



# APPLICATION PACK

**ROLE: Behaviour Modifications Coach**

**START DATE: January 2022**

**SALARY: Grade 6 (SCP 7-11) Actual Salary £17,425**

**HOURS: 37 hours Term Time Only plus 5 days**

**Moor End Academy**  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

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Principal: Mr Kash Rafiq

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## ***'A word from the Principal'***



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you're impressed by our work, understand our vision and want to be a part of our community, then we are keen to hear from you.

As an outstanding and accredited 'World Class School', our vision is simply to maximise every child's potential to ensure we can say with confidence that we gave every student his or her GCSE passport to success. Our motivation is to ensure that positive relationships are at the core of what we do every day, along with high quality teaching and pastoral care overseen by strong and passionate leadership.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents are excited to be here! This attitude enables us to meet our goal of providing a world class education in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will directly benefit the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at [jharrison@edu.moorend.org](mailto:jharrison@edu.moorend.org) or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'K. Rafiq'.

Mr Kash Rafiq  
**Principal**

## **Important Safeguarding notice/ Statement of Intent**

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- Deter: From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- Identify and Reject: It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- Induct: Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.



# Moor End Academy

Every Day: Respect | Ambition | Responsibility

Moor End is a converter academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with vision impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to Academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled Teachers, Technicians and Educational Teaching Assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including, amongst others, mobility, braille and touch-typing.

We have a number of experienced and skilled Educational Teaching Assistants who support students and classes that require additional adult support to access the curriculum. English and Maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk).

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "We gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow.

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave, over two thirds make better than national average progress. Eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with ten primary and secondary schools that have shared vision of:

- *Strong and effective leadership*
- *High performing staff*
- *Successful students*
- *Engaged community*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

Safer Recruitment Policy visit [https://www.moorend.org/\\_Academy/Policies](https://www.moorend.org/_Academy/Policies)

Safeguarding and Child protection policy [https://www.moorend.org/\\_Academy/Policies](https://www.moorend.org/_Academy/Policies)

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## Dryclough Campus

Campus development at our Dryclough site continues to be an exciting development, with Moor End Academy just one part of a vibrant campus, which includes;

**Woodside Pre School** - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

**Beaumont Primary Academy** - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building will open its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

**Huddersfield Horizon School Centred Initial Teacher Training (SCITT)** - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>

## JOINING MOOR END ACADEMY

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **Smart Clinic** - The Academy uses Smart Clinic as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a counselling service, physiotherapy, a virtual GP service and much more.
- **Wellbeing Benefits** including annual flu vaccinations, staff exercise classes and much more!



## LOCAL INFORMATION



**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breath-taking, Beaumont Park that was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C., founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield New College.

Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

### Banks

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... Finally shopping! The town hosts a range of shopping experiences from a haven for independent shopping, Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. To, the Kingsgate Centre, undercover shopping with all the expected high street brands. The full range of supermarkets and a market are also available in the town.

## ***Why become the Behaviour Modifications Coach at Moor End Academy?***

Our philosophy is clear at MEA: we insist on high standards of behaviour, appearance, work ethic and respect for all to enable our staff to teach our students well, so our students leave with a first-class education.

We firmly believe exceptional behaviour in the classroom is essential for outstanding learning to happen. Central to our behaviour policy is the promotion and encouragement of mutual respect between staff and students, within an atmosphere where courtesy and positivity are the norm. This enables our teachers to do what they do best: teach, guide, motivate and inspire!

This role represents an exciting opportunity to become part of the pastoral team and we are seeking to recruit a passionate and vibrant professional to lead Behaviour Modifications at the academy to support students address and overcome a range of barriers to their learning/engagement.

This role will have a strong emphasis on communication as well as developing effective systems and structures to bring about meaningful change in attitudes to school, learning and future aspirations. Previous experience of working in a Pastoral setting in a school and/or an alternative provision setting is desirable but not essential.

If you're interested by the prospect of joining our forward-thinking academy, we would be delighted to hear from you.

# THE SELECTION PROCESS

## How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Behaviour Modifications Coach** at Moor End Academy, then you should;

- Follow the TES link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by 9 am **Monday 3<sup>rd</sup> January 2021**. *Late applications will not be considered.*

## Time table for the selection process

- Closing date for applications: 9 am Monday 3<sup>rd</sup> January 2021
- References requested: **Following Shortlisting**
- Interview Date: **TBC**

### **Please note: Visiting the Academy**

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc. will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the Disclosure and Barring Service. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<b>JOB TITLE:</b>	Behaviour Modification Coach
<b>GRADE:</b>	6
<b>ACCOUNTABLE TO:</b>	Inclusion Manager
<b>HOURS:</b>	37 hours per week plus 5 days

### **Purpose of Job:**

To provide high quality positive behaviour support through targeted interventions and thoroughly planned behaviour modification programmes. To develop the 1 to 1 support offer, and targeted intervention offer to meet the needs of our most disengaged students.

### **Responsible for:**

- Plan and develop intervention programmes through evidenced based practice that support students in modifying their conduct and behaviour around the academy and in lessons.
- Working closely with the Inclusion team to oversee the pastoral support and development of students at risk of not fulfilling their potential.

### **Main duties**

- To support identified students and address any barrier they may have in maximizing their learning outcomes through mentoring and coaching.
- Maintain a key oversight of the behaviour of key targeted hard to reach students and those who repeatedly breach the academy's behaviour policy and ensure bespoke intervention strategies are in place to modify behaviour of all groups.
- Work closely with the learning mentor lead and HOY to ensure maximum support for students at risk of disaffection.
- Work closely with the SEND team to plan and develop appropriate SEMH resources, so early intervention programmes are clear and impactful.
- To Implement strategies based on proven research which are tailored to remove the barriers to learning for student who repeatedly breach the academy's behaviour policy
- Implement and develop restorative justice programmes to support students in better behaviour.
- Engage with individual behaviour plans, ensuring impact is at the forefront of the intervention process.
- Carry out daily lesson 'drop ins' to monitor/record/review/analyse climate for learning and student experience of students identified for behaviour modification support.
- Work closely with the inclusion manager monitoring attendance and punctuality daily; developing strategies to maintain/improve behaviour, attendance and punctuality in line with the academy's key performance targets.
- Provide advice to enable targeted students to make choices about their own learning including information about a range of opportunities and support mechanisms available.
- In cases of fixed and permanent exclusions, assist the VP/AP with the preparation and tracking of all documentation for the SEMH/ Governors panel.
- Maintain regular contact with families / carers of targeted students to keep them informed of the student's needs and progress, and to secure positive family support and involvement to support student attendance.
- With the designated staff within the senior leadership team, take appropriate steps to ensure that all students are safe and happy both inside and outside of the Academy.

- Attend appropriate courses for personal professional development.
- To be responsible for promoting and safeguarding the welfare of students.

### Other duties

- To undertake other duties commensurate with the post, as required by the academy.
- To carry out morning, break, lunch and after school duties as required by the leadership team.
- Support On Call, Moved Room and provide cover for Seclusion where required as directed by the Inclusion Manger/senior leadership.
- To undertake any other duties as required that are commensurate with the post.
- Other areas as directed by the Principal.

### Generic Support Staff Requirements

- Uphold the professional standards expected of every member of Academy staff in all dealings with colleagues, students, parents / carers and the wider community.
- Adhere to the principles expressed in the aims of the Academy.
- Actively contribute to the continued development of the Academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- To contribute to the development of the academy attendance strategy.
- Be a positive, collaborative team member.
- Apply Academy policies in all aspects of the role.
- Keep up to date with all aspects of the safeguarding children policy as it applies to the post.

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

date\_\_\_\_\_

Post-Holder signature \_\_\_\_\_

date\_\_\_\_\_

## PERSON SPECIFICATION

Importance (Rank)	How Identified
<b>E – Essential</b>	<b>A - Application</b>
<b>D - Desirable</b>	<b>S – Selection Process</b>

	ATTRIBUTES		RELEVANT CRITERIA	RANK	HOW IDENTIFIED
1.	QUALIFICATIONS	1.1	Literacy and Numeracy skills equivalent to GCSE Grade C or equivalent	E	A
		1.2	Evidence of additional study/ qualifications which would support this role	D	A
		1.3	Willingness to obtain basic first aid certificate	E	A/S
2.	COMMUNICATION	2.1	Ability to communicate with people at all levels	E	A/S
		2.2	Ability to receive and give clear instructions both written and oral	E	A/S
		2.3	Experience in handling sensitive, emotional and difficult situations with parent/carers, colleagues, outside agencies.	E	A/S
3.	PLANNING AND ORGANISATION	3.1	Experience of working on own initiative, without supervision	E	A/S
		3.2	Ability to plan and organise workload, making full use of available technology.	E	A/S
4.	SKILLS AND ABILITIES	4.1	Lead by example with great attention to detail and astute understanding of pace and rigour in all operations	E	A/S
		4.2	Be highly visible and have a self-critical disposition	E	A/S
		4.3	Understanding and experience of using IT applications e.g. Microsoft office	E	A/S
		4.4	Ability to utilise software applications in planning, analysing and manipulating data.	E	A/S
		4.5	Experience of Organisational Information Systems – input and analysis	D	A/S
		4.6	Experience of office administration	D	A/S
		4.7	The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach where necessary to achieve the desired outcome	E	A/S
		4.8	Command the respect, trust and commitment of the academy community	E	A/S
		4.9	Inspire, motivate and support students and staff in changing situations	E	A/S
		4.10	Establish successful relationships with stakeholders at all levels	E	A/S
		5.1	Experience of working under pressure and responding quickly to changing demands	E	A/S

		5.2	Experience and ability to work with confidential information where discretion is paramount	E	A/S
		5.3	Ability to embrace change within a dynamic working environment	E	A/S
		5.4	Experience of working with Microsoft Edexcel	E	A/S
<b>6.</b>	<b>PERSONAL</b>	6.1	Commitment to equal opportunities	E	A/S
		6.2	Desire to constantly improve own practice/knowledge through self-evaluation, training and development	E	A/S
		6.3	Positive, open, and friendly attitude to service improvement and delivery	E	A/S
		6.4	Displays commitment to the protection and safeguarding of children and young people.	E	A/S
<b>7.</b>	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	7.1	An understanding of the SEND code of practice	E	A/S
		7.2	An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions	D	A/S
		7.3	Understanding why safeguarding is important when working with children and young people	E	A/S
		7.4	Understanding of equal opportunities and inclusion and how it applies in a school setting	E	A/S
		7.5	Keep up to date with and refer to and use research-based strategies to improve outcomes for students	E	A/S
<b>8.</b>	<b>COMMITTMENT</b>	8.1	To the vision and values at Moor End Academy	E	A/S
		8.2	Working in a 'can-do' culture with a commitment to a continuous drive for improvement, even when faced with pressure and deadlines	E	A/S
		8.3	The happiness, well-being, self-esteem and progress of all at the academy	E	A/S