



Application Information –

Behaviour and Inclusion Coordinator (Temporary)

Working at John Spendluffe Technology College

JSTC is a non-selective 11-16 co-educational school in a selective area. We are a popular and over-subscribed school of around 650 students. As a secondary modern school, we are proud of the work that we do with our young people to enable them to challenge themselves academically and reach the highest of goals. At our most recent Ofsted inspection we were rated as 'Good' in all categories (December 2022). We strongly encourage prospective candidates to read our very positive Ofsted report. As a school we are working hard to develop our already broad curriculum offer to students to ensure that the excellent education we offer inspires, supports and challenges our students to be lifelong learners and well-rounded citizens. We are a single academy trust but have developed strong networks and links with a range of collaborative partners.

An attractive location to live and work:

JSTC is situated in the small, rural market town of Alford. The school site is well placed within the centre of town and has good road links via the A16 to major urban centres in the area. The school site has been enhanced in recent years to include two new 4 classroom builds, a refurbished English teaching block, an all-weather pitch and refurbishment of the original 1930s building, we have significant investment and development over this year with; building expansion, solar panels and outside seating area for the students with an additional canopy. The school has a supportive ethos both with respect to students and staff well-being. Staff professional development and career progression lies at the heart of the school's development. Housing is competitively priced and new build developments have enhanced the housing available in the area.

Ethos and values

Our ethos is very much centred on supporting our young people to have the highest of aspirations for their future. Supporting our students and their families to achieve and forge the right pathways to a bright future lies at the heart of our daily work in school. The quality of our pastoral provision enables us to fulfil the goals that we come into teaching for. Our core aim is to enable our students to become 'resilient, respectful and responsible' and ready for the next step of their educational journey. As members of the school community, we are committed to serving and supporting each other, the students and the wider community.

Committed and friendly staff

Our dedicated staff work hard, and this can be seen in the positive relationships in the classroom. Staff share good practice, and our coaching programme enables staff to work collaboratively together to develop professional practice in an open and honest way. New members of staff are made to feel welcome and settle in quickly. There is a low turnover of staff each year although some move on to take up promoted posts in other schools. We provide in-house training as well as seeking external providers with the best and most relevant support.

Our students

Our students are our best ambassadors. They come from a wide area with the majority travelling by bus to JSTC. Many students are not confident about the talents and abilities that they have when they first arrive but through the hard work of our staff and the links with families we enable our students to grow and develop into young people who can go onto a variety of pathways. They take part in a range of activities in and out of the classroom and visitors are often impressed with their confidence and pride that they have in their school. Our students behave well and want to learn. Some students find academic work difficult and our experienced SEND team work hard to ensure that students have an appropriate curriculum and support. JSTC offers its students excellent opportunities to develop skills for life as well as academic qualifications. We want all of our students to develop into caring, well-rounded and active citizens. Our students feel safe at school and well supported.

Our commitment to staff

The governors, Headteacher and senior leadership team remain committed to recruiting high quality staff to the school. JSTC is also focused on enabling staff to access nationally recognised professional development qualifications such as NPML and NPQSL. The success of our students is underpinned by the strong partnerships that are nurtured between school, students, families, governors and the local community.

We want our staff to enjoy their teaching, develop their professional practice and enable their career to flourish. Teaching is a demanding profession, and we therefore want to ensure that staff well-being is at the core of our development.

Staff Wellbeing is at the heart of everything we look to achieve and we have put in place an employee support package for every staff member which offers access to counselling, financial guidance and management assistance tools. A full comprehensive booklet on what is available to staff members is available and will be issued to new starters as part of the Induction programme.

JOB DESCRIPTION



Job Description – Behaviour and Inclusion Coordinator (Temporary)

Line managed by Deputy Headteacher

Grade 6 Point 15 – 18 £27,803 - £30,296 (dependent on experience)

Pro Rata Starting Salary: £23,846

Working Hours: 37 hours per week, 39 per weeks per year

Monday to Friday 8.30am - 4.30 pm (finishing at 4.00pm on a Friday) includes an unpaid break/lunchtime each day.

(The above working pattern is subject to change depending on the academic timetable)

Main Purpose

- To lead and manage the Withdrawal space to ensure students can continue their learning when they have struggled to do so within their subject classroom. This may be due to poor behaviour or personal reasons, such as anxiety and mental health.
- To support our Safeguarding and Pastoral teams with Leading TAC's, supporting with PSP's, EBSA's and overall safeguarding support as and when required.

Duties and responsibilities – supporting the students

- Build a positive relationship with the students, promoting high self-esteem, independence and social inclusion.
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention.
- Maintain a calm, quiet and productive learning environment in the Withdrawal Room.
- Communicate with staff to collate work for students to complete.
- Assist with the development and delivery of individual education, support and care plans.
- Support the students with their social, emotional and mental health needs, escalating concerns where appropriate.

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teaching staff and increase the students' achievements.
- Contribute to the planning of differentiated learning activities for individuals, delivering activities inside or outside the classroom, such as behaviour for learning.
- Support the teaching of a broad and balanced curriculum aimed at helping students achieve their full potential in all areas of learning.

JOB DESCRIPTION

- Promote, support and facilitate inclusion by encouraging participation of students in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment. Use ICT skills to advance students learning.
- Through observations, provide regular feedback to teachers on students' progress, attainment and barriers to learning.
- Monitor, record and report on attitudes to learning, behaviour, progress and attainment whilst students are attending the withdrawal room.

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of students with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Communicate effectively with other staff members, students and parents and carers.
- Keep other professionals accurately informed about behaviour, performance, progress and any areas of concern.
- Understand their role in order to be able to work collaboratively with classroom teachers, Progress/Pastoral Teams and Inclusion staff members and other colleagues including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Safeguarding and Inclusion

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent and JSTC Safeguarding and Child Protection Policies).
- Work alongside the Safeguarding team to support with individual cases.
- Promote the Safeguarding of all students in the school.

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager.

PERSON SPECIFICATION

Person specification

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
Qualifications and training	GCSE or equivalent level, including at least a Grade 4 (including Grade C) in English and maths	/	
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children/young people with challenging behaviour and special educational needs (SEN) • Experience of Safeguarding at Lead or Deputy DSL level • Experience of working with families to support with behaviour and attendance • Experience of completion of administration paperwork to support the child (EBSA, PSPs and TACs) 	/	/
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with students • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • Commitment to safeguarding student wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people 	/	/

Skills and knowledge	<ul style="list-style-type: none">• Excellent literacy and numeracy skills• Excellent organisational skills• Ability to build effective working relationships with students and adults• Skills and expertise in understanding the needs of all students• Knowledge of how to help adapt and deliver support to meet individual needs• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students• Excellent verbal communication skills• Ability to work as part of a team and to be flexible in their approach to daily routines• Active listening skills• The ability to remain calm in stressful situations• Knowledge of guidance and requirements around safeguarding children• Good ICT skills, particularly in using ICT to support learning• Up to date knowledge on behavioural approaches and external processes• Up to date knowledge on Safeguarding process with outside agencies	/	/
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HOW TO APPLY



How to apply – Behaviour and Inclusion Coordinator

Applications are welcomed from both internal and external candidates for the position but the working hours are not flexible and must suit the needs of the school for this important role.

An application form and further information available on our website, alternatively please contact Mrs F Smith, Heads PA, if you want to discuss this exciting new role with Mr S Curtis, Headteacher.

Our contact details:

- JSTC website (www.jstc.org.uk)
OR
- John Spendluffe Technology College, Hanby Lane, Alford, Lincolnshire, LN13 9BL
- Telephone: 01507 462443
- Email: f.smith@jstc.org.uk

Completed applications should be emailed to Mrs F Smith, or posted to the school.

Application Deadline: Tuesday 7th May 2024 at 4 pm

Interviews: WC 13th May 2024 (provisional)

JSTC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts will be subject to an enhanced DBS disclosure, medical and reference checks. All pre-employment checks, undertaken are in line with Keeping Children Safe in Education.