

CRISPIN

ASPIRATION • COMPASSION • EXCELLENCE

BEHAVIOUR SUPPORT COORDINATOR INFORMATION FOR CANDIDATES

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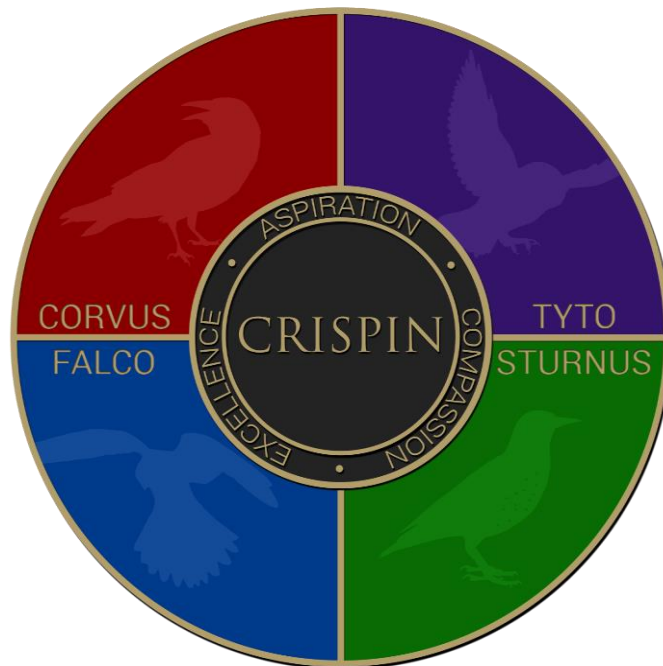
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LETTER FROM THE HEADTEACHER

Thank you for your interest in joining us at Crispin. We believe that Crispin is a great school to be a part of whether as a student or colleague. We are a friendly, inclusive, highly successful school of 1060 students who make strong progress academically, but who also receive a great many wider opportunities to learn in the fullest sense of the word.

Crispin is a popular school with a strong reputation. We unashamedly have high expectations of all members of our community and we believe in challenging and supporting students to achieve their very best. Visitors regularly refer to our students and colleagues very positively. Relationships between staff and students are a strength of the school and colleagues are committed to providing every opportunity for students to have a broad experience and to be successful. We are committed to educating the whole child to ensure they enter adulthood as happy, supported young people with a love for learning. There is a sharp focus on learning and students receive excellent support. At all times we seek to be a compassionate institution.

It is important to state that Crispin has a very strong safeguarding culture which we would expect potential colleagues to wholeheartedly support.

We have a wide-ranging curriculum and have recently expanded the opportunities for students. We offer two Languages, a range of Arts and Technology options and have recently introduced new examination courses in areas such as Business, Health and Social Care, Media and Sport. Students have the opportunity to study Philosophy and Curriculum for Life. We have a high uptake of EBacc subjects but this sits alongside a commitment for students to retain a considerable degree of choice over which courses to follow. There are also a wide range of enrichment activities for students ranging from residential visits to school productions; sports to music; an enrichment week to work experience. We have recently expanded our 'Employability' programme considerably and we are also fortunate to have a successful Alumni Scheme.

We are proud of our vertical House system which is comprised of four Houses (Corvus, Falco, Sturnus and Tyto). This system allows for a wide range of opportunities for students from collaboration to competition, student leadership to support. All colleagues are members of one of the Houses.

We are fortunate to have a well-equipped site which includes extensive grounds, a range of curriculum area blocks and an astroturf pitch. We are also extremely fortunate to have opened a new purpose-built Innovation Hub in November 2020. This has been the most substantial development of the site since the opening of Crispin.

This post is a really exciting one and would be a great opportunity for the right candidate. Other than the basic details in the person specification, we do not have a pre-existing idea of what the successful candidate's career to date will have been. We realise that prospective colleagues will have a range of skills and experience and we would fully support the successful candidate to develop professionally. We are passionate about providing a wide range of opportunities for all colleagues and this is often referred to favourably by colleagues. Every year colleagues are seconded as Associate Assistant Headteachers, have the opportunity to join the Extended Leadership Team as well as a wide range of other opportunities to develop their careers.

The most important thing is that you are passionate about supporting students. Above all else you should be:

- An excellent, reflective and caring colleague.
- Always seeking 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.

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 us by email: headsPA@crispinschool.co.uk

To apply for this role 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.

After reading through the application information pack I hope you decide to apply for the post and I look forward to reading your application.

A handwritten signature in black ink, appearing to read 'P Reddick'.

Paul Reddick
Headteacher



ADVERT

Behaviour Support Coordinator

Permanent contract to start as soon as possible. Monday to Friday 08:30-16:00 less 30 minutes for lunch (7 hours per day), term time only (38 weeks) plus two training days. Grade 13 salary range £10.21/hr - £11.27/hr £15642 - £17269 pa

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.

Crispin is a friendly, inclusive and highly successful school of 1060 students. It is rated as 'good' in all areas and many strengths were highlighted in our most recent Ofsted report (October 2017). Students at Crispin achieve excellent examination results and the school has a strong reputation. 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. We would be delighted for you to visit Crispin or for you to have the opportunity to discuss the post prior to an application. If you wish to do either, please contact the Headteacher's PA by email at headspa@crispinschool.co.uk.

Closing date for this post: 10:00 Wednesday 05 January 2022.

For further details about this post and to download an application pack please visit our website or www.tes.com.

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 English is an essential requirement of the role.

STUDENT SUPPORT INFORMATION

The Behaviour Support Coordinator will work to ensure students with behavioural 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 the wider curriculum. 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 suspension 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 interests 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. Clarks still has its headquarters in Street but shoes are no longer manufactured in the town. 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 Egypt! 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

Post Title:	Behaviour Support Coordinator
Purpose:	To work with students who are vulnerable and failing to improve their conduct and success at school.
Reporting to:	Associate Assistant Head Teacher (AAHT) and Assistant Headteacher (Affiliation, Conduct and Celebration) (AHT), SENCo
Liaising with:	Senior Leadership Team, Heads of House and House Learning Co-ordinators, teaching staff and tutors.
Working Time:	Full time
Salary/Grade:	Starting range £15642- £17269 depending on experience
Disclosure level:	Enhanced
Main (Core) Duties:	

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.

Please note the offer of employment is subject to DBS, medical, references and satisfactory completion of a six month probationary period.

PERSON SPECIFICATION

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

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 the importance of coaching and restorative justice
- Commitment to inclusive education
- Commitment to safeguarding and promoting the welfare of children and young people

Interview

Personal Qualities

Essential

- Empathy for children with special needs.
- Patience, empathy and compassion.
- Positive attitude to student development.
- 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.
- Seeks to work collaboratively to resolve conflict.
- Enthusiasm to support young people to develop intellectually and personally.
- A strong commitment to ongoing professional development.
- Resilience.
- High degree of emotional intelligence.
- Ability to develop and maintain positive relationships with colleagues, staff, students, parents and carers.
- The ability to speak fluent English.
- To be calm under pressure.
- Highly organised.

Interview
References

Desirable

- Possess an excellent sense of humour

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Headteacher: Paul Reddick BA (Hons), MA, MA Ed