criteria	Measured by
Experience	• Experience of working in an education setting committed to inclusion. • Experience of working with students who demonstrate challenging behaviour or experience disadvantaged circumstances. • Experience of working with external partners.	AF / I
Qualifications and training	• NVQ Level 3 in learning, development and support services for children, young people and those who care for them, or an equivalent qualification or relevant experience. • Willingness to undertake relevant role-specific training.	AF / I
Knowledge and skills	• Good ICT and record-keeping skills, including the ability to monitor information accurately. • Good numeracy and literacy skills. • Ability to work constructively as part of a team and independently. • Ability to relate well to children, young people and adults. • Ability to handle sensitive issues professionally and maintain confidentiality. • Effective influencing, communication and relationship-building skills. • Good organisation, planning and prioritisation. • Methodical approach and attention to detail. • Ability to plan, deliver and evaluate purposeful individual and group interventions. • Understanding that behaviour may communicate an underlying need.	AF / I
Behavioural attributes	• Friendly, professional and respectful. • Open, honest and an active listener. • Takes responsibility and accountability. • Student-focused and committed to removing barriers. • Positive, solution-focused and committed to quality. • Adaptable, energetic, enthusiastic and decisive. • Learns from experience and is committed to continuous development.	AF / I
Additional requirements	• Emotional resilience when working with challenging behaviour. • Ability to form and maintain appropriate relationships and professional boundaries. • Appropriate attitudes towards authority and maintaining discipline. • Clean driving licence and willingness to complete minibs driver training and assessment.	AF / I
Safeguarding	• Motivation to work with children and young people. • Commitment to safeguarding and promoting welfare. • Ability to recognise, report and respond appropriately to concerns.	AF / I

What we can offer you

Hednesford Valley High School recognises that its employees are central to the school's success. Staff benefits include:

- A welcoming and supportive working environment with a strong focus on colleague wellbeing.
- Termly Deep Work days to support your role.
- Continued professional development and training opportunities.
- Pay progression and recognition of continuous service.
- Access to the Local Government Pension Scheme.
- Employee assistance and wellbeing support, including counselling, physiotherapy, financial guidance and health resources.
- Cycle to Work schemes, online gym classes and retail discounts.
- Free car parking, tea and coffee.
- The opportunity to make a significant difference to the lives of young people.

About our school

Hednesford Valley High School is a maintained secondary generic special school in Cannock. Students in Years 7 to 11 attend the main site on Stanley Road, while Sixth Form students attend a dedicated centre at Cannock Chase High School. The school provides an inclusive community for students with a wide range of additional needs.

Safeguarding and equality

Hednesford Valley High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced Disclosure and Barring Service check, a barred list check and all relevant pre-employment checks.

We welcome applications from candidates whose skills, experience and values meet the requirements of the role. Reasonable adjustments are available throughout the recruitment process.

Information for applicants

1. Complete the application form

Download the application form from the school vacancies webpage. CVs are not accepted. Complete all relevant sections using your full legal name and enter N/A where a field does not apply.

2. Address the person specification

Shortlisting is based on the essential criteria. Use your supporting statement, which should be no more than two sides of A4, to explain clearly how you meet each requirement and include specific examples.

3. Provide complete employment history

Include all relevant employment, agency work and any breaks in employment, together with the reason for each break.

4. List relevant qualifications and training

State dates and grades or levels achieved. Original certificates will be required for qualifications listed if you are shortlisted.

5. Provide suitable referees

Include your current or most recent employer. If you work in a school, include your current Headteacher. Use only professional email addresses and ensure referees are willing to be contacted.

6. Submit your application

Email the completed application form to l.bent@hvh.staffs.sch.uk by the closing date. Shortlisted candidates will be contacted by telephone or email.

7. Prepare for selection

The process will include a formal interview and may include a practical task related to the role. Shortlisted candidates may be subject to online checks as part of safer recruitment.

Key dates and contact details

Advertised	Tuesday 15 September 2026
Closing date	Friday 9 October 2026 at 9.00 am
Interview date	Thursday 15 October 2026
Proposed start date	November 2026
Application email	l.bent@hvh.staffs.sch.uk
School office	01543 423714

[Apply via the vacancies page](#)

www.hvh.staffs.sch.uk/about-us/vacancies