

# CRISPIN

ASPIRATION • COMPASSION • EXCELLENCE

**Behaviour Support Coordinator**  
**INFORMATION FOR CANDIDATES**

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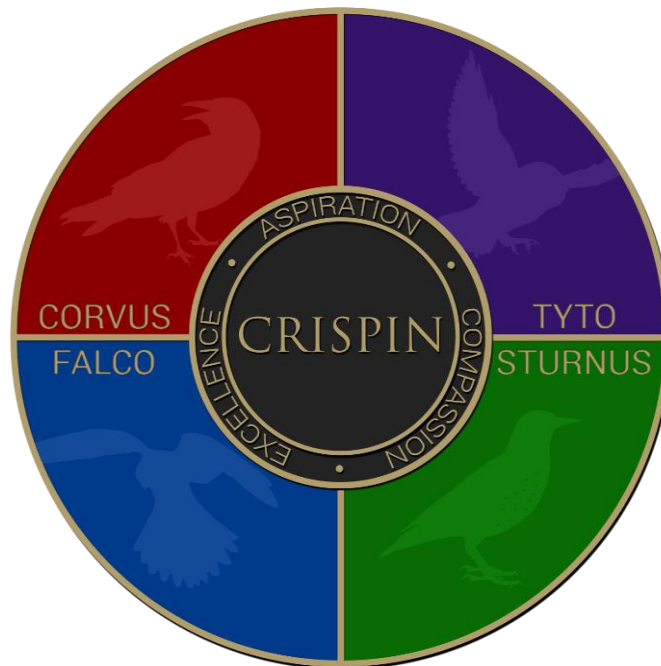
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## LETTER FROM THE HEADTEACHER

Thank you for your interest in the post of Behaviour Support Coordinator at Crispin. This is a fantastic opportunity to work in a collaborative, supportive and happy school. Crispin has high expectations of all members of our community and we believe in challenging and supporting students to achieve their very best. It is also important to state that Crispin has a very strong safeguarding culture which we would expect potential colleagues to wholeheartedly support. You will find a range of details about this post in this information booklet. Should you require any further information, would like to discuss the post with me or would like to visit Crispin before an application, do not hesitate to contact Caroline Spurway, by email ([CSpurway@educ.somerset.gov.uk](mailto:CSpurway@educ.somerset.gov.uk)).

The post is a really exciting one and would be a great opportunity for the right candidate. We would genuinely welcome applications from colleagues whatever their previous experience. We realise that candidates will have a range of skills and experience and we would fully support the successful candidate to develop professionally. Above all else you should be:

- A reflective and caring individual.
- A colleague who always seeks to maximise the success and happiness of students.
- A colleague with the highest expectations of what all members of the school community are capable of.

Crispin has a strong reputation, a sharp focus on learning and colleagues are really positive about the students they teach from the surrounding community.

To apply for this role either complete the Support Staff Application Form in the Vacancies Section on our website or simply click on the quick apply button on TES.com and complete the online application form. Your supporting statement / letter (of no more than two sides) should outline your skills and experience and how you meet the person specification.

I look forward to receiving your application.



Paul Reddick  
Headteacher



## ADVERT

### **Behaviour Support Coordinator**

**Monday to Friday 08:30-15:15 less 30 minutes for lunch, term time only (38 weeks) plus two training days.**

**Salary starting from £13181pa**

This is a fantastic opportunity to work as a Behaviour Support Coordinator in a collaborative, supportive and happy school. Are you driven by the desire to ensure students progress as well as possible? If so then we would love to hear from you.

Please read on to find out more information about Crispin and how to apply for the role. In addition, for a more comprehensive insight into Crispin and the role itself, including Job Description, Personal Specification, Letter from the Headteacher and an overview of the House System at the school, please download the Applicant Information Pack below.

Crispin is a friendly, inclusive and highly successful school of 1030 students. It is rated as 'good' in all areas and many strengths were highlighted in our recent Ofsted report (October 2017). Students at Crispin achieve excellent examination results and the school has a strong reputation. The results in 2018 were excellent and student outcomes are consistently high. We are committed to educating the whole child to ensure they enter adulthood as happy, supported young people with a love for learning. We are looking for a committed and inspirational Behaviour Support Coordinator to join our highly successful team.

Closing date for this post: 10 December 2018.

To apply for this role either complete the Support Staff Application Form in the Vacancies Section on our website or simply click on the quick apply button on TES.com and complete the online application form. Your supporting statement / letter (of no more than two sides) should outline your skills and experience and how you meet the person specification.

Crispin is committed to safeguarding and promoting the welfare of children and young people. This post requires a criminal background check via the disclosure procedure. The successful applicant will therefore be subject to an Enhanced DBS.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken Mathematics is an essential requirement of the role.



## STUDENT SUPPORT INFORMATION

The Behaviour Support Coordinator will work closely within the House system at Crispin to ensure that students with behaviour challenges are supported within their learning as well as pastorally.

Crispin introduced a House System in September 2017. We currently have four Houses with ten vertical tutor groups in each House. The Houses have all been named after bird genus': Corvus, Falco, Sturnus and Tyto. The response to the vertical system has been overwhelmingly positive from all members of the Crispin community.

Students attend Tutor Time each day and have a House Assembly once a week lead by the Head of House and members of the Senior Leadership Team. Each House has a robust programme for Tutor Time activities with emphasis placed on academic mentoring and PiXLEdge project development. Each Head of House works closely with a House Learning Coordinator (HLC). The HLC supports the Head of House to ensure the smooth and successful leadership of the House. The role of the Head of House is to support and develop the aspirations of each student in the House to be the best that they can be. Heads of House monitor progress and student conduct closely and work with the tutor team to direct interventions where needed.

As well as supporting pastorally, we also require a member of staff who can work closely with students in the classroom. This may be to support the student to manage reoccurring behaviours or to facilitate appropriate groupwork. The role will include facilitating small group work as well as individual support to ensure that students have clear boundaries and expectations within a classroom environment.

The successful candidate will be focusing much of their time with students who are at risk of exclusions and who need targeted intervention to help them to fulfil their potential and feel successful in the school environment. Within this role, the need to be flexible and adapt and respond to changes in the structure of the day will be important. Equally, the ability to respond calmly and consistently is essential. In essence, we require a member of staff with the students' best interest at heart at all times; a calm and measured person who is able to problem solve when challenging conduct arises.

Crispin has a clear and consistent behaviour policy which is adhered to by all members of staff. Rewarding positive conduct is at the heart of the policy. We also place high currency on manners, courtesy and kindness in our expectations of students both during learning and within social times.





## WELCOME TO STREET

Crispin is a secondary school on the eastern edge of Street, a large village in Somerset with a population of around 12,000. It is situated on the Somerset Levels close to Glastonbury, Wells and the Mendips. The village has an interesting history with evidence of Roman occupation. Street is home to Clarks, the world famous footwear retailer and its headquarters is still in Street. Much of the Street site now houses the popular and thriving designer outlet shopping complex of Clarks Village.

Somerset generally is a warm and friendly county and Street is no exception. The village itself contains a good range of leisure facilities including a theatre which hosts live performances and a wide range of films, sports facilities and an open air swimming pool. The Glastonbury Festival also takes place very near to the village. There are also a good range of local shops. As one resident of Street said 'if you choose you can walk to pretty much everything you need'. There is easy access to the coast and there are a number of National Trust properties in the area as well as nature reserves and areas of outstanding natural beauty.

As well as being located in a beautiful part of Somerset, Street is well connected by road being near to the M5, A303 and on a number of bus routes. There are also nearby rail links to London, Bath, Bristol, Devon and Cornwall. Bristol Airport is also close with a wide range of destinations from Iceland to the Dominican Republic! There are a number of interesting towns and cities nearby including Glastonbury, Wells and Frome. A little further afield one can easily reach the likes of Bath and Bristol which are both major European cities and home to a very wide cultural and sporting life including excellent music venues, theatres, cinemas, restaurants and professional sports clubs including football and rugby.

Housing is still relatively affordable in Street and many of the surrounding towns and villages. Many colleagues talk of how the area is a safe, yet vibrant area to bring up families with a range of good schools and a college which shares its site with Crispin. Yet at the same time there are a myriad of excellent leisure opportunities and major cities within an hour's travel.



## JOB DESCRIPTION

<b>Post Title:</b>	Behaviour Support Co-ordinator
<b>Purpose:</b>	To work with students who are vulnerable and failing to improve their conduct and success at school.
<b>Reporting to:</b>	Associate Assistant Head Teacher (AAHT) and Assistant Headteacher (Affiliation, Conduct and Celebration) (AHT), SENCo
<b>Liaising with:</b>	Senior Leadership Team, Heads of House and House Learning Co-ordinators, teaching staff and tutors.
<b>Working Time:</b>	Full time
<b>Salary/Grade:</b>	Starting from £13181
<b>Disclosure level:</b>	Enhanced
<b>Main (Core) Duties:</b>	

### Main Role:

- To plan and deliver a rolling programme of intervention, both in and out of the classroom to support students who can find mainstream classrooms challenging.
- To create bespoke sessions tailored to the needs of individuals and/or groups in order that progress in self-esteem and conduct can be demonstrated and measured within the school setting.
- Liaise with AAHT, AHT and Heads of House to understand the individual needs of students that you have been asked to work with.
- To liaise with colleagues who support students to provide relevant information to improve their learning.
- Plan and deliver a variety of behaviour intervention programmes to support students to reflect and improve their conduct.
- Be responsible for the improvement of student conduct for a small group of students who need to improve engagement in their learning and who are at high risk of exclusions, fixed term or permanent.

### Operational/Strategic Planning:

- To link with the Associate Assistant Headteacher and Heads of House to ensure that day to day behaviour concerns are reviewed and inform a bespoke programme of work can be tailored to the individual needs.
- Liaise with Heads of House and the Associate Assistant Headteacher in order to keep them fully informed of students' behaviour inside and outside of the classroom and the impact of intervention work.
- Produce data to support the behaviour improvements/changes of the students under your direction and track their academic progress and personal development.

### Student Achievement:

- Assist with the monitoring and support for the overall progress and development of students under your direction.
- Assist with the monitoring of student attendance, progress and performance in relation to targets set for each individual; ensuring follow up procedures are adhered to and that appropriate action is taken where necessary.

### Student Welfare and Development:

- Enforce the school's uniform policy and support Head of Houses by ensuring all students under your direction meet the expectations.
- Liaise with Heads of House/ SENCo to contribute to Pastoral Support Plans for students under your care.

## JOB DESCRIPTION (CONTINUED)

### Quality Assurance:

- To contribute at key points to the pastoral board process within the house team for those students assigned to work with you.
- To attend briefing meetings as directed with Head of House, the AAHT to review and evaluate the programs of work that you are undertaking.
- To contribute to whole school behaviour procedures and processes as directed, including pastoral support plans for those students working with you.

### Management Information:

- To ensure that you keep accurate and up to date records of the work that you do.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. A review of the post and its responsibilities will be undertaken periodically and may result in modification to the tasks of the post holder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are required to be courteous to colleagues and students and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



## PERSON SPECIFICATION

Description	Method of Assessment
<p><b>Qualifications</b></p> <p><u>Essential</u></p> <ul style="list-style-type: none"> <li>Strong English, Mathematics, ICT and communication skills</li> </ul> <p><u>Desirable</u></p> <ul style="list-style-type: none"> <li>First Aid at Work certificate</li> <li>Behaviour and/or social emotional qualifications/training or working with children</li> <li>Safeguarding training</li> </ul>	<p>Application form</p> <p>Interview</p> <p>Certificates</p>
<p><b>Experience</b></p> <p><u>Essential</u></p> <ul style="list-style-type: none"> <li>Experience of working with children/young people from 11-16</li> <li>Ability to help resolve conflict and deal sensitively with difficult situations, adopting restorative solutions</li> <li>Ability to be reliable, resourceful and take the initiative</li> <li>Ability to balance priorities and changing demands under pressure</li> <li>Ability to work independently within agreed boundaries</li> </ul> <p><u>Desirable</u></p> <ul style="list-style-type: none"> <li>Some experience of working with children and young people with complex needs</li> </ul>	<p>Application form</p> <p>Interview</p>
<p><b>Personal Knowledge and Skills</b></p> <p><u>Essential</u></p> <ul style="list-style-type: none"> <li>An understanding of the principles of inclusion</li> <li>A commitment to promoting equal opportunities and meeting individual needs. Good communication skills and the ability to work as part of a team</li> <li>Awareness of confidentiality and the need to maintain it in certain situations</li> <li>Competent personal skills in dealing with young people</li> <li>Commitment to helping every student achieve his/her potential</li> <li>Ability to work as part of a team.</li> <li>Able to manage time effectively.</li> <li>Ability to be flexible to the needs of the students</li> <li>Effective communication, interpersonal and organisational skills.</li> <li>Ability to use ICT to support students' learning.</li> <li>An ability to work with a wide range of colleagues including senior leaders.</li> </ul>	<p>Interview</p> <p>References</p>

## PERSON SPECIFICATION CONTINUED

### Crispin's Values and Ethos

#### Essential

- Value the contribution that each individual brings to the school community.
- Respect and value diversity and promote equality.
- Promote and model mutual respect.
- Commitment to inclusive education.
- Understand responsibilities related to children's safety and welfare.
- Strong commitment to the use of restorative justice.

Interview

### Personal Qualities

#### Essential

- Crispin is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.
- Empathy for children with special needs.
- Patience, empathy and compassion.
- A calm and consistent approach to challenging situations
- Positive attitude to student development.
- Good time management and organisational skills.
- A genuine interest in children and young people and a willingness to support and assist them towards independence.
- Good communication skills, flexibility, accuracy, ability to prioritise workload, strong organisational ability.
- Ability to develop and maintain positive relationships with colleagues, staff, students, parents and carers.
- Ability to identify own training and development needs and willingness to address them.
- The ability to speak fluent English

Interview  
References

#### Desirable

- Possess an excellent sense of humour