

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child



Behaviour Intervention Worker – Temporary

Application Pack



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Contents

1. A message from our CEO
2. About Tapton School Academy Trust
3. Our Schools
4. The Role
5. Responsibilities
6. The Person
7. How to apply

A Message from our CEO



David Dennis
Chief Executive Officer

Thank you for your interest in joining Tapton School Academy Trust.

Through clear leadership and governance we plan to support and improve outcomes across all of our schools, transforming all our learners and becoming an outstanding Trust.

Engagement with every family is the touch stone for our work, ensuring a culture of high trust, common values, low threat and a shared moral compass. At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.

About Tapton School Academy Trust

Tapton School Academy Trust was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

Our Vision

To realise the life chances and dreams of every child.

Our Mission

To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.

Our Schools

Bradfield

Bradfield is an 11-16 school with around 1100 students, situated in beautiful Peak District surroundings. Our vision is '**where all people thrive**' and we strive to deliver an education that supports students to fulfil their potential, and to be successful, confident people who are equipped to explore what life and the world have to offer.

Our belief is that school should be a fun place to be – where the activities, teaching and facilities foster enthusiasm, enjoyment and strong relationships. Happiness and success at school are closely related and so most of all we want our students to be happy to come to school.

Chaucer

Chaucer school is an 11-16 school based in the North of Sheffield. Performance is rapidly and continually improving and we place a very strong emphasis on achieving well in the subjects of English, Maths and Science.

Each student is unique and precious to us, and is equally valued for their culture and contribution. Our positive reputation for achievement, care and Positive Discipline is well established. High expectations are instilled in all our students from the start of their time at Chaucer. These include hard work, self discipline, courtesy and respect.

Forge Valley

Forge Valley is a safe, inclusive learning community where students and staff learn and thrive together. Our ethos is based upon **everyone striving to become their very best**.

As a school we believe that ambition and endeavour provide our students with the mind-set needed, not only to succeed academically, but in adult life in an ever changing modern world. Success at Forge Valley is not just measured in terms of academic performance. We aim to develop our students into reflective, confident, innovative, morally grounded, ambitious and resilient individuals ready to take their part in a dynamic and diverse 21st century.

Tapton

Tapton is an 'outstanding' 11-18 school (Ofsted 2012) with around 1700 students, including a sixth form of around 500. Our ethos of **Valuing Everyone, Caring for Each Other and Achieving Excellence** underpin everything that happens in our school.

We believe that education should have a positive impact on all students. We aspire to improve the life chances and dreams of all our students through ongoing progress and improvement in learning.

Students are treated as individuals. We recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim high. Our aspiration is to have the best behaviour, conduct and manners of any school in the country, whilst recognising that children learn and grow at different rates as they become responsible citizens.

Hallam

At Hallam, we want children to aim high and dream big. Through high quality teaching and positive relationships, we give our children every opportunity to achieve their full potential, make long lasting memories and prepare them for the next stage of their education.

Diversity: We develop children's understanding of diversity by teaching them to explore all aspects of life in modern Britain. We promote inclusion, tolerance and respect for all faiths, cultures and beliefs and give them opportunities to understand how they fit into their own personal, social and global world.

Resilience: We encourage children to take risks and overcome challenges through perseverance and a determination to succeed. We do this through having high expectations of the children, encouraging independence and offering opportunities for them to fail. We develop children's confidence and social skills and teach good manners and respect for all.

Enquiry: We value an enquiry led approach to our curriculum in which children are encouraged to be curious and investigate all aspects of learning, individually and collaboratively. Adults skilfully challenge children to enable them to achieve their full potential through the delivery of a broad and balanced curriculum, which builds upon children's prior skills and knowledge to prepare them for the next stage of their learning.

Aspiration: We provide opportunities for children to aim high and have the confidence to become the individual that they aspire to be. Children are exposed to different roles, careers and encouraged to achieve their full potential regardless of their starting points.

Memories: We provide quality first teaching where children are given opportunities to transfer their new learning to their long-term memory and develop metacognition skills throughout their time at Hallam. We enrich our curriculum with a range of experiences, trips and visitors to motivate and inspire learning and to create a bank of positive memories which the children can look back on.

Smiles: We believe that the best learning takes place when children are happy and are having fun. We place a strong emphasis on positive mental health and well-being and work hard to ensure school is a positive place to be for children, parents and staff.

Children at Hallam are aspirational and in general enjoy a wide range of experiences out of school. Parents have high expectations of their children and that the school will provide their children with opportunities to achieve academic success. Our curriculum is designed to provide these opportunities whilst ensuring children develop social and emotional awareness to equip them for life.

Hillsborough

Hillsborough School is a grade 2 listed building with two form entry to school and a three and four year old nursery. The Early Years unit is housed in a separate annex and operates as one unit while the rest of school is housed in the main building.

The school serves a wide and varied community with over 30 different languages spoken and no one predominant ethnicity in the school. Children eligible for FSM is above the national average and the school receive around £200,000 in Pupil Premium funding.

The school is Ofsted rated 'Good' with a section 8 inspection taking place in February 2020. The children achieve inline or above national outcomes and progress measures have been strong. There is a well-constructed curriculum in place. The school has a high percentage of mobility and this impacts across school life.

There is a Headteacher, three assistant Headteachers, one of which is shared with another Trust school, and a full-time SENCO. The school has a small inclusion team. It has a governing body that also serves Meynell and Southey Green School.

Meynell

Meynell Primary School is situated in the north of the city and serves a predominantly white British community. Meynell is a 2 form entry with an average of 480 pupils, including nursery. Nursery is housed in a separate building on the school site with a two year old provision for up to 40 pupils and a three to four year old provision for up to 104 pupils.

There is currently a Headteacher and three Assistant Heads, a full time SENCO and an Inclusion Team. There is a governing body in place which serves two of the other Trust schools.

The school is Ofsted rates "requires improvement" from the last inspection in September 2019. However, the school is making significant improvements at a pace. The school's ethos is Aspire, Believe, Explore, Achieve. As a school we set high expectations and our learners take pride, thrive and are proud to be a part of Team Meynell. We are very fortunate to have extensive outdoor grounds which are used and embedded into our curriculum which meets the needs of all our learners.

Southey Green

Southey Green are committed to giving our children the very best education. We recognise the individuality of every child and young person and aim to ensure that each one achieves their full potential. The curriculum is unique and personalised to Southey as it incorporates a range of key elements aimed to remove specific barriers to children's learning and enrich children's experiences to ensure that they leave our primary school as successful learners.

Our aim is that children leave our school:

As responsible members of society.

With curious minds and a developing understanding of the world around them.

Articulating ideas while being respectful and considerate of others views.

With raised aspirations – children are ready to take on new challenges.

Literate and numerate.

The school was inspected in October 2021 and was graded 'Good' in all areas. Ofsted stated that 'Pupils are happy, keen and engaged. Pupils, staff, parents and carers appreciate the family feel of the school.' Pupils said, 'School is just marvellous.' Staff have high expectations and aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations; they are ever mindful of being 'Ready, Respectful and Responsible'. They have positive attitudes to learning and enjoy all that they do.

The school has a 32 place two year old provision and a three/four year old nursery with a 78 place capacity often giving 156 children on roll in the nursery. The Senior leadership team is made up of a Headteacher, six assistant Headteachers, and an inclusion lead. It also has a large Inclusion/SENCO team. This is the third school who have a joint governing body.

Wisewood

Wisewood

Wisewood Primary School is a caring, inclusive and welcoming one form entry school providing education for children aged 4 to 11. Our ethos of **Aspire, Believe, Contribute** underpins everything that happens in our school and we work collaboratively to ensure that all our children are happy, safe and confident to be the best that they can be. Wisewood children **aspire** to excellence, **believe** in themselves and **contribute** to the community.

Aspire: To know the full range of opportunities available to them and be confident they can achieve them.

Believe: To believe in themselves, celebrate successes and show the resilience they need to overcome adversity.

Contribute: To acknowledge the value and role they play in school and the wider community and to recognise the social and cultural diversity of modern Britain where they respect the thoughts and beliefs of others.

The school was inspected in March 2022 and was graded 'Good' in all areas. Ofsted stated that:

- "Parents and carers are overwhelmingly positive about the school;"
- "Staff have created an environment that facilitates effective learning and takes account of the needs of all children;"
- "Pupils enjoy school, are tolerant and respectful and have a good understanding of diversity."
- "Staff care deeply about the well-being of pupils and pupils trust staff implicitly."

As a small school in a close-knit community we are able to ensure that each pupil is recognised and celebrated for their individual qualities and achievements, and work in partnership with parents and the wider community to build positive relationships that help to develop healthy and happy children. We look forward to welcoming you to our school community.

Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none">• Securing high levels of attendance and low levels of persistent absence• Ensure safeguarding policies and practices operate effectively• Build relationships further between schools and vulnerable families• Further focus on vulnerable learners to reduce suspensions and exclusions• Close the attainment gap between disadvantaged learners and other learners.
Outstanding Outcomes	<ul style="list-style-type: none">• Improving the quality of education in each school• Provide learning in every classroom for every learner that is at least good and addresses each learners need• Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none">• Actively communicate and engage with all stakeholder groups• Continue to ensure best value and use of all resources• Develop revenue raising opportunities• Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none">• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience• Develop a succession plan with an emphasis on executive leadership• Further develop our approach to staff wellbeing.

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

The Role

The Board of Trustees are seeking to appoint a **Temporary Behaviour Intervention Worker** to join Meynell Primary School as soon as possible.

Salary Range:	Grade 4 – SCP – 7-12 £22,369 - £24,496
Responsible To:	Headteacher
Responsible For:	
Hours of Work:	37 hours per week, 39 weeks a year
Holidays:	N/A
Benefits:	<ul style="list-style-type: none">• Salary Sacrifice Car Scheme• Cycle to Work Scheme• Discounted membership for Westfield Health• Occupational Health• Wellbeing Programme• Continuous CPD and Training.

The Person

The successful candidate will demonstrate the following:

Main Duties and Responsibilities

1. To provide, with guidance, re-active support to pupils who are fixed term excluded within the school setting.
 2. To assist in the management of behaviour in line with school policies and procedures.
 3. To support the curriculum and intervention strategies in relation to behaviour.
 4. Support the development of literacy and numeracy skills of pupils who are fixed term excluded or are at risk of exclusion.
 5. Liaise with staff to provide curriculum work for pupils.
 6. Implementation, with support, individual behaviour programmes.
 7. Provide re-integration support to pupils when returning to the mainstream classroom.
 8. Work with other professionals in a team, especially the Lead Professional in Secondary schools and nominated member of staff in Primary schools.
 9. Maintain links with the BEST manager to provide pupil information.
- When no exclusions occur in school;
10. With support liaise with families and carers whose children require additional support.
 11. Work with others, as part of a team e.g. Learning Mentor to provide free-time activities e.g. lunchtime clubs, break activities.
 12. Contribute to the protection of pupils (in line with the LEA's Child Health and Safety regulations and School Policy).
 13. Contribute to the Health and Safety of Pupils and other staff in accordance with Health and Safety Regulations and School Policy.
 14. To participate in the system of Appraisal and Performance Management and undertake any necessary personal training and development.
- Any other duties and responsibilities appropriate to the grade and role
All the above duties and responsibilities to be carried out in accordance with Tapton School Academy Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.



How to apply

Applications for this role are via the TES website.

- TES website - <https://www.tes.com/jobs/>
- Meynell Primary School Website
- **The closing date for applications is Tuesday 6th December 2022 at midday**
- **Interviews will be on Tuesday 13th December 2022**