



Unlocking Potential

The Corner School - Wembley



The Corner School

Behaviour Lead Candidate Pack

The Corner School, Douglas
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<https://thecornerschool.org.uk/about-us/>

Welcome

Thank you for your interest in our Behaviour Lead role at The Corner School, Wembley. At The Corner School, it is our belief that every child can learn and enjoy a fulfilling school life, regardless of their social, emotional and mental health needs.

Our special independent school is part of the wider charity Unlocking Potential. We have a shared mission and values, and we work closely together with ambitious goals for supporting all our children and families.

Our Class Teachers play a central role in enabling our learns to access the curriculum and learn and develop in a way that is unique to and supportive of their needs. We are looking for individuals who are passionate about the work of Unlocking Potential, who wish to make a significant impact on the children and families that we support.

Please spend some time reading through this pack, which will give you an insight into our work, our approach, and this rewarding role. Our charity-wide approach is to be trauma responsive, to create a therapeutic environment and to work collaboratively with staff, as these are the cornerstones of our approach and are integral to our culture. We hope that the information provided will help you to determine whether this exciting and unique opportunity is a good fit for you:



Our charity



Therapeutic work



Our school



The role



Our team



How to apply

You can find out more about our work by reviewing our:

- Charity **website**
- School **website**
- Annual and impact **reports**
- Ofsted **report**

You are also very welcome to reach out for an informal conversation about the role by contacting: hr@up.org.uk

If you believe you could bring your skills and experience to champion our school's educational and therapeutic approach, then we would love to receive your application.



Daniela Caton

Head Teacher

Our Charity

Mission:

Unlocking Potential, of which The Corner School is part, has a mission to: *“Work collaboratively with communities to enable children and young people with social, emotional and mental health (SEMH) needs to unlock their full potential.”*

What we do:

Our services combine best practice from the fields of education and clinical excellence to ensure that every child can excel:

- We opened our independent school in 2018 where we support primary school aged children who have SEMH needs through multi-disciplinary education and therapeutic provision.
- We deliver outreach via our School’s Programme to schools who have a significant number of children with SEMH, through psychotherapy, occupational therapy, speech & language therapy and work with parents.
- We run community engagement initiatives where there is a significant proportion of children with social, emotional and mental health needs.

Last year we supported over 2,000 children and their families.

Why we do it:

Strong social, emotional and mental health is key to leading a happy, fulfilled and independent life. We are working with our partners to ensure that we can help children and young people tackle SEMH needs to unlock their full potential and thrive in all aspects of their lives. We focus on community transformation, and we recognise that investing in the youngest members of society transforms life chances.

“We are committed to breaking the negative cycles which can limit children’s life chances and to ensuring that all children can make excellent progress.”

Message from Chair of Trustees



Stuart Roden

When we founded Unlocking Potential in 2015, we did so with a passion to transform the life chances of children and young people with SEMH needs.

We recognise that we can only provide transformational opportunities for children if they know that we care about them and believe in their potential to succeed.

As we look to increase our impact and reach in the coming years, we will keep the children, young people, and their family’s needs at the heart of what we do.

Our Values:

Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively.

participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.

Impact

We are committed to measuring our impact through a data driven method to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

We require all staff to apply these values in all aspects of their work.



Our School

The Corner School is a Special Independent School for children with social, emotional and mental health needs (SEMH), who require high-quality specialist support. We recognise that our learners have differentiated competencies and that we need to engage with them in a developmentally informed and age-respectful way. Through intentional use of particular language, by modelling appropriate behaviour, and by building significant relationships, we foster willingness, enjoyment and inspiration that leads to success.

We achieved a 'Good' Ofsted rating in both 2019 and 2022, and are committed to delivering inspirational teaching that develops confidence in learning and encourages our pupils to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our learners.

We offer children a safe and nurturing environment and the stability needed to regain emotional balance and to develop their self-esteem and resilience. We work in close partnership with parents and carers, to develop personalised, dynamic support for every child.

Our pupils are typically managing a range of issues that have made mainstream schooling challenging e.g.:

- Attention Deficit Hyperactivity Disorder (ADHD or Attention Deficit Disorder)
- Anxiety
- Attachment difficulties
- Autistic Spectrum Condition (ASC) (including PDA - Pathological Demand Avoidance)
- Depression
- Dyspraxia, Dyslexia, Dyscalculia
- Family challenges that impact a child's learning and ability to feel good at school
- Oppositional Defiant Disorder (ODD)
- School refusal
- Social Communication Issues
- Traumatic incidences that may make school engagement very challenging

We offer every child:

- **An assessment of need:** we want to understand a child's needs, from a learning perspective but also to understand their behaviour in the context of their historic and emerging family and SEMH needs.
- **A tailored, personalised curriculum:** we follow the national curriculum, and all learners have a personalised, individual, 'learning pathway'. This approach means that each child experiences success and can reach their full potential.
- **A trauma-informed, sensory-aware teaching and learning approach:** this considers how children feel, think and behave, based on the belief that as bio-psycho-social beings, how our bodies feel in any given environment will affect our readiness to learn.
- **A tri-part therapeutic model (see below):** this ensures that every child has access to additional, personalised support for their specific needs, and that insights from their therapies can be shared with teaching staff so that children have the opportunity to understand themselves and how they learn, and develop a growth mindset.



Our therapeutic approach is woven throughout all aspects of the school, all staff are trained and supported to have a therapeutic disposition, informed by training in attachment and trauma-responsive approaches.

We currently have 13 children across KS1 – KS2, but we have capacity for 15-18, and for learners to stay on into year 7 as required. We keep our class sizes small, with no more than six children, and have 1:1 and 2:1 ratios in place to meet the needs of our learners. We recognise that small class sizes and one-to-one work is crucial to the academic development of our children .

Message from the Education Committee Chair



Carie Herbert

Education is key to leading a positive and fulfilling life, but children are not ready to learn unless their personal, social and emotional needs are addressed.

The Corner School provides a safe and secure therapeutic environment for children to know that their concerns and interests are responded to.

Our staff aim to provide an education that inspires and excites children to learn and to succeed on their learning journey.

The Team

Wider Charity Team

At Unlocking Potential, we are a wider charity. Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive. The Corner School team works alongside an experienced, energetic and innovative team of charity colleagues who are working together to develop high-quality support and solutions for some of the most challenging needs facing children.

School Team

Our dedicated school team work together to create a nurturing environment and to support each learner to develop as individuals in their own unique way:

Teaching and Education Staff

- Head Teacher
- Inclusion Lead
- Behaviour Lead
- Class Teachers
- Teaching Assistants / HLTA
- PA to Head Teacher & Office Manager
- Site Manager
- Cook & Cleaner

School Support Staff

Onsite Therapists

- Complex Case Therapist
- Occupational Therapist
- Speech and Language Therapist

Trustees and Education Committee

We have an experienced and dedicated board of Trustees who volunteer their time and expertise. Two of our board members bring their experience in the education sector to The Corner School's education committee: Dr Carrie Herbert (Education Committee Chair & Red Balloon Education Trust Founder) and Dr Jonty Clark, OBE (Safeguarding Trustee & Education Committee member, & Beckmead Trust CEO).

Therapeutic Work

For children who have additional learning needs, and may also have experienced trauma, struggle. At the Corner School, we have adapted our approach so that we meet the child currently at. The Corner School uses a therapeutically-informed approach, taking deliberate, to establish trust, validation and safety, and provide high quality, consistent, responsive care are based on site, working closely with teaching staff to ensure that children's specific EHSMH needs are met throughout the day. Therapeutic goals are set with the parents, teachers and, if possible, the child.

- **Speech and Language Therapy (SALT)** – supports children in three key areas: Emotional Literacy, Social Communication, and Additional Language needs. Individual and group interventions are offered.
- **Occupational Therapy** – supports children to regulate their sensory system and emotional state so that they can engage in lessons and develop their foundational skills.
- **Child Therapy** - our complex case Integrative Arts Psychotherapist offers: 1:1 creative and arts-based therapy, Therapeutic Check ins and Body-based regulation support at challenging times of the day.



Behaviour Lead - Job Description

Location:	The Corner School, Brent, London.
Hours:	Full Time (Mon-Fri, 37.5 hours per week). Option of Term Time (39 weeks) or Term Time + (up to 43 weeks).
Salary:	Full Time Equivalent: £35,000-£45,000 per annum. This would be pro-rata to term-time working (+ paid holiday allowance).
Reports to:	Head Teacher.

Overview

The Behaviour Lead will play a key role in our small school community and be an advocate of effective models of support for individual pupils and groups. This is a new role reporting directly to the Head Teacher, and represents an exciting opportunity to have a meaningful impact on the lives of children with SEMH needs.

As Behaviour Lead, you will support the school in developing and implementing reward and behaviour management systems, which are tailored to the needs of our pupils and align with our therapeutic approach as a school. You will provide exceptional in class support to staff and pupils and, using a mentoring approach, you will work alongside Class Teachers, Teaching Assistants, Therapists and parents to develop their behaviour management skills and ensure consistent application of the school's policies and procedures and approach.

You will have a commitment to safeguarding and promoting the welfare of children, be resilient in working with children with SEMH needs, and be passionate about helping our children achieve their full potential.

Duties and Responsibilities

Behaviour Management – Strategy, Development and Improvement

- Remain up to date with current best practice in effective behaviour management. Collaborate with equivalent staff locally to share good practice for the improvement of behaviour for learning.
- Ensure up to date and tailored behaviour management policies and procedures are in place and applied constantly across the school.
- Develop, implement and evaluate reward and behaviour management strategies, systems and initiatives, which are tailored to the needs of our pupils and align with our therapeutic approach as a school.
- Contribute to effective monitoring and evaluation and reporting of effectiveness of our approach and pupil progress.
- Assist Head Teacher / Inclusion Lead with effective risk assessment processes and management e.g. school trips, situational risk assessments, RAMPs, staff incidents/injuries etc.
- Produce a variety of resources for the school designed to support pupil behaviour and school positive behaviour systems.
- Ensure the school effectively and efficiently operates within the relevant regulatory frameworks and meets all statutory duties.

Behaviour Management - Implementation

- Have a clear understanding of the needs of all children, and of the impact of early years adverse childhood experiences, trauma, neurodivergence and complex social, emotional and mental health needs on the learning styles and behaviour of children.
- Work with the school team in the evaluation and review of pupil support plans and RAMPS, ensuring these are up to date and appropriate behaviour strategies are in place.
- Work in class and across the school with pupils and colleagues ensuring effective behaviour management throughout the school day. Identify, use and model appropriate behaviour management strategies and techniques.
- Lead group-based activities designed to develop pupils' problem-solving, listening and social skills. This may involve modelling techniques such as "Circle Time and Parachute Games."
- Support with periods of the day where behaviour challenges may arise more frequently, e.g. arrivals/departures, breaks/lunchtimes, enrichment sessions and PE, ensuring effective behaviour management.
- Support the planning and risk assessing for class trips and accompany pupils and colleagues on external visits as required
- Establish positive relationships with pupils, acting as a positive role model. Give regular feedback, and encourage children to respond to feedback, reflect on progress, their needs.
- Establish positive relationships with parents/carers, supporting them to ensure consistent behaviour management between home and school.
- Attend meetings as required with parents and external agencies.
- Ensure the schools' SEMH and nurture-based approach is maintained and ensure that any therapy delivered by professionals is respected and weaved into, where appropriate, strategies.

Safe Holding (PRICE)

- Undertaking PRICE training as the schools in house trainer and training new staff.
- Planning and delivering half termly CPD and supporting staff in their ongoing understanding and practical application of PRICE techniques.
- Induct agency staff in de-escalation techniques and safe holding for use in emergency situations.
- Respond to incidents where safe holds are required, supporting colleagues and carrying these out as required.
- Review all incidents of safe holding to ensure: policies and procedures were followed; correct de-escalation strategies were used; correct PRICE techniques were used; effective team working.
- Confidently address any areas of development with staff to support them in reflecting on and improving their practice. Carry out review and reflection meetings when appropriate.
- Support following safe holds, with restorative conversations and the wellbeing of pupils and staff.
- Review and monitor all incidents and reports for accuracy, quality and consistency in a timely manner. Ensure school records/ CPOMs is up to date, support with reporting on incidents.
- Support parent/ carer understanding of PRICE.

People Management / Modelling

- Support the induction of new staff regarding behaviour management and safe holding.
- Develop training resources and deliver training sessions to the school team.

- Work alongside the school team, modelling and supporting them to implement strategies designed to encourage and develop appropriate behaviour and de-escalate behaviour in a variety of settings.
- Lead on behaviour management discussions and reflections during team meetings.
- Support line managers and the Head Teacher, by sharing feedback regarding behaviour management and addressing development needs.
- Support assessment of behaviour management capabilities of candidates at interview stage.

General

- Provide class cover if required in the event of staff absence.
- Work alongside the Head Teacher and Inclusion Lead (and wider team) to actively contribute to the ongoing development and improvement of the school.
- Contribute to the day-to-day effective organisation and running of the school
- Attend daily briefings and other meetings, training and events.
- Carry out administration and reporting efficiently and in a timely manner e.g. salesforce entries, forms, termly/ annual reports, emails, communications etc.
- With guidance and support from your manager, and with attendance on appropriate training courses, develop skills to further your work and own CPD.
- Support the Head Teacher and Inclusion Lead with other tasks compatible with the level and nature of the post and/or reasonably required by the Headteacher.
- Embrace and embed UP's values and Code of Conduct, being a positive role model to the team and maintain high professional standards.
- Ensure that all UP policies and procedures are followed.
- Follow all safeguarding policy and processes, undertaking required training and actively contributing to improving safeguarding practice in the school.

Person Specification

	Essential	Desirable
Qualifications & Knowledge	<ul style="list-style-type: none"> • Good standard of education, including a GCSE (or equivalent) in English & Maths • Theoretical and practical knowledge of PRICE, Team Teach or other Positive Behaviour Management • Excellent knowledge of de-escalation and behavioural support strategies • Understanding of the charity and school's ethos and values • Knowledge of relevant current educational developments and statutory requirements 	<ul style="list-style-type: none"> • Relevant degree • SEN related qualification / CPD • Evidence of continuing professional development (CPD) • Qualified Teacher Status • Understanding of trauma informed approach / nurture / therapeutic work
Experience	<ul style="list-style-type: none"> • Significant experience of behaviour management in a special school/education setting, delivering high quality outcomes 	<ul style="list-style-type: none"> • Proficient with school online systems: e.g. Salesforce, Arbor, CPOMS

	<ul style="list-style-type: none"> • Working with vulnerable primary aged pupils with Special Educational Needs, including complex needs and trauma • Developing and implementing behaviour strategies, systems and initiatives • Monitoring and evaluating and reporting effectiveness and impact of behaviour strategies and systems • Mentoring colleagues to improve and develop their practice. • Experience of conducting training/leading INSET sessions 	
Skills & Abilities	<ul style="list-style-type: none"> • Excellent communication skills at all levels with parents, children and staff • Good IT skills (E-mail, word processing, spreadsheets, databases) • Excellent record-keeping skills • Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues • Ability to work on own initiative and manage own workload, prioritising tasks and balancing different aspects of the role • Ability to motivate, support, challenge and develop staff 	
Qualities and Attributes	<ul style="list-style-type: none"> • Passion for working with children with SEMH needs, responding with patience, kindness and empathy at all times • Adaptable and flexible to change • Works co-operatively as part of a team. • High level of discretion and able to maintain confidentiality • High levels of emotional literacy • A role model demonstrating high levels of professionalism and upholding the school's aims and values at all times. • Resilient and able to effectively manage your own wellbeing. • Total commitment to equality, diversity, and inclusion 	
Safeguarding	<ul style="list-style-type: none"> • Demonstrates skills, knowledge and attitudes to contribute to the effective safeguarding and welfare of children • Ability to follow and promote UP's safeguarding policy/process and take responsibility for ensuring safeguarding best practice in their role 	<ul style="list-style-type: none"> • Safeguarding qualification

Inherent requirements of work activities / environment

The main physical and psychological requirements of the position are set out below:

Element	Key Activity	Frequency
Work Environment	Work in a team environment with different stakeholders	Daily
	Work in a school environment with children with SEMH needs	Daily
People Contact	Interact with learners with SEMH needs who may also have experienced trauma, who could display verbal or physically challenging behaviour which will require the postholder to manage above average levels of emotional demands. Where pupils have behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols (all members of staff must take part in the behavioural and physical intervention training).	Daily
	Interact with individuals who may display a full range of emotional expressions/ may have a physical or sensory disability, including parents/carers/family members.	Daily
	Work in a diverse team of staff.	Daily
	Undertake training and professional development activities.	Regular
	Work collaboratively with charity wide colleagues.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, contributing to writing reports, case notes/plans and pupil records, participating in meetings, creating resources.	Daily
	Use technology including photocopier, telephones including mobiles, televisions, videos, and electronic whiteboards.	Regular

UP's Selection Process

Our selection process is designed to ensure that we select the most suitable person for the job in respect of skills, experience, and qualifications, in addition to alignment with our charity's mission and values and school setting.

We want you to have everything you need to make an informed application, if something is unclear, you would like more information, or if you require any reasonable adjustments at any stage of the application process, then please get in touch: hr@up.org.uk

How to apply:

In line with safer recruitment practices, to apply for this role please complete an application form by following the link on our online recruitment portal: www.up.org.uk/aboutus/work-with-us. We are unable to accept CVs or incomplete application forms.

As part of the application, you will be asked to upload a personal statement which should clearly demonstrate, giving relevant examples, how you meet the requirements of the person specification. The criteria set out in the person specification forms the basis of the selection decision and enables the shortlisting panel to ensure objectivity. We look forward to hearing more about your experience and your interest in our school and working with children with SEMH needs.

Closing date: 10th April 2023 or until the vacancy is filled. We will arrange interviews as successful applications are received, please don't delay submitting your application!

Interview Process:

Interviews will take place as suitable applications are received. The interview will consist of:

- A tour, which is a great opportunity for you to find out more about our school.
- A panel interview, we will ask competency-based questions to explore your skills and experience, and you will also have a chance to ask us questions
- Competency based task and practical classroom-based activity with our pupils.

Further information will be provided ahead of time to support you in preparing for the interview stage, and if you have any questions, please let us know.

Other Information

Safeguarding:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

We follow safer recruitment practices including (but not limited to): online checks at interview stage; an Enhanced Disclosure and Barring Service check, a Section 128 check; Teaching Prohibition check; satisfactory references; a medical check; proof of qualifications and right to work in the UK.

It's a criminal offence for a person to apply to work with a group from which they have been barred from working.



Equality and Diversity:

Our children and families and staff come from a wide range of backgrounds, and we value the unique contribution that each individual can bring to UP.

We have a diverse and inclusive team at The Corner School, and we strongly believe that this is vital to our work.

UP is committed to equality of opportunity for all employees and promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit.

As a charity we have an EDI working group and achieve our EDI objectives through an annual strategy.

We welcome applications from all sectors of the community, and we do not discriminate against any applicants on the basis of any protected characteristics. We ensure that candidates and employees are treated solely on the basis of their merits, abilities and potential.

Benefits of working for UP:

Delivering our mission would not be possible without our talented and passionate team, we are committed to ensuring UP is a great place to work and offer competitive salaries, a range of employee benefits, and prioritise a culture of collaboration and having fun together

- A competitive salary that is commensurate with the nature of our school
- A range of employee benefits (*please see below*)
- Opportunities for your professional development and to continue to develop your skills through CPD. Teaching staff also have access to a range of specialist training throughout the year e.g. PRICE, de-escalation, behaviour management, therapeutic working, specialist SEND / SEMH topics, safeguarding, First aid, Phonics etc.
- Strong networks and access to key leaders in Education
- Supportive approach to employee Health and Wellbeing and work-life balance, including a dedicated Employee Assistance Programme
- Commitment and pro-active approach to an inclusive and welcoming working environment
- Commitment to working in a Trauma Informed way across the school and charity.
- A committed, experienced and involved Leadership Team and Board of Trustees
- Supportive and effective central shared services (Finance, HR, IT, Health & Safety, Data & Impact, Safeguarding etc.)
- Regular opportunities throughout the year to socialise and meet together as a wider charity team
- A Leadership Team that regularly invites and values feedback, suggestions and ideas



Employee Benefits at UP

Financial

Pension: Employer Pension Scheme

Pay Reviews: Discretionary pay reviews annually.

CPD: Funded training opportunities are provided across all teams.

Training Loans: For relevant accredited courses

Travel Scheme: Annual season ticket loan

Cycle Scheme: Loan to purchase a bike / equipment.

Professional Registration: Professional fees funded.

Financial Advice Line (UP's EAP service): A range of advice from mortgages to debts, to money management

Wellbeing

Employee Assistance Programme (EAP): 24/7 support line, counselling sessions, online CBT, range of advice & guidance

Mental Health First Aiders: Available as an internal support to all employees

Sickness Absence: Enhanced Entitlement

Tell Jane: A confidential support line for raising bullying, harassment & discrimination concerns.

Staff Events: Festive & Summer Socials, All Staff Days

Celebrations: Life Events & Work Anniversaries

Eye-Care Voucher Scheme: Specsavers eye test / glasses contribution

Family

Family Leave (Maternity, Adoption, Shared Parental): 16 weeks enhanced full pay

Partner Leave: 2 paid weeks & 2 paid appointments

Emergency Dependent Leave: 5 paid discretionary days (12-month rolling period)

Unpaid parental leave: Up to 18-weeks unpaid leave

Flexible Working: UP seek to accommodate part-time / flexible working where possible for appropriate roles.

Family Advice line (UP's EAP service): A range of advice from childcare to elderly dependents, to relationships

Other Leave

Annual Leave: 25 days leave + 8 bank-holidays (pro-rata, paid for TT staff)

Festive Closure: Discretionary 3-days (pro-rata) in December. Given as flexi-days for PT employees to use at another time in the year

Moving Home: 1 day (one instance per person)

Compassionate Leave: Up to 5 days discretionary paid leave

Parental Bereavement Leave: 2 weeks paid leave.

CPD Days: Up to 2 days discretionary leave per year to attend relevant courses, workshops, exams, or to carry out revision (*for additional CPD that is not organised / required by UP*)

Thank you for your interest in Unlocking Potential, we look forward to receiving your application.

UP-Unlocking Potential, a company registered in England & Wales.

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Registered charity number: 1163932

