

Lightcliffe Academy

# Recruitment Application Pack

Behaviour Support Worker

Ref: JAN20242187

  
**Lightcliffe**  
ACADEMY

A member of

  
**ABBNEY** MULTI  
ACADEMY  
TRUST

A young woman with braided hair, wearing a school uniform consisting of a grey sweater, a white collared shirt, and a blue and white striped tie, is smiling warmly. The background is a bulletin board filled with various colorful papers, photos, and drawings. The entire image has a soft blue overlay.

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# Welcome

Dear Colleague,

Thank you for your interest in this vacancy at Lightcliffe Academy.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

## *To work in partnership to Educate, Nurture & Empower*

*Our vision is that each of our academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.*

*We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies as distinctive schools. The framework will strive to maintain academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.*

*If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Abbey MAT has to offer.*

*We look forward to meeting you and reading your application.*



**Helen Pratten & Catherine Garrett**  
Co-Chief Executive Officers

# Welcome

Dear Colleague,

Thank you for your interest in this role at Lightcliffe Academy.

In this pack you will find information that will inspire you to join our team, including details of the role and an insight into our ethos, approach and the high aspirations we have for ourselves and our students.

Lightcliffe Academy has recently moved into the next phase of its improvement journey. As a member of Abbey Multi Academy Trust we aim to provide the best possible environment for staff, students and the community we serve. Together we are both realistic about the challenges ahead, but unswerving in our commitment to tackling them with pace and confidence to achieve rapid change.

The academy has a dedicated and talented team who are committed to achieving the very best for our students. We are working hard to further unlock the potential in Lightcliffe Academy as well as further developing our capacity through the appointment of new members of staff.

Joining us at this exciting time presents a career defining opportunity. We have solid foundations in place that will take us to "good" at next inspection, which will be an incredibly rewarding experience for everyone involved. All staff will benefit from a bespoke CPD offer as well as opportunities to work closely with colleagues in the Abbey Multi Academy Trust. Most importantly, our students will flourish and have a wealth of opportunities available to them.

If you are seeking a truly distinctive role within a unique environment, please arrange to visit us to see first-hand what Lightcliffe Academy and Abbey MAT have to offer.

We look forward to meeting you.

Paul Cooper  
Executive Principal

Jo Hackett  
Head of School

*The focus on character curriculum at Lightcliffe, and the opportunities available to me outside of the curriculum, have really helped me grow in confidence*

Student



|                            |  |
|----------------------------|--|
| <b>Position:</b>           | <b>Behaviour Support Worker</b>              |
| <b>Nature of contract:</b> | <b>Permanent</b>                             |
| <b>FTE salary:</b>         | <b>B3 SCP 7-11 £24,294 - £25,979</b>         |
| <b>Working hours:</b>      | <b>Term Time only plus 5 days (39 weeks)</b> |

Are you passionate about providing a high-quality, inclusive education? Are you looking to join a dedicated Academy Trust that genuinely invests in and develops their staff? Then apply today to join **Lightcliffe Academy**.

This is an exciting time for Lightcliffe Academy as it moves into the next phase of its improvement journey.

As a new member of staff, we will nurture, challenge and support you. The post offers an opportunity to join an experienced team where creativity, innovation and the ability to work collaboratively is valued.

We are looking for dedicated and enthusiastic individuals who can:

- Support students with behaviour in lessons and around the school.
- Support with the lesson removal system (Session Manager/On call) and supervise withdrawn students.
- Undertake the supervision of detentions.
- Establish positive working relationships with vulnerable students and their families in order to support their needs in school.

You will be:

- A highly motivated and hard-working individual
- A team-player who can develop positive relationships with children, families and colleagues
- Someone who will support the Trust's Christian ethos as well as our shared mission and values

What our Trust can offer:

- Friendly, welcoming academies with a strong Christian ethos
- Enthusiastic, well-motivated colleagues
- A 24/7, confidential employee assistance programme providing support and counselling for home-life and work-related issues, financial and legal support, specialist information and support for managers,
- Free secure onsite parking
- Membership of a pension scheme

Abbey Multi Academy Trust is a Trust consisting of eight academies (three secondary, five primary) in the Anglican Diocese of Leeds and in the geographical areas of Leeds and Calderdale. All academies share in the Trust's mission to work:

*In Partnership to Educate, Nurture and Empower*

For more information about us or our academies visit [www.abbeymat.co.uk](http://www.abbeymat.co.uk).

Find out about more about Lightcliffe Academy by visiting [www.lightcliffeacademy.co.uk](http://www.lightcliffeacademy.co.uk). The academy safeguarding and child protection policy is available [here](#).

Visits to our school to meet the team and experience our wonderful atmosphere are warmly welcomed and encouraged. These can be arranged by contacting Stephanie Hardaker via [shardaker@lightcliffeacademy.co.uk](mailto:shardaker@lightcliffeacademy.co.uk). If you have questions about the recruitment process, please email [recruitment@abbeytrust.org](mailto:recruitment@abbeytrust.org).

*Abbey MAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced Disclosure and Barring Service check.*

*We promote diversity and want a workforce which reflects our communities.*

ADVERT

## How to apply

Please apply via the advert on the Trust vacancies page. All applications are submitted electronically. CVs are not accepted.

Closing date: 9am on 8 February 2024

Interview date: 23 February 2024

You are advised to submit your application at the earliest opportunity. Applications can only be submitted up until the closing date. The Trust reserves the right to close vacancies early if sufficient suitable applications have been received.

We will contact shortlisted candidates soon after the closing date with details of the interview and selection process.

Please note, where a role involves engaging in regulated activity relevant to children, it is an offence to apply for the role if you are barred from engaging in regulated activity relating to children.

In order to access our application form, you will be asked to first confirm that you have a right to work in the United Kingdom.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children. Any relevant information declared will be discussed and considered at interview before the DBS certificate is received.

Shortlisted candidates will also be the subject of online checks in accordance with Keeping Children Safe in Education.

All offers of employment will be conditional on a series of pre-employment checks in accordance with Keeping Children Safe in Education Guidance. Please ensure you can support the checks with correct documentation and evidence, prior to submitting your application.

You are advised to read the [Recruitment Guidance for Applicants](#) in full, prior to completing your application. This contains full details of the recruitment process as well as the pre-employment checks that will be undertaken.

|                       |  |
|-----------------------|--|
| <b>Job Title:</b>     | Behaviour Support Worker                           |
| <b>Salary Scale:</b>  | B3 SCP7-11   |
| <b>Working Hours:</b> | 37 hours per week term time plus 5 days (35 weeks) |
| <b>Reporting to:</b>  | Assistant Principal                                |

### **Overall purpose of the post:**

To support the school's behaviour strategy as part of the wider behaviour support team.

### **Key responsibilities:**

- Provide support with the lesson removal system (Session Manager / On call) and supervise withdrawn students.
- Support students with behaviour in lessons and around the school.
- Support staff in dealing with challenging behaviour.
- Undertake the supervision of detentions.
- Undertake supervision duties during the school day.
- To support the school's work to ensure good attendance and punctuality as required, including supporting at the school gate and late detentions.
- Establish positive working relationships with vulnerable students and their families in order to support their needs within school.
- Investigate incidents by taking statements, interviewing students and making recommendations to the Year Leaders.
- To develop restorative practices with the students in inclusion to ensure they are aware of the mistakes they have made and how they can prevent them from recurring.
- Support staff in improving behaviour, attendance and progress by working with designated groups and individuals as required.
- Support the Inclusion Manager in the internal inclusion room.
- Support and assist the wider behaviour support team as directed and as require
- Follow up safeguarding issues in line with school policies and procedures
- Establish working routines and maintain records/logs of casework and provide staff with requested information as required.
- To maintain a record of discussions with students, reporting to the relevant member of staff.
- To liaise with subject leaders for programmes of work for students to complete in inclusion.
- To challenge and motivate students to promote and reinforce high levels of self-esteem.
- To liaise with parents/carers when deemed appropriate to reinforce behaviour expectations of the school.
- To maintain appropriate records on Arbor and Classcharts, and report to the relevant staff.
- To attend meetings specific to behaviour management strategies and contribute to improving systems and procedures e.g., appropriateness of work set, amendments to procedures, improvements to learning environment and engagement of students.
- To work on improving student behaviour through:
  - Providing support for individual and small groups of students
  - Participating in appropriate professional development as provided by the Academy/Trust or external providers.

- Participating in performance management
- To ensure that most pupils make good progress and achieve well by:
  - Ensuring that the individual needs of pupils are well catered for.
  - Assisting in ensuring the level of challenge set for pupils is realistic and pupils are productive.

Abbey MAT responsibilities:

- Contribute to the overall aims and values of the academy and Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all academy and Trust policies and procedures including child protection, safeguarding, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- To safeguard and promote the welfare of children for whom you have responsibility, or come into contact, including adhering to all specified procedures
- To promote and adhere to principles underpinning equalities in terms of employment and service delivery to ensure that colleagues are treated, and services delivered, in a fair and consistent manner.

*The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in this role profile, but which is in line with the general scope, grade and responsibilities of the role.*

| Qualifications                               |   | Essential |   |   | Desirable |   |   |
|--|---|-----------|---|---|-----------|---|---|
| 1  | Recent, relevant professional learning and development.   | A         | R | I |           |   |   |
| 2  | Completion of, or working towards, additional professional qualifications relevant to this post.  |           |   |   | A         | R | I |
| Professional knowledge, skills and abilities |   | Essential |   |   | Desirable |   |   |
| 1  | Evidence of high expectations which inspire, motivate and support students  | A         | R | I |           |   |   |
| 2  | Knowledge and understanding of diverse range of potential barriers to learning, how to identify and address such issues.  | A         | R | I |           |   |   |
| 3  | Ability to lead, motivate and develop effective team working between students and staff to ensure common goals are met.   | A         | R | I |           |   |   |
| 4  | Knowledge of and ability to implement positive behaviour systems and procedures.  | A         | R | I |           |   |   |
| 5  | Proven ability to manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning.   | A         | R | I |           |   |   |
| 6  | Ability to communicate confidently and effectively with students, staff, parents/carers and relevant external agencies.   | A         | R | I |           |   |   |
| 7  | Understanding and practical experience of safeguarding policies and procedures to ensure students' well-being, in accordance with statutory provisions and policies.                                | A         | R |   |           |   |   |
| 8  | Knowledge of the wider educational context and national accountability frameworks   |           |   |   | A         | R |   |
| 9  | Confident in the use of ICT to maintain accurate student records and communicate information effectively to others.   | A         |   | I |           |   |   |
| 10   | Relevant training in place to become a designated safeguarding officer  | A         | R | I |           |   |   |
| 11   | Ability and willingness to train as first aider.  |           |   |   | A         |   | I |
| Experience and professional attributes       |   | Essential |   |   | Desirable |   |   |
| 1  | Significant experience of working in a similar role within a school/academy setting.  | A         | R | I |           |   |   |
| 2  | Substantial expertise in initiating and maintaining successful working relationships with students, teaching and non-teaching staff, parents/carers and relevant agencies                           | A         | R | I |           |   |   |
| 3  | Proven record of successful delivery of support to students to overcome barriers to learning both at a strategic and operational level resulting in improved outcomes and progression for students. | A         | R | I |           |   |   |
| 4  | An inspirational, caring practitioner with an ability to communicate effectively with others for the benefit of students.   | A         | R | I |           |   |   |
| 5  | Ability to reflect critically and respond to student and academy needs.   | A         | R | I |           |   |   |
| 6  | Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour.   | A         | R | I |           |   |   |

|   |  |                  |   |   |                  |  |  |
|---|--|------------------|---|---|------------------|--|--|
| 7   | Be resourceful and think creatively to anticipate and problem solve.   | A                |   | I |                  |  |  |
| 8   | Appropriate and effective professional relationships with all  | A                | I |   |                  |  |  |
| 9   | Foster an open, fair and equitable culture, managing conflict where necessary.   |                  | R | I |                  |  |  |
| 10  | Excellent interpersonal, written and oral communication skills   |                  | R | I |                  |  |  |
| 11  | Support for the Christian ethos of the Multi Academy Trust   | A                |   | I |                  |  |  |
| <b>Safeguarding and promoting the welfare of students</b> |  | <b>Essential</b> |   |   | <b>Desirable</b> |  |  |
| 1   | An appropriate motivation to work with children and young people   | A                | R | I |                  |  |  |
| 2   | Ability to maintain appropriate relationships and personal boundaries with children and young people                                     | A                | R | I |                  |  |  |
| 3   | Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline | A                | R | I |                  |  |  |

*The criteria will be evidenced as indicated*

*'A' refers to the candidate's application form and letter,*

*'I' to interview, and*

*'R' to reference*

*Candidates should address at least all items marked 'A'; referees are asked to comment on items marked 'R'.*

*Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.*

**Lightcliffe Academy**

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**Abbey Multi Academy Trust**

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