



## Behaviour Support Leader

together resilient ambitious caring



## Welcome from the Headteacher

Dear Candidate

Thank you for responding to our advert for the position of Behaviour Support Leader at Titus Salt School, I hope you find all the information you need in this booklet to support your application. I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued. After two years as Deputy Headteacher and due to the retirement of the previous incumbent I am incredibly proud to have been appointed to the role of Headteacher from September 2024.

I passionately believe that Education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Behaviour Support Leader to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and Ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple  
Headteacher





### Overview



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent

opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

### Senior Leadership Team (SLT)

Phil Temple	Headteacher	
Hannah McKenzie	Deputy Headteacher	Pastoral and Academic Progress
Richard Field	Assistant Headteacher	Quality of Education, Teaching & Learning
Simon Halliwell	Assistant Headteacher	Leadership & Management
Philippa Jervis	Assistant Headteacher	Inclusion
Max Robinson	Assistant Headteacher	Leadership & Management
Greg Trusselle	Assistant Headteacher	Behaviour & Attitudes
Alison Robinson	Assistant Headteacher	Quality of Education, Achievement

As a Senior Leadership Team, we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential.

### Senior Leaders

To support the focus on continued school improvement the Governing Body approved several Business Case proposals to increase capacity, plan for succession and meet the demands of the school's Recovery Plan. The roles and responsibilities include:

Amanda Dutton-Taylor	Senior Leader Leadership Development
Gemma Longbottom	Senior Leader SENDCo
Martyn Redhead	Senior Leader Director of Sixth Form
Mark Atkinson	Senior Leader Behaviour Operations





### Our ethos and values



Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

**together - resilient - ambitious - caring**

**“together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals.”**

We regard achievement and success as a broad scale, from participating in Sports Day and breaking school records to having 100% attendance, from achieving a personal best to being finalists in the Big Bang, from winning

the national First Story competition to attaining target grades and, on Examination Results Days, we are delighted to have so many happy pupils, proud parents, carers and members of staff celebrating the success of examination outcomes.

It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can.

Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: “staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community” (Ofsted March 2022).

We are very proud of our staff and pupils, especially the progress we have made. The role we are offering is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and valuing each other and the contributions made are highly valued.





### Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19<sup>th</sup> century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.

Over the moor above the school is Baildon. Once a small village, it now has a thriving population of 15,920, largely commuting into the nearby cities of Bradford and Leeds. The local landscape is one of natural beauty with the Yorkshire Dales only a few miles away. The school's catchment area encompasses Baildon, Shipley, Saltaire, Wrose and surrounding areas with a population of around 47,000.

### Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – Amelia Resourced Provision, of thirty places for pupils with moderate and multiple learning needs.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Baildon Glen, Christchurch Academy, Saltaire Primary, Shipley CE, Low Ash, Wycliffe and High Craggs. The school has been over-subscribed for many years; the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2024 we have a Year 7 of 257 pupils.





### **An Inclusive Ethos**

Titus Salt School (TSS) is much larger than the average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and Difficulties. In addition, there are 75 pupils in mainstream school with an EHCP with the highest level of need being ASD – 31 pupils have an EHCP and ASD as their primary need, 53 pupils have an ASD diagnosis and no EHCP and a further 40 pupils are on the Autism Pathway. The school has a strong ethos of inclusion and champions the principles of comprehensive education. On average, 75% of our Sixth Form pupils apply to university with students studying a broad range of specialism from Veterinary Science at Liverpool University to Economics and Management at the University of Oxford. We also encourage students to apply for Apprenticeships as an alternative route after Sixth Form and recently we have had students gain apprenticeships with various companies including Rolls Royce and GCHQ.

The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures, at the November collection point, have been 0% prior to the impact of COVID-19 and for 2023 was 1.0% - the two pupils were non-PP. Success at Titus Salt School is for all children and young people to achieve.

### **Amelia Salt Centre**

Our Amelia Salt Centre houses our Special Educational Needs Centre, Caroline Salt Centre, Support for Children in Care (CIC) and our Resourced Provision (RP) for pupils with a range of learning difficulties; this was originally a fifteen-place provision but due to its success and the growing demand across the District for mainstream specialist places our RP has increased capacity to a thirty-place setting with demand for it to increase still further.

### **Mary Salt Centre**

The Mary Salt Centre was established in September 2023 as a Nurture provision for pupils in Years 7 and 8 with additional needs and emerging SEND. The focus is on supporting pupils to make an effective transition to the demands of learning in a mainstream secondary school setting. A significant part of the curriculum mirrors mainstream curriculum with elements that are bespoke. The aim is to meet learning need and accelerate this, so pupils on the Nurture programme have opportunities to develop and access mainstream as they progress through the school.

### **Helen Salt Centre**

The Helen Salt Centre is a provision established in September 2023 as part of a partnership programme with Bradford Local Authority aimed at pupils who present with Emotionally Based School Avoidance/Refusal (EBSA/R). The school has a strong partnership with Bradford's Medical Needs and Hospital Education Service (MNHES) which has a provision based in Shipley. The aim is to provide pastoral and academic support for children and young people who have anxiety and other mental health conditions. For many of these children and young people school is a trigger for anxiety, so our work is bespoke and incremental.





### School Organisation



At present our structure provides 94 members of staff in support and 104 teaching staff including the Headteacher, one Deputy Headteacher and six Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, we have 4 Senior Leaders. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are ten faculties: English, Mathematics, Science, Modern Foreign Languages, DEFT (Design, Engineering, Food, Technology), PE and Outdoor Education, The Arts, Humanities, CBEM (Computing, Business, Economics, Media) and Social Sciences.

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.

### School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of our children and young people. We already have in place:

Admin Operations Manager Admin Assistant (6) Health Care and Pupil Welfare Leader Attendance Safeguarding Manager Attendance Safeguarding Officer (2) Business Operations Manager Computing and Media Faculty Technician Display Technician Finance Manager Procurement Officer Data Operations Manager Data Officer with Exams Support	Data Officer with Timetabling Exams Officer HR Operations Manager HR & Careers Admin Assistant Cover Supervisor (3) IT Operations Manager IT Operations Technician (2) Lettings Supervisor PA to Headteacher/SLT and Governor Link SEND Officer Science Technician (3) Technology Technician (2)
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### The School Today



In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21<sup>st</sup> Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and laptops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all-weather pitch with access and lighting for community use as well.

We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud

of our academic record and our achievements across a wide range of sporting and extra-curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all members of staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils and students have received commendations from Examination Boards at GCSE and A level; pupils have been placed amongst the first five in the country for a range of subject and the majority of our Sixth Form students go on to higher education.

Titus Salt School is an inclusive school and significant investment has been made to develop provisions and resources to target needs. This ensures learning needs are met and that we are ambitious for them and their future. Being inclusive brings challenges in comparison to national benchmarks. We firmly believe meeting individual needs is more important than constructing systems to chase headline figures.

### The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Benchmarking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeder schools.





### Key Stage 3

The Key Stage 3 curriculum is developing as a three-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Learning have been either adapted or re-written to focus on a model of "Competency" to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spirals curriculum.

All pupils' study:

Science, English, Mathematics, Numeracy (Year 7), History, Geography, French or German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development.

Our approach to changes at KS3 has been to build on the incremental changes already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and our Literacy Leader within the English Faculty is developing accelerated learning opportunities. In addition, many of our pupils struggle with the ability to understand and work with numbers which is why in September 2018 we introduced numeracy as an additional lesson for pupils in Year 7 within Maths.





### Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language, but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, Food Technology, Design, French, Spanish and German. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we are introducing unitised certification and Entry Level Qualifications throughout the curriculum.



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STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

### Sixth Form – Denys Salt Sixth Form Centre

The KS5 leadership team rigorously monitors the progress of each individual student and has established high expectations supported by mentor programmes and quick response systems to support underachievement. This is clearly understood by students, parents, carers and members of staff and has proven very effective. Examination performances this year have seen our grades at A\*– A above the national average at 27.88% and our A\*– B grades at over 50%. Progress outcomes for GCSE English and Maths retakes continue to show improvement; in Maths, students improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a Director of Sixth Form and a Sixth Form Manager who closely monitor student progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure students are on track to be the best they can be; they also have responsibility for student wellbeing and we are very proud of our pastoral support given to students.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Criminology, Product Design, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.





### Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving into our new school, we have had annual productions including Joseph and his amazing technicolour dream coat, Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing; our PE Faculty was revised in 2015 to include Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we became a DofE Direct Licensed Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.





Information for candidates



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## Application Process

**Post:** Behaviour Support Leader

**Scale:** Band PO1 (SCP 27-30) 37 hours per week, term time only + 5 days

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

**Closing Date for applications: 9:00am on Tuesday 11 March 2025**

Please return all applications to:

Jane Collett  
HR Manager  
[col@titussaltschool.co.uk](mailto:col@titussaltschool.co.uk)

**Selection Process: on Tuesday 11 March 2025**

**Interviews will take place on Thursday 20 March 2025**

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

**We look forward to receiving your application**



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## Job Description

**Post: Behaviour Support Leader**  
**Scale: Band PO1 (SCP 27-30) 37 hours per week, term time only + 5 days**

The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors
- Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

### General Remarks

- The Behaviour Support Leader alongside other managers within the support staff structure form part of the leadership of the school and have clear responsibilities in supporting its core function
- In conjunction with other support staff managers, they contribute to whole school policy decisions on the provision of a coherent educational experience for all
- Support staff managers support our positive ethos by providing and developing relevant and effective organisation of systems within their responsibility area that impact on the effective operations of the school
- In addition to the broad objectives and more specific tasks outlined below support staff managers bear some responsibility for the conduct of staff both within their managerial area and more generally within the school
- Support staff managers support other school Leaders in curriculum development and teaching and learning initiatives



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## Job Description

### Purpose

- To manage the day to day running of Time Away from School Community (TASC) and the school's On Call system
- Responsible for TASC by booking management (including supporting vulnerable pupils) and the provision of work for pupils
- TASC administrative duties including collection of statistical data for analysis and presentation to, for example, Governors Behaviour & Attitudes Committee
- To oversee the central point for on-call incident management including class chart logging, hot spot and faculty removal management, incident investigation and support with outcome process and collation of statistical data and analysis for on call incidents
- To plan and manage the delivery of interventions and reflection time for pupils in TASC and to monitor the effectiveness of these
- To plan and manage the delivery of planned behaviour interventions including workshops and mentoring aimed at pupils who regularly are struggling to meet our behaviour expectations. To monitor the effectiveness of these interventions
- To support the school's Anti-Bullying Strategy including overseeing and co-ordinating anti-bullying behaviour interventions in accordance with the school's anti-bullying policy
- To support the drive for improvements in levels of attainment, achievement, attendance and progress for pupils identified for support through TASC
- To manage other managerial or school operations areas at the discretion of the Headteacher, taking notice of training undertaken or by providing it and taking consideration of appropriate safety factors

### Leadership

With the support of the SLT link, provide dynamic and inspirational leadership to develop and implement key subject and whole school initiatives by:

- Disseminating and communicating key information to team members
- Holding a thorough overview of the workings of different teams to ensure consistency of approach and standards
- Holding high expectations of different teams, leading meetings and setting appropriate but demanding targets whilst identifying and sharing good practice
- Planning strategically to address the department and individual development issues
- Participating in maintaining and developing a positive ethos in the school

### Line Management

- To meet regularly with individuals and teams, in line with the expectations of the SLT link, to ensure a clear focus
- To participate in the development of the school by contributing to relevant committees and working parties
- To be responsible to the Headteacher through the SLT link

### Supervision and Guidance

Under supervision of senior members of staff but expected to exercise considerable initiative in performing delegated duties, seeking the necessary advice where appropriate.



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## Job Description

### Range of Decision Making

Decisions not always within established practices and procedures, using some judgement frequently covering new ground. Expected to take initiative in the development of new administrative procedures to meet changing requirements and improvements in quality. The post holder will be expected to use good common sense and initiative in all matters.

### Responsibility for Assets, Materials etc

Be responsible for the selection and management of resources, including management of a budget and regular audit of resources. To maintain the confidential nature of information relating to the school, its pupils, parents and carers. Responsible for the safe keeping of office equipment and computers hardware and software and for ensuring that computer data is backed up to the agreed schedule, ensuring compliance with the requirements of GDPR.

### Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

### Responsibilities

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with teaching and support staff, to support achievement and progress of pupils
- Attend and participate in regular meetings, share expertise and skills with others
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of expertise and use these to advise and support others

### Appraisal and CPD

To support CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the School Development Plan and with regard to individual needs and aspirations
- Involvement in the Professional Development Review systems and processes
- Overseeing the effective induction and development of new staff
- Participating in staff development schemes as implemented by the school
- Exploring opportunities to extend own personal development



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## Job Description

### Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School



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## Personnel Specification

**Post:** Behaviour Support Leader  
**Scale:** Band PO1 (SCP 27-30) 37 hours per week, term time only + 5 days

Key: A = assessed at application I = assessed at interview T = assessed through selection processes

Requirement	Attributes and how demonstrated	
<p><b>Developing Self and Working with Others - Qualifications and Training</b>            To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement includes our pupils, staff, governors, parents/carers and members of the community. Our aim is to build a professional learning environment that enables others to achieve. In addition there has to be a clear willingness to learn from others.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>GCSE or Equivalent in English and Maths. (A)</li> <li>Excellent standard of IT skills (A, I)</li> <li>Evidence of continuing professional development and a willingness for further development as appropriate. (A, I)</li> <li>Clear understanding of the requirements of academic and pastoral provision at all Key Stages. (A, I)</li> <li>Demonstrate excellent working relationships. (I)</li> <li>Acknowledge the responsibilities and celebrate the achievements of individuals and teams. (A,I)</li> <li>Able to balance work and personal life; is considerate of the wellbeing of others. (A,I)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Other relevant professional qualifications. (A)</li> <li>Qualifications relating to Learning Support, Health, Social Work, Childcare, Youth work. (A,I)</li> </ul>
<p><b>Shaping the Future – Experience</b>            It is critical to have the skill and ability necessary to work with a range of teams when developing a shared, strategic vision and contributing to action plans which inspires and motivates pupils, staff and other members of the school community; leading to increased levels of attainment, achievement and progress.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Recent relevant experience of working with pupils who demonstrate challenging behaviours. (A)</li> <li>Experience of identifying and working with target groups of pupils to achieve outcomes above expectations. (A, I)</li> <li>Experience of examination processes and other assessment systems and processes. (A, I)</li> <li>Experience of creative solutions to underachievement or engaging the 'hard to reach' (A, I)</li> <li>Ability to communicate effectively with pupils, staff and parents/carers. (A, I)</li> <li>Experience of working in a demanding environment where an ability to prioritise is essential. (A,I)</li> <li>Ability to communicate effectively. (A, I)</li> <li>Experience of working sensitively and effectively with a range of staff at different levels. (A, I)</li> <li>Experience of working with, and offering guidance to staff. (A)</li> <li>Good organisational skills and have the ability to perform tasks that require attention to detail. (A, I)</li> <li>Knowledge of using pupil performance data to inform planning and target setting. (A, I)</li> <li>Experience of working sensitively and effectively with a range of staff and parents/carers in support of achieving best outcomes for pupils. (A, I)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Broader experience with working with young people to overcome barriers to learning both in and out of school (A)</li> <li>Experience of working with pupils with mental health needs (A)</li> </ul>



## Personnel Specification

Requirement	Attributes and how demonstrated	
<p><b>Special Knowledge - Learning and Teaching</b> To make significant contribution to the provision of effective learning and teaching. The Behaviour Support Leader should have high expectations and be able to inspire our pupils to become effective, enthusiastic, independent learners who achieve their full potential.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Knowledge of a range of Special Educational Needs and/or pupils who display challenging behaviours. (I,T)</li> <li>• Knowledge of how children develop skills working at a range of ability levels. (A,I)</li> <li>• Knowledge of the curriculum at all key stages and understanding of the implications of the Education Act 2011. (A, I)</li> <li>• Understanding of the critical role of target setting, monitoring and relevant assessment procedures. (A, I)</li> <li>• Ability to relate to pupils and to evaluate and enhance pupils' achievement in its widest sense. (A, I)</li> <li>• The ability to use different approaches in response to pupils' learning and pastoral needs; including innovative approaches to enrich the pupil experience. (A, I)</li> <li>• Understanding and experience of successful strategies for raising achievement. (A, I)</li> </ul>	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Knowledge and experience of working in partnership with external agencies. (A)</li> <li>• Working knowledge of relevant policies/codes of practice for parental involvement. (A)</li> </ul>
<p><b>Managing and Leading the Organisation - Practical and Intellectual Skills</b> To ensure that the range of teams are organised and managed to provide an efficient, effective and safe learning environment; to manage resources and ensure value for money through effective performance management.</p>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Excellent organisational and record-keeping skills. (A)</li> <li>• Good time management. (A, I)</li> <li>• Good interpersonal skills. (A, I)</li> <li>• Ability to delegate appropriately and support colleagues to achieve shared goals. (A)</li> <li>• Knowledge of school procedures</li> <li>• Sense of humour with a calm and confident manner. (A, I)</li> <li>• Identify successes and failures and positively embrace change to support continuous Faculty/year group improvement. (I)</li> <li>• Prepared to challenge staff and established ways of working in order to impact on pupil outcomes. (I)</li> <li>• Make a significant contribution to promote good behaviour and a positive ethos both within the year group and across school. (I)</li> <li>• Experience of performing tasks with great attention to detail. (A, I, T)</li> <li>• Ability to communicate effectively and achieve shared understanding. (A, I, T)</li> </ul>	<p><b>Desirable</b></p>



## Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

## Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

## Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

## Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

<b>Headteacher</b>	<b>Phil Temple</b>
<b>Address</b>	<b>Titus Salt School Higher Coach Road Baildon Shipley BD17 5RH</b>
<b>Telephone</b>	<b>01274 258969</b>
<b>Website</b>	<b><a href="http://www.titussaltschool.co.uk">www.titussaltschool.co.uk</a></b>



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