

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

BEHAVIOUR SUPERVISOR

Information for Candidates

May 2021

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Colleague,

I am delighted that you are interested in a position with The Skinners' Kent Academy Trust.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and sponsored by The Skinners' School, a grammar school for boys together with the Skinners' Company, one of the 'Great Twelve' livery companies of the City of London.

The Academy is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art new building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and continues to expand due to the demand for places. Having been oversubscribed in Year 7 since 2014, in September 2019, at the request of KCC, the Academy agreed to take an additional 60 students in Year 7 and agreed to do the same for September 2020. We are delighted that even more students are able to benefit from the exceptional learning environment and opportunities the Academy provides.

In September 2015 the Skinners' Kent Primary School opened and became part of the Trust, relocating to its new site at Knights Wood and is the newest member of The Skinners' family of Schools.

Our schools are supported by an experienced specialist Trust Central Team, providing high quality Finance, HR, Estates, Catering and IT support which ensures smooth running and cost effectiveness. Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy



THE SKINNERS' KENT ACADEMY TRUST



The Skinners' Kent Academy Trust is supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for seven schools: Tonbridge School, The Judd School in Tonbridge, The Skinners' School, The Skinners' Kent Academy (SKA) and Skinners' Kent Primary School (SKPS) in Tunbridge Wells, Skinners' Academy in London and The Marsh Academy in Folkestone. Skinners' Kent Primary School, which opened in September 2015 is the newest school in the family. It is part of The Skinners' Kent Academy Multi Academy Trust, set up in 2015 to incorporate the primary school with the secondary academy. It opened initially on The Skinners' Kent Academy site, but moved to its own new building in the North Farm area of Tunbridge Wells in September 2016.

The Skinners' Kent Academy is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

Skinners' Kent Primary School works alongside The Skinners' Kent Academy to provide an all-through IB ethos by delivering the International Baccalaureate Primary Years Programme (PYP). The Academy also provides support and specialist facilities to the Primary School. The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

The Multi Academy Trust (MAT) is governed by a MAT Board, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing and Pay and a MAT Finance and Resources Committee as well as a Local Governing Body for both SKA and SKPS.



OUR VISION AND VALUES



The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

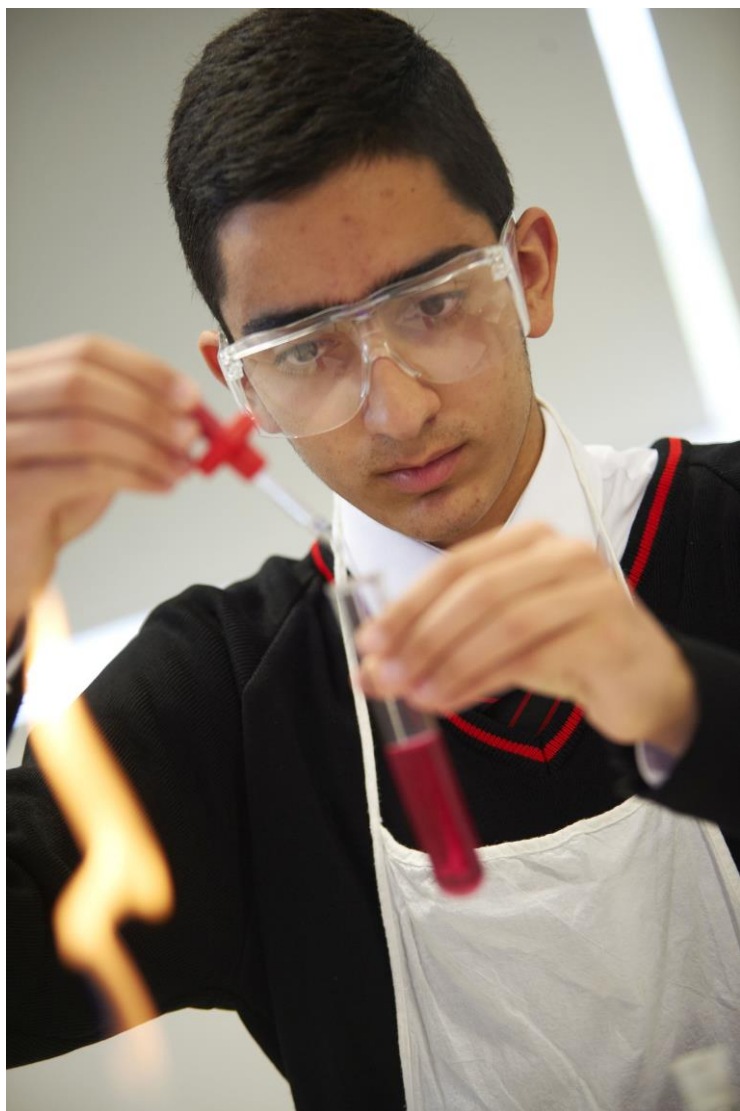
We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to

support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Behaviour Supervisor

Responsible to: Vice Principal Standards and Inclusion

Salary: Band 6 points 617-620 (£20,585 – £22,469)

Hours: 37 hours per week; 8:15am - 4:15pm (39 weeks per year; Term time including Professional Learning Days)

1 Role purpose

- To manage and coordinate the day-to-day function and development of the Academy's Behaviour Support provision known as the Internal Exclusion Room. The Academy's behaviour support provision caters for students who have persistently behaved poorly in or out of class, disrupting the learning of others, serious breaches in the discipline code or one-off serious offences. It is used for the purpose of personal reflection and work completion in a safe, calm, and purposeful atmosphere. It is used as an alternative to external exclusion.
- To be responsible for the coordination of teaching staff setting work for students who are in Internal Exclusion
- To be responsible for delivering appropriate behaviour strategies in the Internal Exclusion room, set within the ethos of the Academy which will contribute towards a calm environment in the Internal Exclusion room and improved behaviour and attendance in support of learning
- The post holder will directly influence students in the Academy whose behaviour is a barrier to learning
- Typically, the post holder will work with a group of no more than a few students per day (though the maximum number is 6 students in any one day)
- To develop constructive working relationships with parents/carers and the Students who are regularly sent to the Internal Exclusion room, to develop behaviour and engagement.

2 Key Responsibilities

- To create an environment for Behaviour Support which helps identified students develop a sense of

belonging to the Academy community, a sense of self-worth and competence and of empowerment to make decisions about their life in the Academy

- To create and maintain an ethos in the provision which is conducive to the aims and values of the Academy
- To ensure that students are registered, have handed in their phone and they have work to complete from their teachers
- To ensure that work completed is to a high standard in relation to the student's ability
- To ensure that the procedures of the behaviour support provision are adhered to and that any learning spaces used are well maintained, neat and tidy
- To create and enforce a highly structured environment for students with consistency of expectation and clarity about the use of rewards and sanctions
- To create a culture of work in students with an emphasis on developing the social skills of students in particular skills of collaboration and respect
- To help students identify why they are in the Internal Exclusion room and help them to identify strategies to avoid these behaviours reoccurring

3 Additional Responsibilities

- Adaptable, imaginative, creative and flexible in approach to the work
- Self-motivating and the ability to identify your own training needs and a willingness to attend relevant training courses or other training
- Understand and apply all academy and Trust policies
- Maintain confidentiality inside and outside the workplace

JOB PROFILE



Behaviour Supervisor (continued)

3 Additional Responsibilities (continued)

- 'knowledge bank' through written procedures to enable cover to be provided in the job holders' absence
- Prepared to attend meetings outside of office hours
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the Academy's Equal Opportunities Policy.
- To ensure compliance of Data Protection at all times.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Principal to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION



Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• The ability to write to a good standard of literacy to include excellent report writing skills	<ul style="list-style-type: none">• Educated to A level, NVQ level 3 / 4 or equivalent.• A relevant degree.• A professional qualification relevant to the post such as social worker, teaching, youth work or other relevant qualification
Experience	<ul style="list-style-type: none">• Working with children, young people, parents and families preferably within an educational context.• Experience of working with a wide range of young people and families/carers from different social and ethnic backgrounds• As a part of a team, as well as on your own initiative.• Working with professionals from other agencies and in multi-agency context.• Using IT systems to compile reports as well as analysing statistical data for monitoring purposes.	<ul style="list-style-type: none">• Experience of working in a Behaviour Support and Engagement provision
Knowledge	<ul style="list-style-type: none">• School systems and an understanding of the issues affecting truancy and non-school attendance.• Demonstrate an understanding of issues linked to confidentiality.• Demonstrate an understanding of issues that may affect a student's ability to attend school.	<ul style="list-style-type: none">• Demonstrate knowledge of attendance regulations.

PERSON SPECIFICATION



Criteria	Essential	Desirable
Skills (continued)	<ul style="list-style-type: none">• Ability to communicate effectively both orally and in writing especially with students, parents, school staff, external agencies and other professionals.• Implement behaviour management strategies to tackle challenging behaviour• Motivate and re-engage disaffected students• Ability to use IT systems effectively to produce reports, record information and monitor outcomes for individuals and groups.• Ability to persuade and negotiate as well as good interpersonal / communication skills.• Able to use own initiative and work alone when necessary.• Ability to overcome communication barriers with children and students.• Ability to listen effectively.• Ability to maintain accurate and up to date records.• Ability to meet tight deadlines and plan and manage own time effectively.• Demonstrate an ability to cope with stressful / conflict situations.	

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.

HOW TO APPLY

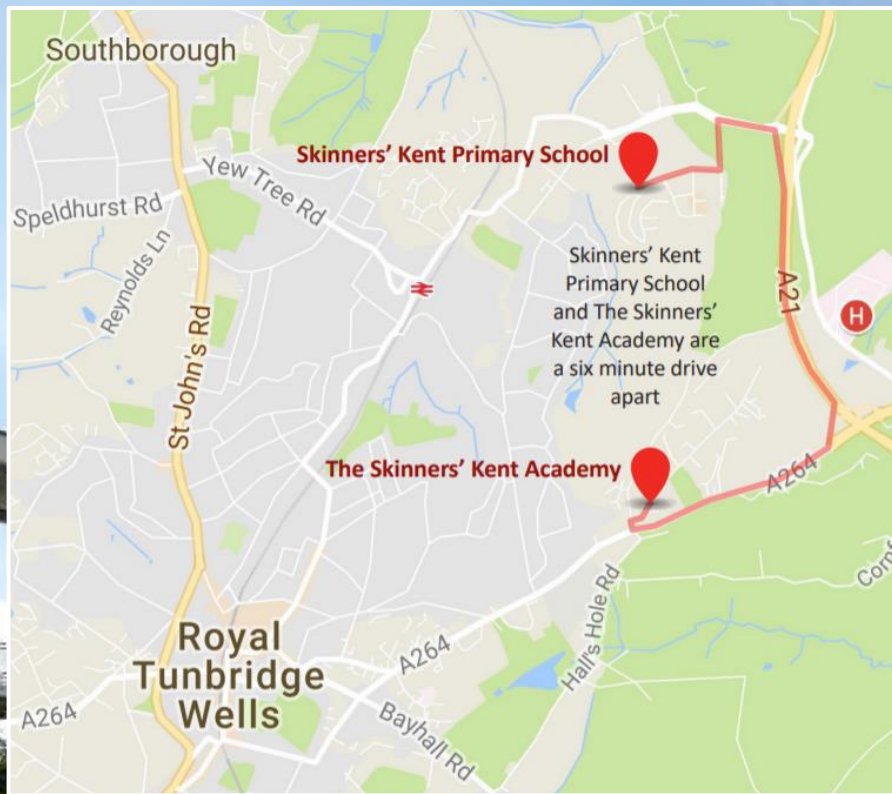


The closing date for applications is **Monday 24 May 2021 at 12 noon** with interviews commencing in the week beginning **Monday 24 May and / or 7 June 2021**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available in electronic format online at www.skinnerkentacademy.org.uk/workwith-us and should be returned electronically along with the Equality Monitoring Form by following the instructions in the 'Work with us' section of the website
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

We look forward to hearing from you



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