



ST JAMES'S
CHURCH OF ENGLAND HIGH SCHOOL
CARING FOR OTHERS + ACHIEVING EXCELLENCE

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Headteacher: Mrs T. Lewyckj B.Ed. M.Ed. NPQH

Dear Applicant

Thank you for your interest in our current vacancy for a Behaviour Intervention Manager at St James's.

The role is to start from September 2017 subject to the necessary clearances being received.

This is a newly created role to manage behaviour intervention at St James's. Here at St James's, behaviour is outstanding, however, some of our young people need extra support to bring their behaviour into line with our school ethos. We carefully monitor all pupils in each lesson on their behaviour for learning and the enclosed sheet shows both the system we use and the average scores for the current school year to date. We hope this gives you more of an understanding of behaviour at St James's. Whilst the focus of this new role in the first instance will be to work directly with children who make poor behaviour choices we hope that over time the post holder will be able to have an impact on reducing the number of pupils making these poor choices. In turn we hope this may enable the post holder to become involved in other areas of our school too as part of their own personal development.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then St James's is a good place to be.

We were judged as outstanding (December 2011) by Ofsted and SIAMs Inspection (December 2016). We were also delighted to be designated a National Teaching School in September 2013. We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on the school website along with general information for candidates under the vacancies section and an application form to download. If you have any questions once you have looked at the website and job description /person specification please contact Sharon Wardle, School HR Officer.

You should be aware that the Governors of St James's CE High School are currently exploring becoming a Multi Academy Trust in the future. Initially, the MAT would include two other local schools, Canon Slade and Bolton St Catherine's. Canon Slade and St James's (both judged outstanding by Ofsted and SIAMs) are applying for conversion to academy status and will form the MAT then will look to sponsor Bolton St Catherine's (currently RI).

We have thought long and hard about these next steps in our development and believe that by moving to a MAT will be the right decision to take on a number of levels. Firstly, we have a moral obligation to support other schools and we have been doing this since 2013 as a National Teaching School, working alongside the Bolton Learning Alliance. Secondly, we wish to have control of our own destiny and set the agenda for our school and others to achieve the best for all our pupils and staff within a local context. In addition, the new formula funding indicates further reductions in finance for schools and therefore we explore ways in which we can make savings by working more closely together. Finally, as a family of Church of England schools we believe we can share best practice within the MAT, offer more opportunities to pupils and staff and continue to create an educational environment which celebrates the uniqueness of every child.

If the school does establish a MAT, then all employees of St James's CE High School will be employed by the new MAT. If you are successful in your application for this position, depending on your timing of your appointment you will transfer to the new employer or be directly employed by the MAT. However, our offer is not dependant on the MAT being established and if for any reason the MAT is not established you will be employed by St James's CE High School



To ensure that your application is considered, it is essential that all sections of the application form are completed in full. Please submit a supporting letter up to two sides of A4 paper showing how you meet the requirements of the person specification. CV's are not accepted.

I look forward to receiving your application by the closing date in the advert. It can be emailed to recruitment@st-james.bolton.sch.uk or alternatively if you wish to post a hard copy, please mark for the attention of Miss S Wardle, School HR Officer. We request you only submit your application in one format, please do not send an electronic version and a paper version.

Please ensure you provide an up to date email address with your application as we usually contact candidates electronically rather than by post on most occasions.

If you have not been contacted within ten days of the closing date please assume your application has been unsuccessful. Whatever the outcome, we thank you for the interest shown.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tania Lewyckyj', with a stylized flourish at the end.

Tania Lewyckyj
Headteacher



ST JAMES'S

CHURCH OF ENGLAND HIGH SCHOOL

CARING FOR OTHERS + ACHIEVING EXCELLENCE

Behaviour Intervention Manager

Required from September 2017

Permanent Contract

Grade 7 Points 29 to 33, £25,951 to £29,323 per annum pro rata

37 hours per week

**8.00am - 4.00pm Monday to Friday (3.30pm finish Friday)
during school term time only plus 3 days**

Actual salary: £21,805 to £24,638

Are you looking for a new challenge? Here at St James's we have just created a brand new role for a Behaviour Intervention Manager and are looking for an innovative person to join our dedicated and committed Pastoral Team from September 2017. As this is new role there is a real opportunity for you to shape how the role develops in the future.

The role will involve working with the Senior Leadership Team and Heads of Year to deliver pastoral care in order to remove barriers to learning. Duties will involve managing the school's on call system, running break and lunch time isolation groups and dealing with inappropriate behaviour according to school policy.

If you are emotionally intelligent, resilient and want to make a real difference to the lives of young people we would love to hear from you. The ability to develop a range of approaches to assist in promoting positive behaviour in young people is essential.

This is an exciting opportunity to develop professionally by joining our forward thinking, dynamic, successful and oversubscribed school. We base our work on a strong Christian ethos, value the contribution made by all and deliver high quality learning experiences within a caring environment. At St James's, we are *all* learners and constantly aim high in all that we do. We are delighted to have been awarded Teaching School status in September 2013 and strive to develop ourselves and others. Our school has been judged as outstanding in December 2011.

St James's is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. Successful candidates are subject to an enhanced DBS disclosure.

For further details, including how to apply, please contact the school on 01204 333000 or visit our website www.st-james.bolton.sch.uk

Applications must be returned by Friday 23rd June 2017 8.30 am and can either be emailed to recruitment@st-james.bolton.sch.uk or posted to St James's CE High School, Lucas Road, Farnworth, Bolton BL4 9RU.

Interview date to be confirmed but anticipated to be 29th or 30th June

**ST JAMES'S CHURCH OF ENGLAND SECONDARY SCHOOL
JOB DESCRIPTION**

Behaviour Intervention Manager

Grade 7

(subject to job evaluation)

SCP 29 to 33

37 hours per week during school term time only plus 3 days
including the September training day and two others in the holidays

Hours of work 8.00am - 4.00pm, with 3.30pm finish on Fridays

Responsible to: Assistant Headteacher (Pastoral)

Line Manager to: Pupil Welfare Supervisors

Main Duties

To have an excellent understanding of the school curriculum and pastoral care provision in order to remove barriers to learning.

To promote the ethos of St. James's, a set of expectations at the core of our reward and sanctions policies.

To operate within agreed legal, ethical and professional boundaries when working with young people. This includes maintaining confidentiality within appropriate policies.

To carry out administrative tasks to facilitate the effective operation of the schools behaviour management system and the work of the pastoral team.

Sanctions

- To manage lesson by lesson the school's 'on call' system.
- To provide a point of referral for staff concerned by a student's behaviour, or by a student committing misdemeanors.
- To take action to ensure that inappropriate behaviour is not allowed to impede achievement at the time of incident.
- This may include the withdrawal and re-integration of pupils, developing effective 1:1 mentoring and other supportive behaviour intervention strategies including encouraging them to engage in out of hours school learning and development opportunities.
- To take accurate witness statements and collect accurate information for appropriate sanctions to be actioned and share these findings with other relevant professionals
- To supervise pupils who have been placed in internal isolation over break and lunch time.
- To lead to the school's pastoral detention rota.

Rewards

- Create a management system and be the gatekeeper on behalf of the HoY on the newly formed whole school rewards system.
- To contribute to the support, guidance of students and to the development of specific intervention programmes aimed at enhancing the behaviour and the motivation of individual and groups of students.

Administrative /Management Duties

- To establish in the first instance and subsequently lead a pattern of day-to-day liaison with HoY and AHT for Pastoral, so as to ensure the early identification of pupils who are displaying inappropriate behaviour and impeding on their own and others learning and progress.
- To establish in the first instance and subsequently lead a pattern of day-to-day liaison with HoY and AHT for Pastoral, so as to ensure the rewarding of pupils who are 'Caring for Others & Achieving Excellence'.
- To communicate with parents/ carers and staff on day-to-day sanctions and rewards.
- Ensure that the relevant pastoral data is effectively and consistently distributed periodically.
- Update and circulate daily to staff the spreadsheet for attendance, punctuality, lesson monitor and rewards.
- Update and circulate weekly to staff the pastoral concern level spreadsheet.
- Ensure that the pastoral notice boards and rewards notice boards are maintained with up to date and current information.
- Assist in the organisation of pastoral activities and competitions.
- Attend and contribute to the development of pastoral care at half termly pastoral meetings and weekly pastoral briefings, including any necessary training responsible for development and referrals within the school. This may require additional formal training in order to be qualified to guide pupils and staff on these issues.
- To attend meetings when required representing the school with outside agencies e.g. Bolton Behaviour Support.
- To line manage pupil welfare staff.

Other duties

To act as a first aider

Safeguarding of children and young people

- The post holder is responsible for promoting and safeguarding the welfare of all children and young people he /she comes into contact with

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

PERSON SPECIFICATION

Job Title

BEHAVIOUR INTERVENTION MANAGER

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
Skills And Competency	
1. Ability to work effectively within a team environment.	Application Form/Interview
2. Ability to build effective working relationship with all pupils and colleagues and demonstrate a high level of emotional intelligence.	Application Form/Interview
3. Knowledge and proven skills in managing challenging behaviour across the secondary age range /young adults.	Application Form/Interview
4. Ability to work with pupils at all levels regardless of specific individual need.	Application Form/Interview
5. Demonstrable experience in developing a range of approaches to assist in engaging with young people/difficult to reach groups and the ability to encourage them to engage with the learning process.	Application Form/Interview
6. Ability to adapt own approach in accordance with pupil needs with demonstrable experience of this in previous roles.	Application Form/Interview
7. Ability to promote a positive ethos and role model positive attributes.	Application Form/Interview
8. Ability to identify potential barriers to learning and develop strategies to overcome these	Application Form/Interview
9. Excellent English/ Literacy skills to enable factually correct written reports.	Application Form/Interview
10. Excellent communication skills – both written and verbal. Often dealing with sensitive information in a range of one to one and meeting settings.	Application Form/Interview
11. Highly developed interpersonal skills to form constructive relationships with disaffected pupils and their parents/carers in a potential conflict and challenging situation.	Application Form/Interview
12. ICT skills to at least intermediate level – effective use of ICT to support learning, to interrogate data and generate reports e.g. the use and design of reports, spreadsheets, research. Further training can be provided.	Application Form/Interview
13. Record keeping skills and the ability to create, develop and evaluate compliant systems.	Application Form/Interview
14. Ability to work under own initiative and independence in a positive and solution-focused manner. The judgement of when child protection issues require immediate referral is essential.	Application Form/Interview
Knowledge/Experience/Qualifications/Training etc	
1. English and mathematics GCSE A – C or equivalent.	Application Form/qualifications
2. 2-3 years effective experience of working with young adults and their families, or a related degree and 1 years direct relevant experience.	Application Form/Interview

3. A comprehensive knowledge and experience of delivering a range of behaviour intervention techniques.	Application Form/Interview
4. Understanding of inclusion within a school setting.	Application Form/Interview
5. Working knowledge of relevant policies/codes of practice/legislation or best practise.	Application Form/Interview
6. Ability to contextualise the national curriculum and other learning programmes to promote effective behaviour for learning.	Application Form/Interview
7. Working knowledge and understanding of principles of learning styles and independent learning.	Application Form/Interview
8. Experience of delivering group programmes and making formal presentations to colleagues.	Application Form/Interview
9. Previous CPD training related to strategies for dealing with challenging pupils.	Application Form/Interview

Work Related Circumstances	
<i>To attend relevant out of hours training and events.</i>	Interview
<u><i>Safeguarding of children and young people- all school posts</i></u>	Interview
<i>The post holder is responsible for promoting and safeguarding the welfare of all children and young people he /she comes into contact with.</i>	

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS	METHOD OF ASSESSMENT
Skills/Knowledge/Experience	
1. Experience working with children/young people and their families in a relevant secondary school environment.	Application Form/Interview
2. Graduate qualifications or equivalent ideally in a related field. (At stage 1 a degree and 1 year relevant experience or NVQ 2/3 and 2-3 years experience)	Application Form/Interview
3. Recognised Counselling qualification	Application Form/Interview

PASTORAL STRUCTURE 2017/ 2018

J Whittaker
Assistant Headteacher i/c of Pastoral Care

R Hogg
Behaviour Intervention Lead

L Hancock
HOY 7

C Newbury
HOY 8

M Quinn
HOY 9

C Schofield
HOY 10

M Batty
HOY 11

Behaviour Intervention Manager

M Greaves
Welfare

M Amos
Welfare



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1	ACADEMIC		Outstanding Consistently very good contribution/work Excellent attitude to learning	Completes work to the best of their ability Excellent in whole class activities and/or group work Displays excellent independence in learning Supports others in an activity Excellent attitude promotes/encourages learning
2			Good Good contribution/work Positive attitude throughout the lesson	Completes work to a good standard Contributes to whole class activities and/or group work Engages fully with all tasks Respects the learning of others
3 ★			Coasting No obvious behavioural issues but standard of work produced is below expectation	Standard of work produced is below expectation Minimal or no contribution in whole class activities and/or group work Uses distraction tactics to avoid work Unable to answer teacher's questions due to lack of focus
4	BEHAVIOUR		Poor Poor contribution/work rate/doesn't respond to warning Inconsistent behaviour/attitude to learning	Has to be reminded to remain on task Easily distracted Behaviour impacts on the learning of others Does not respond to warnings
5 ★			Very Poor Application/work rate a real concern Consistently poor behaviour/attitude to learning	Deliberately disrupts the learning of others Ignores teachers instructions Completes little or no work Chooses not to engage in lesson activities Sent out/to HOD

Since the start of the academic year, the % of how many lessons are valued as:

LESSON MONITOR 1 – 16.8%

LESSON MONITOR 2 – 80.6%

LESSON MONITOR 3 – 2%

LESSON MONITOR 4 – 0.5%

LESSON MONITOR 5 – 0.06% (6 in every 1000!)