



## Appointment of an **Behaviour and Inclusion Co-ordinator**

Term time only + staff training days  
35 hours per week  
Start date: 3 September 2018  
Closing date: Sunday 15 July 2018  
Interviews: Thursday 19 July 2018

## Dear Applicant

Rastrick High School is a large mixed gender school with Academy status situated in Calderdale, neighboured by the towns of Brighouse and Elland in the heart of West Yorkshire, close to Junction 25 of the M62 meaning we are just 25 minutes from Leeds and only 35 minutes from Manchester. Our large, vibrant and oversubscribed school has over 1500 students (240 of which are in our Sixth form) and we employ over 200 staff. In September 2015, we opened an onsite nursery for both staff and community use at very competitive rates.

Rastrick High School is an exciting and enriching place to work; we have superb students, a bespoke CPD programme focused on the development of the 'craft' of teaching and a committed and enthusiastic team of staff. There is a strong focus on high standards and aspirations, built around the simple message that teaching is the most important thing we do.

Our classrooms are large and well equipped, with the vast majority containing electronic whiteboards. We have many recently built learning environments, including a £2.3 million Sixth Form Centre and a £2 million mathematics block, added to this the large number of computer suites and a floodlit Astro turf pitch, all of which, help support the learning of all our students and help make Rastrick an oversubscribed school and a very special place to work.

Rastrick High School has a strong commitment to continuing professional development and training. Further support for new colleagues includes:

- structured induction and performance review programme for all staff including weekly CPD focused on improving and developing teaching.
- additional induction support for Newly Qualified Teachers
- a strong student support team which is focused on creating a calm atmosphere where students are ready and able to learn
- opportunities to share and develop good practice through weekly CPD sessions, developed to focus on the delivery of outstanding teaching

If you want to be challenged in an environment of support, good humour and a shared belief that every child will reach their potential then please apply to be part of our team.

Yours faithfully



Steve Evans  
Headteacher

## Job Description

Job Title: Behaviour and Inclusion Co-ordinator

Job Scale: Scale 4 (points 18 to point 21)

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### BASIC JOB PURPOSE

- To coordinate the internal behaviour support provision, liaising with other support and teaching staff on student progress, allocation of student work and recording any other interventions
- To support the development of this provision to enable it to meet the wide range of needs of a diverse group of students
- To promote strategies designed to reduce the number of fixed and permanent exclusions and ensure student entitlement to an appropriate curriculum is met
- To liaise with SEN, Achievement and support teams and coordinate appropriate interventions, which improve behaviour of students, as required.

Reporting to: Assistant Headteacher

### MAIN RESPONSIBILITIES

1	To undertake the day to day co-ordination of the internal behaviour support facility. Monitoring student progress and ensuring appropriate support is in place
2	To liaise with other relevant staff in relation to the needs of vulnerable students (including those identified with SEN) or those with poor attendance.
3	To access, maintain and update a range of student and school records to facilitate assessment of students' progress and behaviour.
4	To regularly update Achievement and Support and SEN teams on the progress of students within the internal behaviour support provision. To coordinate and plan targeted intervention strategies to meet individual student needs.
5	To ensure students are supervised in a safe, secure learning environment with the internal behaviour support provision, including supervising students during their allocated lunch period.
6	To maintain and analyse data, identifying patterns of repeated poor behaviour. To produce appropriate reports as requested by the Support leadership team.
7	To quality assure the arrangements for tracking and monitoring student progress through a range of assessment and monitoring techniques designed to provide information for the compilation of reports, and to provide appropriate feedback to students, staff and parents/carers.

Other Specific Duties:

- To continue personal professional development as required.
- Attend staff and other meetings and participate in staff training and development events as required.
- To actively engage in the performance review process.
- All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee's current salary.
- To work in the best interests of the School, students, parents and staff.
- To adhere to the School's policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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.

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

\_\_\_\_\_ Post Holder

\_\_\_\_\_ Line Manager

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Date

## PERSON SPECIFICATION

Job Title: Behaviour and Inclusion Co-ordinator		
KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• good levels of literacy, numeracy and ICT skills</li> <li>• experience of working in an educational environment or equivalent environment with young people</li> <li>• experience of successfully working with identified students, or groups of students.</li> <li>• experience of monitoring and recording progress of learners</li> <li>• experience of forging community/voluntary/parent and partner agency links</li> </ul>	<ul style="list-style-type: none"> <li>• leadership of a community project/area of school development</li> <li>• experience of working with young people with SEN</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• the principals and practices of strategic and operational planning and delivery</li> <li>• innovative approaches to working with students, parents, the local community and multi-agency partners</li> <li>• strategies for ensuring equal opportunities for students, staff and other stakeholders.</li> <li>• ability to develop consultation methods</li> </ul>	<ul style="list-style-type: none"> <li>• understanding of Safeguarding and Child Protection issues.</li> <li>• knowledge of the needs of SEN students in academic surroundings</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• ability to communicate effectively, negotiate and network through highly developed inter-personal written, verbal and presentation skills</li> <li>• work as an effective team member and apply given instructions</li> <li>• ability to manage a team</li> <li>• prioritise and direct the workload of self and others, balancing long and short term priorities</li> <li>• set high standards and provide a role model for students and staff</li> <li>• well developed analytical, planning and organisational skills</li> <li>• be an organised and demonstrate a willingness to take the initiative</li> <li>• identify and develop creative solutions to solve problems</li> <li>• seek support and advice when necessary</li> <li>• deal with student's personal and other crises</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to develop own understanding and capability through advice and training</li> <li>• think clearly in emergency situations</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• enjoyment in working with young people and families.</li> <li>• excellent record of attendance/punctuality</li> <li>• prioritise and manage own time effectively</li> <li>• commitment to inclusive education</li> <li>• commitment to learning</li> </ul>	<ul style="list-style-type: none"> <li>• reliability, integrity and stamina</li> <li>• respect confidentiality</li> <li>• perspective and resilience</li> <li>• empathy in relation to the needs of the school and the local community</li> </ul>