SIR THOMAS BOTELER
CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

WHOLE-SCHOOL BEHAVIOUR PROVISION AND RESOURCE MANAGER

CANDIDATE PACK

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SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

HIGH EXPECTATIONS
HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

PROUD TO BE PART OF TCAT

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WELCOME FROM THE HEADTEACHER

Dear Applicant,

Thank you for taking the time to apply for the Whole-School Behaviour Provision and Resource Manager vacancy.

High Expectations, High Aspirations and High Standards are what we firmly believe in and it is 'Through God, We Care' about each and every individual young person, to ensure that they will succeed. As a school, we are on an exciting journey where we provide colleagues with many opportunities to develop and grow. We are 'The Boteler Family' and in joining our school you will be working with a team of committed, dedicated professionals who live our vision and values in everything they do.

We are looking for an individual who is passionate about improving the life chances of the young people in our community and who will go above and beyond to ensure that our students get the best possible education. Hope, Compassion and Endurance are the three Christian Values which are at the centre of everything we do. We are looking for someone who will contribute to our high standards and outcomes with these core values as the foundations of policy and practice.

The students will always come first and they are the 'heartbeat' of our school. We pride ourselves on excellent relationships and we foster these to always ensure our students achieve.

Our ideal candidate will be an inspirational individual who has real impact and is committed to changing lives on a daily basis. They will be fully committed to our ethos, vision and values and be a proactive member of 'The Boteler Family' having a love of learning and that determination to see students flourish.

We were graded 'Good' by Ofsted in 2021. Click here to read the report.

If you share our commitment to educational excellence and improving the outcomes and life chances for our young people and you want to be an integral part of our success, then I look forward to hearing from you.

Yours faithfully

B Scott-Herron

Beverley Scott-Herron
Headteacher

SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

Sir Thomas Boteler Church of England High School was founded in 1526 and became a Voluntary Aided Church of England High School in 2002. We are part of the Diocese of Liverpool and Chester and have a Christian Ethos founded upon Anglican beliefs and practices.

We are a founder member of The Challenge Academy Trust (TCAT) and converted in June 2017. TCAT is made up of 6 Primary Academies, 7 Secondary Academies and one 6th Form Academy/College.

- Appleton Thorn Primary School
- Beamont Collegiate Academy
- Bridgewater High School
- Broomfields Junior School
- Dallam Community Primary School
- Great Sankey Primary School
- Meadowside Community Primary School
- Padgate Academy
- Penketh High School
- Penketh South Primary School
- Priestley College
- Sir Thomas Boteler Church of England High School
- South Wirral High School
- The Sutton Academy

TCAT continues to go from strength to strength and there are a vast range of opportunities for staff from the separate academies to get involved in CPD and or leadership opportunities and development.

We have many strengths as a school and the most important one for us is the relationship with have within the school community and those with our families. We also are extremely strong in Performance Arts and especially Music. We are recognised nationally for our World Music programme and we are skilled in spotting and nurturing talent. We are a "Good Church School with Outstanding Leadership and Management" (OFSTED 2021 and SIAMS 2017) and our ethos, vision and values are extremely powerful. We lead with a strong moral purpose and the students are at the very centre of all our decision making. Our positive relationships are always visible and we have Highest Expectations, High Aspirations and High Standards in everything we do.

We place our young people at the heart of everything we do, investing in them so they feel confident, encouraged and motivated to excel. Success looks different for every individual, we harness, and we celebrate this at every opportunity

Our ethos underpins every aspect of school life; we seek to provide each student with the opportunity to attain their full potential and provide them with an essential toolkit of skills and qualifications to achieve their goals, fulfill their aspirations and succeed on their chosen pathway.

We are a vibrant school community who want all our young people to succeed at the highest level.

SIR THOMAS BOTELER
CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

HIGH EXPECTATIONS
HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

PROUD TO BE PART OF TCAT

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"THROUGH GOD, WE CARE"

WE CARE ABOUT THE 4CS

- **CHRIST** we live by our Christian values of Hope Compassion and Endurance
- **CREATION** we encourage everyone to respect and become stewards of God's creation
- **COMMUNITY** we respect all members of the school and wider community and celebrate our differences. We strive to serve the needs of others
- **CHILD** we show that every child is loved by God and valued by all. We strive to meet their social, spiritual, educational and physical needs

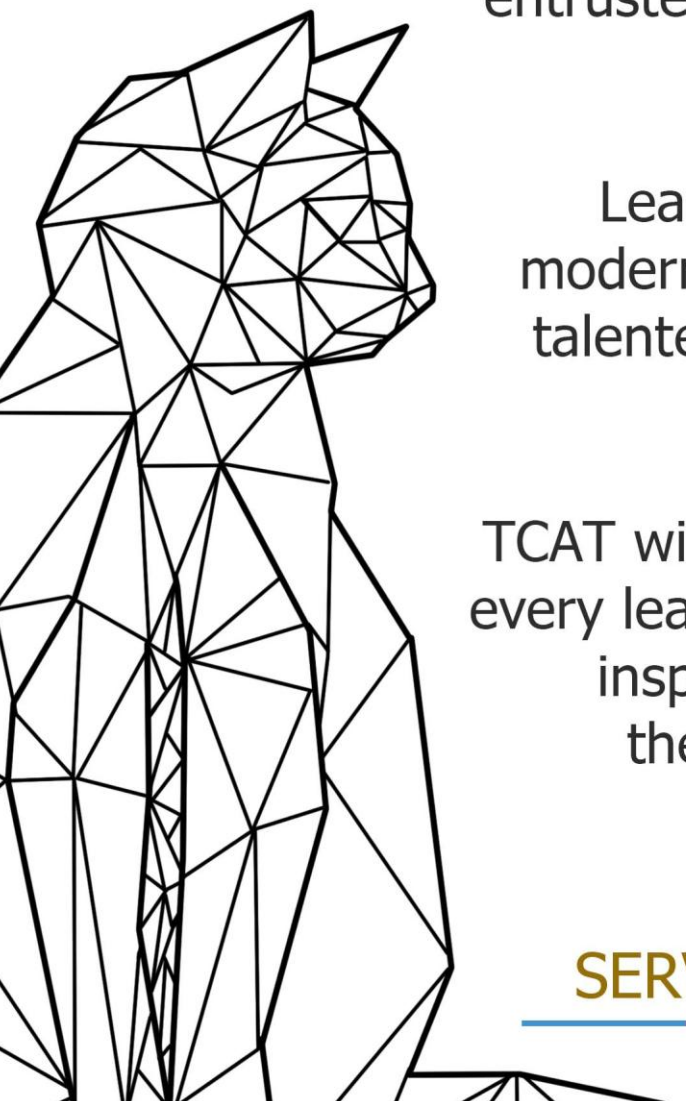
As Headteacher I live by these words of scripture "I am the good shepherd, the good shepherd lays down his life for his sheep" John 10:11. There is nothing I will not do for 'The Boteler Family' to secure its happiness and success. We have a very strong moral purpose and pride ourselves on our three Christian values of Hope, Compassion and Endurance. We will always stand firm in our beliefs and remain resilient, always being positive and focusing on solutions.

SIR THOMAS BOTELER
CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

PART OF THE

TCAT
THE CHALLENGE ACADEMY TRUST

OUR VISION



TCAT will provide exciting and inclusive opportunities for every single learner entrusted into our care, from early years through to adulthood.

Learners will receive an outstanding modern education, from motivated and talented staff, supported by innovative and collaborative partnerships.

TCAT will provide an environment where every learner is nurtured, challenged and inspired to achieve the very best for themselves and their communities.

WWW.TCAT.UK.COM

SERVE | CHALLENGE | EMPOWER

JOB DESCRIPTION

POST: **Whole-School Behaviour Provision and Resource Manager**

SALARY RANGE: **Grade 7 £34,434-£38,220**
(Pro-rata for TTO + INSET Days £29,617-£32,874)

RESPONSIBLE TO: **Deputy Headteacher**

JOB PURPOSE

To lead and strategically develop the school's Behaviour Resource Base (Consequence Room) and wider behaviour provision, ensuring a structured, calm, and supportive environment that demands the highest standards for all students. The Whole-School Behaviour Provision and Support Manager will promote positive behaviour, restorative practices, and student reintegration while supporting staff, engaging families, and liaising with external agencies. They will play a key role in whole-school behaviour systems and policy implementation, including leading staff training, policy compliance, data analysis, and proactive interventions to reduce suspensions and exclusions. This role requires operational leadership, strategic oversight, and the ability to coach colleagues, ensuring behaviour systems are consistently embedded across the school.

GENERAL RESPONSIBILITIES

1. Set high expectations, aspirations and standards in terms of:
    - Teaching and learning
    - Relationships with students, parents, colleagues and members of the community, engaging them all in the learning process
    - Personal standards of conduct, appearance, punctuality and attendance.
    - Compliance with all school policies
2. Promote the vision and values of Sir Thomas Boteler Church of England High School through the mission statement of 'Through God, We Care' and 'High Expectations. High Aspirations and High Standards – You will succeed'.
3. Promote the vision of The Challenge Academy Trust (TCAT)

SPECIFIC RESPONSIBILITIES

Behaviour Resource Base Management (Consequence Room)

- Oversee daily operations in the Behaviour Resource Base, ensuring a consistent, calm, and reflective environment that supports students' behaviour and academic needs.
- Ensure all students complete assigned work that supports continuity of learning.
- Maintain high standards of discipline, presentation, and behaviour.
- Manage student referrals and admissions into the rooms, including Patrol (on-call) logs, isolations, and reintegration.
- Ensure behaviour policies are implemented consistently, including agreed sanctions and support mechanisms.

- Maintain accurate behaviour records (e.g., Arbor logs), including incidents, interventions, progress, and outcomes.
- Manage all resources within the room, ensuring all equipment is treated with respect.

Behavioural Support and Interventions

- Support with the development, implementation, and monitoring of individualised Behaviour Support Plans and Pastoral Support Plans in partnership with SENDCO, Heads of Year, and Inclusion team.
- Conduct restorative conversations and reintegration meetings following behavioural incidents.
- Identify behavioural patterns through data analysis and support proactive, preventative measures.
- Work directly with students who are at risk of suspension or permanent exclusion as an alternative pathway.
- Develop early intervention and warning systems for students at risk of suspension.
- Provide coaching, mentoring, and training to colleagues on de-escalation and behaviour strategies.
- Develop resources, templates, and staff guidance for behaviour interventions.

Collaboration with Staff, Students, and Families

- Act as a visible and proactive presence in corridors and hotspots during transitions, break, and lunch when required.
- Support teachers in implementing effective behaviour strategies, offering in-class interventions and advice where needed.
- Lead induction for new staff on behaviour systems.
- Liaise regularly with Heads of Year, SEND team, DSL, and SLT to ensure joined-up approaches for vulnerable students.
- Maintain regular communication with parents/carers regarding student behaviour, interventions, and progress.
- Participate in meetings and liaise with external professionals and agencies (e.g., CAMHS, social care, YOS) where appropriate.

Whole-School Behaviour and Standards Systems

- Lead the school's daily detention systems, ensuring efficient coordination, accurate communication, and restorative follow-up.
- Provide oversight of detention systems, ensuring strategic consistency and impact, not just operational execution.
- Coordinate hotspot patrols, assigning areas and reviewing effectiveness.
- Promote school standards, including punctuality, attendance, uniform, and conduct, particularly during morning routines.
- Reinforce the school's Christian values by modelling and supporting high expectations and respectful relationships.
- Support the development and delivery of staff CPD on behaviour management, de-escalation, and trauma-informed practices.

Monitoring, Reporting and Strategic Development

- Produce regular behaviour data reports for SLT and governors, including incident trends, interventions, and progress.
- Lead behaviour data analysis across the school, identifying patterns, hotspots, student groups, and curriculum concerns – standard half-termly reports.
- Lead half-termly behaviour reviews with Heads of Year and SLT.
- Evaluate the impact of behavioural interventions and contribute to the review of behaviour policy and practice.
- Contribute to strategic planning on whole-school behaviour and inclusion systems, including reintegration pathways and restorative practice.
- Liaise with curriculum areas to ensure students are appropriately supported with relevant subject work.
- Ensure mobile phone and belongings storage is secure and policies are followed appropriately.

- Prepare reintegration documentation and reflection records.

Other Duties and Commitments

- Attend relevant meetings including pastoral, safeguarding, staff briefings, open evenings, and key school events.
- Identify and attend relevant CPD and training as part of ongoing professional development.
- Provide cover or supervision as required, supporting staff absences or behavioural emergencies.
- Work with the transition team to support behaviour support planning for new Year 7 students or mid-year transfers.
- Carry out any other duties commensurate with the role as directed by the Headteacher or SLT.

EVENTS TO ATTEND

- Progress, Assessment and Curriculum meetings
- Department meetings
- Staff meetings
- Parents' meetings/evenings
- Open Days/Weeks and Open Evenings
- TCAT based events
- Other school events and meetings as directed by the Headteacher

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher to include responsibilities commensurate with the salary and job title.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
TRAINING AND QUALIFICATIONS		
Willingness to participate in relevant training and development opportunities	✓	
5 GCSEs or equivalent level, including at least a Grade C or a Grade 4 in both English and Maths	✓	
Relevant qualifications (e.g., in behaviour support, youth work, counselling).		✓
Training in Team Teach, Trauma-Informed Practice, or Mental Health First Aid.		✓
FAITH STATUS		
Committed to the Christian ethos of the school and its aims, as expressed in the Mission Statement	✓	
EXPERTISE		
Experience working in a school environment or other educational setting		✓
Experience line managing staff or coordinating provision.		✓
Understanding of safeguarding, inclusion, and SEND processes.		✓
Experience supporting students with behavioural or SEMH needs in a school or similar setting.	✓	
Skilled in de-escalation, restorative approaches, and behaviour intervention.	✓	
Excellent organisational, interpersonal, and communication skills.	✓	
Ability to analyse data and respond with effective strategy.	✓	
High level of resilience, emotional intelligence, and commitment to student wellbeing.	✓	
Confident using behaviour management software (e.g., Arbor, CPOMS).	✓	
Ability to coach and mentor colleagues, delivering training on behaviour strategies.	✓	
Experience in leading policy compliance (e.g., mobile phone policy, detention systems).	✓	
Proven ability to lead behaviour data analysis and strategic reviews with senior leaders.	✓	
KNOWLEDGE AND UNDERSTANDING		

Good listening skills	✓	
Effective written and verbal communication skills	✓	
Good knowledge of Excel	✓	
Ability to use IT systems and to conduct analysis and produce reports	✓	
Knowledge of the potential barriers that students may face	✓	
Knowledge of strategies and interventions to support good behaviour	✓	
Ability to tailor interventions to individual pupils	✓	

PERSONAL SKILLS AND ATTRIBUTES

Attendance	✓	
Punctuality	✓	
Proactive	✓	
Enthusiasm for working with young people	✓	
Empathy for and understanding young people	✓	
Committed to inclusive education	✓	
Willingness to contribute to the wider life of the school	✓	
Good decision making skills	✓	
Good written and communication skills	✓	
Able to work independently	✓	
Excellent interpersonal skills	✓	
Able to work as part of a team	✓	
Show clear understanding of the need for integrity/confidentiality	✓	
Reliability	✓	
Able to reflect and learn from experience	✓	
Enthusiasm	✓	
Resilience in the face of difficulties	✓	
Sense of humour		✓
Be willing to train as a First Aider	✓	

PROFESSIONAL VALUE AND PRACTICE – MUST BE ABLE TO DEMONSTRATE ALL OF THE FOLLOWING

High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.
Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work.
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
Able to liaise effectively with parents and carers, with regards to behaviours sanctions and consequences.
Able to improve their own practice through observations, evaluation and discussion with colleagues.

APPLICATION PROCESS

Please visit our website's vacancy page and complete the Support Staff Application Form along with the Rehabilitation of Offenders Disclosure Form. Forms should be returned to:

Miss Jenny Muckley
Headteacher's PA/HR Manager
Sir Thomas Boteler Church of England High School
Grammar School Road
Warrington
Cheshire
WA4 1JL

Telephone: 01925 636414
Email: jmuckley@boteler.org.uk

WWW.BOTELER.ORG.UK/VACANCIES

ALL SCHOOLS SHOULD BE LIKE BOTELER.

I HAVE WITNESSED/EXPERIENCED WHAT IT TRULY MEANS TO ENABLE ALL STUDENTS TO ACHIEVE SUCCESS; TO MAKE REAL, GENUINE CHANGE THAT STARTS WITH A COMMITMENT NOT TO LET ANY CHILD SLIP THROUGH THE NET.' - LIZZIE HAZELDINE, STUDENT TEACHER

SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

GRAMMAR SCHOOL ROAD, LATCHFORD, WARRINGTON, WA4 1JL

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