



# **BOURNVILLE** SCHOOL

## **INCLUSION SUPERVISOR**

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST





## **10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE**

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- ☐ No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- ☐ Comprehensive support package for NQTs, and a development package for NQTs + 1.
- ☐ No requirement to work late and emailing after 7pm is strongly discouraged.
- ☐ Centralised behaviour detentions including lates.
- ☐ Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- ☐ Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- ☐ Flexible working is supported wherever possible.
- ☐ Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- ☐ A supportive Special Leave Policy.
- ☐ Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.

## **WELCOME - *CEO of the Trust and the Head of Academy***

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Dear Candidate

Firstly, thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

Fairfax Multi-Academy Trust was established in 2014 and is grounded in the values, established over 60 years ago, of the founding MAT School – Fairfax.



I joined Fairfax in 2007, and like you, had a choice about where to work. I came to Fairfax because I believed in its values: tradition; excellence; ambition; dedication; integrity. Gordon Philpott, the founding Head Teacher of Fairfax, was passionate about social mobility. He believed that all of his pupils, many of whom would be considered disadvantaged today, deserved nothing less than excellence. I knew there was no better school to join if I wanted to make a difference. It is the very same inspiration that continues to drive our teachers, leaders, governors and support staff across the Trust today. We are looking for individuals who share our drive and ambition to make a difference to the lives of our pupils.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a difference!

Yours sincerely

A handwritten signature in black ink, appearing to read 'Chris Stevens', followed by a long horizontal line.

**Mr. Chris Stevens**  
**Interim CEO | Fairfax Multi-Academy Trust**

## **WELCOME** - *Head of Academy*

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Dear Candidate,

Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, "Everyone. Every Lesson. Every Day."

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

A handwritten signature in black ink that reads "J Cottle".

**Mrs J Cottle**  
**Head of Academy**

## CONTEXT - *Our shared mission and values*

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Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

### **Excellence**

*We strive for the highest quality to ensure excellent outcomes.*

### **Dedication**

*We believe there is dignity in hard work and effort.*

### **Ambition**

*We want the very best for all our students.*

### **Integrity**

*We believe in openness and transparency.*

### **Tradition**

*We believe in old fashioned manners, courtesy and respect.*

## CONTEXT - *Our academy*

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Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville –our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a 'Griffinian', following in the footsteps of thousands of 'Old Griffinians' who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

As evidence in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters.



## **JOB – Inclusion Supervisor**

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### *Job Description & Person Specification*



### **INCLUSION SUPERVISOR**

#### **POST HOLDER**

<b>DEPARTMENT</b>	Pastoral Team
<b>RESPONSIBLE TO</b>	Deputy Head of Academy
<b>LINE MANGEMENT OF</b>	None
<b>WORKING HOURS</b>	37 hours per week with ½ hour unpaid lunch break – Term Time Only
<b>WORKING PATTERN</b>	Monday – Friday, 8.00am – 4.00pm with a half hour early finish on one day
<b>SALARY</b>	FMAT Pay Scale 5
<b>HOLIDAY ENTITLEMENT</b>	A paid entitlement of 25 days' annual leave and eight statutory holidays (to be taken during academy holiday periods)

#### **JOB PURPOSE**

To support staff maintaining high standards of behaviour throughout the academy by managing and developing a well-run and highly disciplined Refocus Room. The aim is to enable students who have been temporarily removed from lessons to continue to learn and to improve their behaviour without disrupting the learning of others.

To coordinate programmes of support for students referred to the unit and to liaise with the Pastoral Team. To implement restorative programmes or support packages preventing the recurrence of behaviour that might lead to further exclusion.

To provide short-term programmes of study to ensure students complete the classwork required to enable successful reintegration into mainstream lessons.

Decisions to place students in Refocus will be made by members of the SLT or Head of Year via the agreed referral process. Placements will be limited to a maximum of nine students each day and will be placed for a fixed number of days depending on the nature of the behaviour incident.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head Academy than those contained in this document and may be required to have specific job-related knowledge and skills.

### **MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST**

1. Develop and lead on a programme of reform in order to reduce the number of students repeating time in Refocus.
2. Develop and produce a leadership report to demonstrate the effectiveness of the behaviour reform programme.
3. Establish positive and productive working relationships with students acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills.
4. Co-ordinate EdLounge online learning and liaise with AAHT's to ensure appropriate materials are available to students.
5. Receive and supervise students working in Refocus.
6. Work with students in Refocus to maximise academic progress whilst they are excluded from mainstream lessons.
7. Liaise with staff over setting of work for students within Refocus.
8. Challenge and motivate students, promoting and reinforcing self-esteem.
9. Encourage students to reflect on their behaviour and to accept responsibility for their actions.
10. Promote positive behavioural change in students who experience social, emotional and behavioural difficulties and facilitate their re-integration back into mainstream lessons.
11. Liaise with staff over the re-integration of students back into mainstream classes.
12. Ensure that the Refocus room procedure is adhered to and that the room is well maintained, neat and tidy.
13. Be a part of the referral system when not in Refocus, intervening with students who are not complying with the Behaviour policy during lesson time.
14. Be aware of and apply academy procedures and policies.
15. Liaise and consult with member of the Leadership Team, Heads of Year and Assistant Heads of Year, in relation to the development of the Refocus room.
16. Maintain accurate records of students attending the Refocus Zone, produce data and evaluate student progress.
17. Support students to commit to the Academy's Behaviour policy and Attendance policy.
18. Liaise with parents as necessary either by phone or in person.
19. Assist when required with break and lunch time supervision.
20. Assist with after school detentions as required.

### **GENERAL**

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.



8. Participate in training, other learning activities and performance development as required.
9. Engage actively in the performance review process.
10. Perform any other such duties as the Head of Academy may from time to time determine.

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I have read and accept this job description

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

## PERSON SPECIFICATION INCLUSION SUPERVISOR

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

<b>Experience/knowledge/qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Educated to GCSE level A* -C or equivalent in English and Maths	✓	
Excellent understanding of the principles of inclusion	✓	
Significant experience in working successfully with students of secondary school age with challenging behaviour in an educational context	✓	
Experience in planning and implementing restorative programmes of study	✓	
Excellent knowledge of IT systems and fully proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail	✓	
Relevant professional experience in a school setting	✓	
Proficient user of SIMS		✓
A qualification in Behaviour Management		✓
<b>Personal qualities and attitudes</b>	<b>Essential</b>	<b>Desirable</b>
Have a confident manner and be professional at all times	✓	
Have a firm, fair and calm approach when working with young people	✓	

A mature and sensitive manner	✓	
A positive and proactive approach to problem solving	✓	
Capable of building trust and positive relations with all you come into contact with	✓	
Ability to maintain confidentiality	✓	
Be a person of integrity and the ability to remain impartial	✓	
Outstanding interpersonal skills	✓	
Self-motivated with the ability to work autonomously with minimum supervision, or as part of a team if necessary	✓	
Proven ability to work to deadlines, prioritise and deal with conflicting demands	✓	
Outstanding verbal, listening literacy and written communication skills	✓	
Good administrative skills	✓	
Ability to follow set procedures	✓	
Have an openness to learning and change	✓	
Be sympathetic to the needs of others	✓	
Excellent attendance and punctuality	✓	
Willing to undertake appropriate training and development with a positive attitude	✓	
A commitment to the ethos, vision and values of the Trust	✓	
Ability to travel to meetings if required	✓	