The HENRY BEAUFORT School

At The Henry Beaufort School there are no limitations to individual success; we do not accept mediocrity or complacency

www.beaufort.hants.sch.uk

Student Support and Seclusion Manager

Scale: Grade D, Term time only
(Grade D £20,245 FTE actual £17,317pa)

East Woodhay Road
Harestock
Winchester
Hants SO22 6JJ
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The HENRY BEAUFORT School

July 2018

Dear Applicant

Thank you for requesting the details of this post.

The Henry Beaufort School is at an exciting stage in its development.

The school was delighted to receive a very positive Ofsted report in May 2017, confirming that the actions being taken by the school are resulting in "a culture of continuous improvement".

When I came into teaching my focus was entirely on being an outstanding practitioner. I wanted, perhaps expected, all my students to be inspired by literature and appreciate the value of English as a vehicle to a wide range of careers. My somewhat missionary zeal was soon tempered by the reality of the day job! However, I never lost faith in the need to inspire my students with my teaching, in rejoicing when they made progress and being determined that making progress was a basic right for all of my students.

This fundamental vision as a teacher has continued to guide me through my career and as a Headteacher it has become central to the vision I have for the school. However much my time is taken up with the responsibilities of a Headteacher, there is still for me, nothing that matches the privilege of being in a classroom environment. There is no more important role in school than that of being a teacher. It is this principle that guides all the appointments made at Henry Beaufort namely putting outstanding practitioners in front of our students.

The role of the Senior Leadership Team and the Governing Body is to balance the importance of this with providing highly skilled support staff and appropriate external partnership working. We are extremely fortunate to be part of a Local Authority who provides superb support systems at a time when national change is coming at us so quickly and somewhat ruthlessly.

There is a job to do at Henry Beaufort. We are on a journey of cultural shift. The elements of the old culture we are leaving behind have lead us to being seen publicly as a caring school but perhaps less so as an academic organisation. This cultural shift is wide ranging, from the way in which data is used to support, monitor and evaluate student progress to the creation of robust systems of accountability at all levels of leadership.

Please look carefully at the job description. Getting the right person to be a part of the team is our challenge. I do hope that you will want to be that person.

I look forward to receiving your application.

Yours sincerely

S J Hearle

Sue Hearle
Headteacher

BACKGROUND INFORMATION

The History of our Name and Crest

The Henry Beaufort School was opened in September 1972. The school bears the name of a Bishop of Winchester who died in 1447. Henry Beaufort was Bishop of Winchester and three times Chancellor and is buried in Winchester Cathedral. He was a highly regarded representative of his country abroad.

Henry Beaufort was also a man of great wealth but he gave large amounts to charity, including rebuilding Winchester Cathedral and enlarging St Cross Hospital. We consider our students to be members of the wider community and it is hoped that all of them will aim to be good representatives of the school 'abroad' – both in the locality and further afield. It is also hoped that they will share what good fortune they have with other members of the community. For these reasons the school governors chose the name of Henry Beaufort for the school. The school crest represents Beaufort Castle in Anjou, France, from which Henry Beaufort took his name.

In order to echo this connection with other countries and cultures, and looking forward to other European links through our International School award, European cities have been chosen as names of the seven faculties. Each of these cities has a connection with the curricular team to which it is linked:

Faculties

Athens: The Physical and Expressive Arts; Berlin: The Humanities; Luxembourg: Modern Languages; Moscow: Mathematics; Prague: English Language and English Literature; Rome: Technology & ICT; Warsaw: Science. Each faculty is led by an Academic Leader.

The Henry Beaufort School Vision Statement

We are proud to be an inclusive comprehensive school. We understand that young people today have many pressures placed upon them from an early age. Our role is to create a happy, stimulating learning environment that gives every child the confidence and resilience to face these pressures head on.

We have high expectations of all of our students. At The Henry Beaufort School there are no limitations to individual success.

We acknowledge the fundamental role that we play in the academic and moral education of young people.

We celebrate the success of our students at every opportunity and take delight in the buzz and energy around the school site well beyond the official ending of the school day.

We do not accept mediocrity or complacency. We understand the challenges that accompany our role as educationalists and we continue to work to find ways to refine and improve our practise. This is underpinned by our aim to be outstanding in everything that we do.

The school day and organisation

The school day is compressed, running from 8.30 am until 2.40 pm, with a fifteen-minute morning break and a half-hour lunch break.

Years 7, 8 & 9

The model for these year groups ensures a broad and balanced coverage of different curriculum areas. Within Humanities, three different subjects are taught: History, Geography and RE, hence their higher allocation of time.

Years 10 & 11

At this point in a student's education, the curriculum narrows in terms of breadth, but deepens in terms of subject knowledge, as students spend significant proportions of their time (20 hours per fortnight) on their four chosen subjects. Alongside their options, the highest proportion of their time is spent in the three core subjects: Maths, English and Science.

Drop Down Days happen once per half term, and give the time for whole Year groups to focus on social, moral, spiritual, and cultural aspects of learning. They also incorporate the opportunity to study IT, citizenship, RE and philosophy within such topics as British Values and careers. These days ensure that students develop as well rounded and characterful individuals with a range of experiences outside traditional subjects.

Curriculum Map

	English	Maths	Science	Humanities	MFL	Technology	IT	PE	Art	Drama	Music	Option 1	Option 2	Option 3	Option 4	TOTAL
Year 7	7	7	7	8	6	4	1	4	2	2	2					50
Year 8	7	7	7	8	6	4	1	4	2	2	2					50
Year 9	7	7	7	8	6	3	2	4	2	2	2					50
Year 10	9	9	9					3				5	5	5	5	50
Year 11	9	9	9					3				5	5	5	5	50

Pastoral Organisation

Heads of Year take overall responsibility for attendance, behaviour, rewards, sanctions and progress of their respective year groups.

Head of Year 7	**Miss Zoe Rawson**
Head of Year 8	**Mr Matthew Coe**
Head of Year 9	**Mr Christian Janes**
Head of Year 10	**Ms Alice Harlan**
Head of Year 11	**Mrs Alison Taggart**

Curriculum Extension Activities

A wide range of curriculum extension activities take place from 2.40pm to 4.00pm daily, as well as during evenings and weekends. A high percentage of students and staff participate in these activities.

Our Home Learning Club is a particularly successful feature of wider extra curricular provision. It is based in the Library each day, where children who want to do homework are supported by our Librarian. We have over half the school visiting this club each year.

ACCOMMODATION & RESOURCES

Our Building And Facilities

The School consists of eight main buildings around the central administration block (Winchester). The facilities include a Learning Resource Centre, Information Communication Technology Suites, eight Science Laboratories, a Beacon Arts Centre which has excellent Drama facilities, Art Studios, and Music rooms, a Gymnasium and Sports Hall, Design and Technology Workshops, Learning Support and Hearing Impaired Unit. For outdoor sports and athletics there is an extensive area of grass as well as hard playing surfaces. The Sports Hall is used for Whole School Assemblies and also affords facilities for a wide variety of sporting activities. The refurbished Resource Centre is available for use by students at all times of the school day and is equipped with all the latest technology. In addition, all these resources, including the computers, are available for use at certain times after school for a variety of other activities.

We have an on-site day nursery, Henry's Kindergarten. This benefits the local community as well as having places reserved for Henry Beaufort staff. With the support of the Football Association, an Artificial Grass Pitch with floodlight facilities was built for school and community use.

Continuous Professional Development

The school prides itself on the opportunities it creates for staff development. All staff receive an annual review as part of performance management and training needs are identified from the objectives set for each member of staff.

Training can take the form of external courses, or in-house, in-service training. The school's aim is to develop and promote the use of its own expertise in developing staff, thereby offering further opportunities for professional development through the training of others. We also run in-house Pastoral and Academic Forums for Middle Leadership Teams.

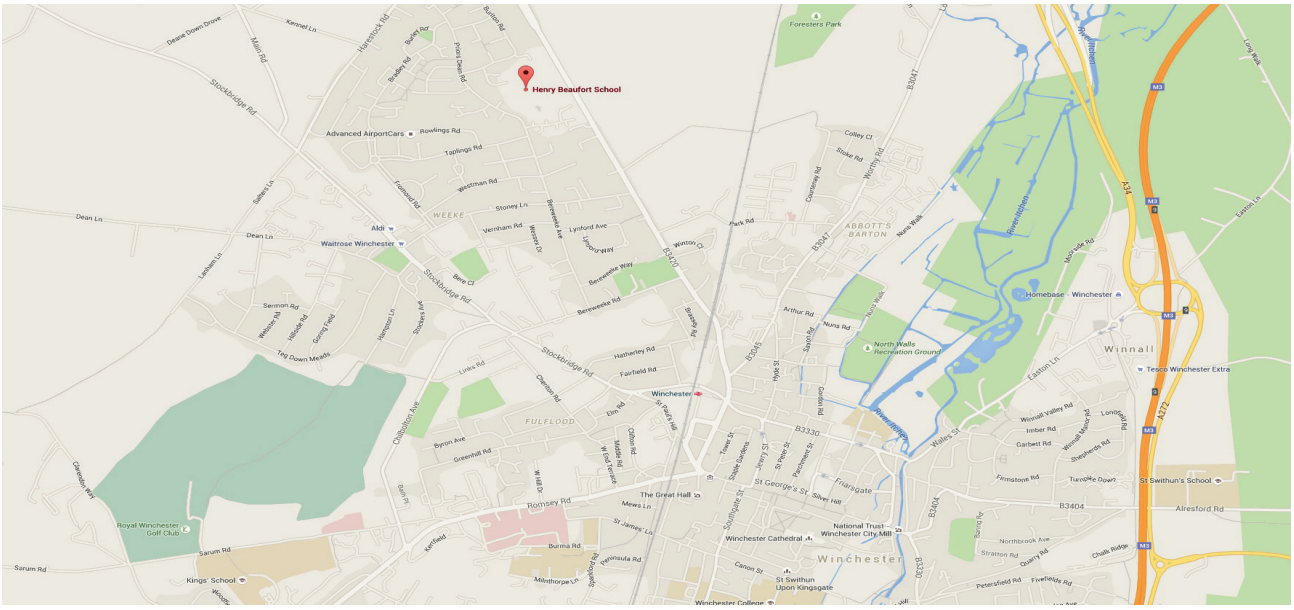
Whole school inset is divided between in-house training and the chance to work with outside speakers. In the last two years we have undertaken whole school training on ICT, Assessment for Learning and the sharing of good practice in Teaching and Learning. Teams also have the opportunity to work together on aspects of their development that tie in with the school improvement plan. Recent INSET has focused on 'Building Learning Power' which has been introduced as a learning tool within the school known as (HB)2.

Equal Opportunities

It is acknowledged that Hampshire County Council is an Equal Opportunities employer. The school will do its utmost to meet this requirement. In pursuing this policy in support of the aims of the school, we recognise that:

- **diversity amongst staff should be viewed positively**
- **in all Staff appointments, the best candidate should be appointed, regardless of age, gender, cultural background etc.**

HOW TO FIND THE SCHOOL



The Henry Beaufort School is situated to the north of the city of Winchester, set in extensive grounds off Priors Dean Road. There are good road and rail links with the M3 running close to the city and Winchester's main rail station being on the Waterloo line is only an hour from London.

Hampshire Local Authority - Information

As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion.

Hampshire schools are encouraged to operate and develop in a way, which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the LA providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 30 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 31 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

With the County Office in Winchester and Local Education Offices across the County Hampshire Authority has an established network of advisors, which provides a responsive and flexible service to the schools in their respective areas. There is also a strong ethos for collaboration and liaison, with regular meetings of Headteachers in phase, cluster and area groupings, aimed at maintaining a policy of communication and cooperation with the LA and between schools. In Hampshire, we pride ourselves on providing first-class learning opportunities for our teachers both internally and with outside course providers.

Further information on Children's and other services provided by Hampshire County Council can be found on the Hampshire website: www.hants.gov.uk

Student support and Seclusion Manager Job Description

Reports to: Senior Deputy Headteacher

Role Purpose: To to work with students, parents and staff to support and develop standards of behaviour, engagement and commitment.

The successful candidate will be required to provide learning, support and guidance on a 1:1, small group and in class basis. The role will include establishing and running the school's new 'Seclusion' a flexible support provision which will be used to improve student's behaviour for learning. The role will also include liaising with external agencies whilst mentoring, coaching and supporting students.

The successful candidate will Good communication, ICT skills, a high level of literacy and numeracy are desirable for the post, however, it is more important for the successful candidate to show empathy, resilience, initiative, dedication to our students. Experience of working in a teaching/child support environment is desirable but not essential as training and guidance will be provided.

Accountabilities

- Investigating all pupil behaviour issues that arise and coming to an effective outcome which makes appropriate use of all school policies and procedures, including use of regards and sanctions and liaison with relevant staff, agencies and parents.
- Organising and supervising daily after-school detentions.
- Attending and making necessary preparations for the fortnightly Pupil. Referral Meeting and taking appropriate follow up action.
- Maintaining appropriate Pupil Behaviour Records.
- Preparing drafts on written communications with parents and outside agencies.
- Providing effective support and guidance for all pupils with particular emotional and vulnerable needs.
- Providing effective support and guidance in order to maintain high standards in the wearing of pupil uniform and in respect of school policies or other aspects of pupil appearance (e.g. jewellery and hairstyles)
- Making full use of the capability of the CMIS pupil information system (behaviour, attendance, mentoring, assessment data, learning skills passport).
- Attending all relevant meetings, including Heads of Year and Tutor meetings.
- Analysing records of pupil behaviour and utilising results effectively.
- Maintaining accurate records of pupil behaviour, attendance and punctuality for the seclusion provision.
- Providing effective mentoring (one to one) and small group monitoring support and incentives for improving behaviour.
- Liaise effectively with the senior leadership team who have lead responsibility for attendance, punctuality and behaviour management.
- Making use of all school policies and procedures in order to achiever and maintain high standards of attendance, punctuality and behaviour management.
- Use specialist skills to support pupils, fostering independence.
- Provide training and support to staff as appropriate in area of strength / expertise.

Key Decision Making Areas in the Role

- Assessment of emotional or social difficulties attributing to poor behaviour, punctuality or attendance.
- Making judgements regarding when to refer students to external agencies for counselling or more specialised intervention as appropriate.
- Deciding on appropriate support and advice for individual students according to their specific circumstances or difficulties experienced.
- Determining appropriate types, level and criteria for the award of rewards and sanctions.
- Determining strategies for encouraging appropriate behaviour and improving punctuality and attendance.

Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

- No budgetary responsibility.
- Size of school / number of pupils.

Job Description Continued

- Number of referrals anticipated in a specified period.

Main Contacts – external/internal customer contacts and purpose

- Pupils (daily) – to assess social and emotional needs, behavioural difficulties and attendance and punctuality.
- Teachers (regular) – to liaise over individual pupils.
- Parents – to arrange visits to the school to discuss pupil's behaviour, attendance and punctuality.
- External agencies (Education Welfare, Social Services, pastoral team etc).

Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence.

- School and classroom based learning environment.
- Likelihood of encountering challenging behaviours.

Role requirements for operational effectiveness.

- Knowledge and understanding of the problems ad issues families/parents face which affect behaviour, attendance and punctuality, particularly of those pupils with challenging behaviour(s).
- Knowledge of child development.
- Experience of working with children and young persons.
- Excellent communication skills which enable positive resolutions of difficult situations.
- Ability to listen effectively.
- High level of self motivation and the ability to work on own initiative.
- Ability to work as part of a team and to establish good working relationships.
- Experience of working with key agencies to resolve situations.
- Knowledge of child protection / safeguarding procedures.

Context/Additional Information

- This role has a highly confidential component and requires the postholder to gain and maintain the trust and confidence of students and their families. The postholder may be afforded access to child protection / family sensitive information and will be required to treat this accordingly.
- The postholder may experience stress as a result of working with individuals with a diverse range of complex and demanding behaviours.
- This role requires a high degree of integrity and a full understanding of the confidentiality of the issues with which the role holder will be dealing.

APPLICATIONS

Applications should be made to the Headteacher using the Hampshire form, which should be returned by the date set out below. This form is available in an electronic format on the school website.

Schedule of appointment

Closing date for applications	*Monday 16th July, 2018 (9.00am)*
Interviews	*Thursday 19th July, 2018*

Return Address

The Henry Beaufort School
East Woodhay Road
Harestock
Winchester
Hampshire
SO22 6JJ

or **email applications to: mailto: Recruitment@staff.beaufort.hants.sch.uk**

If you wish to make an informal enquiry or arrange a visit, please email Joanna.scott@staff.beaufort.hants.sch.uk.

Please use the application form – CVs will not be accepted.

Tel: 01962 880073
Fax: 01962 883667

www.beaufort.hants.sch.uk

The Henry Beaufort School is committed to safeguarding children

All successful candidates will be subject to a Disclosure and Barring Service check (formerly known as a Criminal Records Bureau check) along with other relevant pre-employment checks.