



SIDMOUTH COLLEGE
Behaviour Support Assistant and
Isolation Room
Co-ordinator



believe • inspire • succeed

Welcome to Sidmouth College

Dear Applicant

Thank you for your interest in the post of Behaviour Support Assistant and Isolation Room Co-ordinator at Sidmouth College. The College is part of the Ted Wragg Trust (TWT) which is an ambitious and inclusive Trust of schools strengthening our communities through excellent education.

Sidmouth College currently has 900 students on roll of whom 150 are in the Sixth Form. The majority of our students are drawn from four local feeder schools, in Sidmouth, Sidbury, Newton Poppleford and Branscombe. The College is in a beautiful setting within the Sid Valley and the East Devon area of outstanding natural beauty.

Our vision is for vibrant and inspirational teaching that raises aspirations; challenges and engages, and prepares every student for lifelong learning. At Sidmouth College learners *believe* they can *succeed*, teachers *inspire* and everyone strives to be the best that they can be.

The College buildings sit within an attractive 13 acre campus and staff take every opportunity to make use of the natural environment on our doorstep to support students' learning and creativity. The vast majority of our 1960s buildings have now been replaced with modern, state of the art facilities, including classrooms, technology workshops and seven new Science laboratories and preparation facilities which create a fantastic modern learning environment.

We were delighted to be again judged as Good in the most recent Ofsted report in May 2022, which recognised our continuous improvement in achieving positive outcomes for all students.

The enclosed job description outlines the responsibilities of the role.

If you have any questions please contact the Leadership Team Assistant, Mrs Jo Liddle, on 01395 514823 or jliddle@sidmouthcollege.devon.sch.uk

Yours faithfully



Mrs S Parsons
Principal



Introduction

Sidmouth College is a thriving 11-18 community college located in the Devon countryside.

At Sidmouth College the individual is right at the heart of what we do. Students achieve academic success, develop their creativity, excel on the sports field and encounter a multitude of new experiences in a safe and enjoyable environment, encouraged by a team of dedicated and highly experienced professionals. At Sidmouth College we believe that the vibrant learning community, coupled with a culture of high standards and expectations, brings out the very best in every student and establishes abundant possibilities for their future.

Our Ethos—Believe, Inspire, Succeed

- Every learner believes and succeeds in fulfilling their potential and is inspired to lead a happy, healthy and successful life within a challenging and rapidly changing world.
- All learners have access to inspirational teaching that leads to outstanding learning and achievements which continues beyond the classroom.
- All learners have access to a high quality, relevant and appropriate curriculum that fully meets their needs and supports an engaging and inspiring learning experience.
- We inspire learners to believe in the contribution they can make to their learning, the College and the wider community. Learners take responsibility and develop resilience throughout their learning journey with clear support and guidance.
- All levels of leadership are focused on providing a vision, direction and culture in which all are inspired to believe and succeed.

A caring and supportive community

Care, guidance and support are strengths of the College. Students are organised in vertical tutor groups led by a tutor who monitors academic progress, student well-being and student development. Each tutor group is in one of four Houses - Drake, Grenville, Raleigh and Scott. The tutor group meets at the beginning of each day for registration, support and guidance. Year 11 students are in year group tutor groups.

The team of tutors is led by a Head of House who maintains a close overview of the work and wellbeing of the students. In addition, the School Counsellor and the Student Development Centre/pastoral team make a valuable contribution.

A stimulating and exciting learning journey

Learning is an adventure to be enjoyed; a journey that stretches, challenges and opens minds. Our stimulating and engaging curriculum delivers exciting opportunities in the classroom and beyond. Our overarching aim is to provide our young people with the skills and qualifications they need to become happy, successful adults with a passion for lifelong learning. Our Key Stage 3 programme aims to raise the ambitions of all students; developing knowledge, skills and understanding and promoting confidence in their abilities. At Key Stage 3 we ensure students experience learning in a wide range of subjects, including the Arts, Technology, Computer Science and Modern Foreign Languages.

In Key Stage 4 students have the opportunity to study a range of personalised pathways, designed to support their individual talents and interests and maximise their achievement and success. At Key Stage 4 all students study a core curriculum of English Language and English Literature, Maths, Chemistry, Physics, Biology, PE and RE in addition to three option subjects.

At Key Stage 5 we offer a wide range of A Level qualifications as well as BTEC and the vast majority of students choose three linear subjects, with some choosing to study four.

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Appointment Information

Appointment Information

This is an exciting opportunity for an experienced, skilled, enthusiastic and reliable individual to work as part of our College pastoral team in a wide ranging and impactful role. The role will involve supporting the Student Development Centre as a Behaviour Support Assistant and also as Isolation Room Co-ordinator two days per week, starting in October 2023.

The College is looking to recruit be a flexible and motivated person with high expectations of all students. You will also be expected to build good relationships with children, their parents, teachers and other professionals. You will be able to use your own initiative, have good communication skills, be professional and have a high standard of education.

Working under the guidance of the Vice Principal, the successful candidate will be responsible for; leading and managing the internal exclusion system in the College and administrate and supervise the College Isolation Room; managing the detention system; co-ordinating and delivering interventions, behaviour management strategies and facilitate the restorative process; providing pastoral and behaviour support; investigating behaviours exhibited by students and resolve conflict through restorative approaches in liaison with colleagues e.g. Heads of House; liaise with colleagues to aid effective communication; to promote inclusion and raise attainment of students to achieve their full potential and to promote the safeguarding and wellbeing of students.

Proven experience of working with children of relevant age in a learning environment is essential, along with experience of working with the national/foundation stage programmes/strategies e.g. National Literacy and Numeracy Strategies, KS3 strategy, using ICT to support learning.

Working hours are 8.30am to 4.30pm with Monday to Thursday and 8.30am to 4.00pm on Friday with 30 minutes for lunch, 39 weeks per year term time including inset days.

Application Process

The closing date for applications is **Monday 23rd October 2023 at 12.00noon**

Interviews will be held week commencing 23rd October 2023

Completed application forms should be emailed to vacancies@sidmouthcollege.devon.sch.uk or submitted via the TES website.

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a number of safeguarding checks including an enhanced DBS check. A copy of our safeguarding policy can be found here: [Safeguarding](#). This role falls under KCSIE regulated activities and, as such, it is an offence to apply for the role if you are barred from engaging in regulated activity relating to children. Please ensure you read and understand our Privacy Notice, which can be found on our website, before applying. We make appointments in accordance with our Recruitment and Selection Policy.

Sidmouth College is an equal opportunities employer.



Behaviour Support Assistant & Isolation Room Co-ordinator

Post: Behaviour Support Assistant & Isolation Room Co-ordinator — Permanent from September 2023

Scale: £22,369 to £24,496 FTE (actual salary £18,987 to £20,792)

Hours of work: 37 hours per week for 39 weeks per annum (1443 hours per annum) Monday to Thursday 8.30am to 4.30pm and 8.30am to 4.00pm Friday with 1/2 hour - term time + non-pupil days.

Responsible to: Vice Principal

Job Purpose including main duties and responsibilities:

To work under guidance of the Vice Principal to provide support in addressing the needs of students who need particular help to overcome barriers to learning and behaviours they exhibit.

Investigate behaviours exhibited by students and resolve conflict through Restorative Approaches in liaison with other colleagues e.g. Heads of House.

This role requires the ability to fulfil all spoken aspects of the role with confidence.

Key tasks and responsibilities are as follows but may vary in accordance with the demands of the appointment:

Main duties and responsibilities:

To work under guidance to deliver learning by:

- Lead and manage the internal exclusion system in the College and administrate and supervise the College Isolation Room.
- Manage the detention system; co-ordinate and deliver interventions, behaviour management strategies and facilitate the restorative process.
- Providing pastoral and behaviour support
- Investigate behaviours exhibited by students and resolve conflict through restorative approaches in liaison with colleagues e.g. Heads of House
- Liaise with colleagues to aid effective communication
- To promote inclusion and raise attainment of students to achieve their full potential and to promote the safeguarding and wellbeing of students.

Manage the Isolation Room by:

- Supervising the room on a daily basis until 16:15 to ensure the College provides support to students to enable them to be successful in a mainstream setting and ensuring 100% compliance with the College Behaviour Policy at all times
- Supporting students' access to learning by ensuring the adequate resourcing of the isolation room as a continued place of learning, including gathering student work for the isolation room.
- Working with other staff in planning, evaluating and adjusting learning activities as appropriate; plan and deliver resources for restorative work to be used in conjunction with teaching staff
- Organising and managing resources from subjects for the efficient and effective planned delivery of a seamless alternative lesson experience for students
- Managing the referrals to Isolation/after College detentions to ensure all students and staff are aware of the isolation attendance and detention list as appropriate.



Job Description Contd...

Manage the Isolation Room contd:

- Providing objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Assisting in the development and implementation of appropriate behaviour management strategies

Administration and Communication:

- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to College and community links
- Assisting in the development, implementation and monitoring of systems relating to attendance and integration and being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/ records as requested
- To work with the pastoral teams and Heads of House to implement behaviour and wellbeing interventions. This includes the data tracking of the interventions
- To co-ordinate and facilitate restorative conversations between staff and students and also student to student
- Providing clerical/administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
- Assisting the Heads of House and teachers with the development and implementation of individual education/behaviour/support/mentoring and wellbeing plans, including the tracking of interventions
- Assisting in the development and implementation of appropriate behaviour management strategies with other colleagues e.g. Heads of House, Inclusion Manager, SENCo, and Vice Principal.
- Supporting Early Help Team and individual meetings

Supporting students by:

- Providing pastoral support to students, challenging and motivating pupils, promoting and reinforcing self-esteem
- Maintaining a calm and professional demeanor and to model the professional language and relationships we expect our students to develop.
- Developing 1:1 mentoring arrangements with students and providing support for distressed students, working closely with the pastoral team
- Providing information and advice to enable students to make choices about their own learning/behaviour/attendance and providing feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Investigating behaviour issues through written statements and working through complex situations.

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
- Having an awareness and appreciation of a range of activities, courses, organisations and individuals which can provide support for students to broaden and enrich their learning
- Determining the need for, preparing and using specialist equipment, plans and resources to support students



Job Description Contd...

Support the College by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the College
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Attending and participating in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and using these to advise and support others
- Assisting in the supervision, training and development of staff
- Implementing planned supervision of students out of school hours
- Supervising students on visits, trips and out of school activities as required

General:

Supporting the College by being aware of and complying with policies and procedures relating to child protection, health & safety, confidentiality and data protection, and reporting all concerns to an appropriate person. Being aware of GDPR and what this means for requests to share data.

Sidmouth College is committed to safeguarding and promoting the welfare of children. All staff employed at our College must be dedicated to securing the health, safety and wellbeing of children, as well as colleagues. The post holder will work in a tidy and efficient manner maintaining all work spaces in a presentable and tidy state to the satisfaction of the VP and Principal.

Any requirement to work additional hours, overtime or to take TOIL, must be authorised in advance by the line manager.

It is expected that the post holder will engage with and participate in any training, Continued Professional Development (CPD) and the College appraisal process as required in order to maintain the skills and confidence to meet the requirements of the role.

Some of this training/CPD will require travel to other locations. Training and supporting administration colleagues and any other staff as appropriate, in administration department duties/tasks.

In this varied and demanding post, the incumbent would be expected to manage multiple and changing priorities, often at short notice. Reference should be made to the VP in the event of high incidences of workload and/or conflicting priorities.

This job description refers to the principal duties and responsibilities of the post. It does not necessarily list in detail all the tasks required to carry out these duties and responsibilities. Consequently, the list of duties/tasks is not exhaustive. The incumbent will be required to undertake any other appropriate tasks as directed by the VP and Principal, consistent with and in the broad spirit of this job description.



Person Specification

Attribute	Essential	Desirable	Method of Assessment
Management of	N/a		
Experience	<p>Proven experience of working with children of relevant age in a learning environment.</p> <p>Experience of working with the national/foundation stage programmes/strategies e.g. National Literacy and Numeracy Strategies, KS 3 strategy</p> <p>Experience of using ICT to support learning</p>		
Practical Skills	Ability to relate well to children and adults		
Communication	Ability to fulfil all spoken aspects of the role with confidence and fluency in English		
Personal Qualities	Able to work effectively in a team		
Strategic Thinking	Assist in the development of specialist resources and ma-		
Technology / IT Skills	<p>Supporting the use of IT in learning activities and developing pupils' competence</p> <p>Effective use of ICT and other specialist equipment and resources</p>		
Education and Training	<p>Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>NVQ 3 for Teaching Assistants or equivalent qualifications or experience</p> <p>Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE</p>		
Professional	N/a		Certificate/
Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where neces-		OH1



Person Specification

Supervision and Management:

No supervision and management is required in this role.

Creativity & Innovation:

Working under the guidance within an agreed system of supervision to implement agreed work programmes with individuals or groups of students. However, in supervising students, the job-holder will be required to resolve problems as they arise with students. These will vary in nature and gravity, and the job-holder will have a range of responses from which to choose.

Contacts & Relationships:

The job holder will liaise sensitively and effectively with parents and carers as agreed with the classroom teacher or SLT. As such, the job-holder will need use personal influence and persuasion to encourage students to modify their behaviour.

At times the post holder will be required to participate in feedback sessions and meetings with teachers, parents and other multi agency professionals such as social workers, educational psychologists etc.

Decisions - Discretion:

Works under the direction of the teacher making decisions about their own work with regards to supporting students, more complex decisions are referred to more senior staff as appropriate.

Decisions - Consequences:

Decisions made in relation to student support will have a material effect on their education. The post holder will use strategies in liaison with the classroom teacher or headteacher to support pupils to achieve learning goals. The postholder needs to make appropriate decisions regarding the planning of their own workload to ensure that tasks are completed in a timely and accurate manner.

Resources:

Responsible for sensitive personal student data and administration, with the use of a school laptop that remains on site.

Work Demands:

This role requires some multi-tasking and effective time management. The work is often interrupted, directed by student/teacher need and often requires switching from one activity to another.

Physical Demands:

The role will require the job holder to use normal physical effort with some office related activity .

Working Conditions:

The job holder will work in an isolation room environment that will be appropriately lit, heated and ventilated. There may be some exposure to noise, outdoor working and verbal abuse/poor behaviour

Work Context:

There will be significant interaction with parents/ carers/ children and as such confidentiality will be required, which could involve working with poor behaviour and sharing off difficult information.



Person Specification

Knowledge & Skills:

- NVQ 3 or equivalent
- Specialist knowledge/skills usually acquired through extended experience or additional training.
- Numeracy and literacy skills at least equivalent to level 2 of the NQF.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy
- Understanding of principles of child development and learning processes, and in particular, barriers to learning
- Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes
- Ability to effectively use ICT to support learning, or to undertake training to do so
- Ability to use other technology to support learning - e.g. video, photocopier etc.
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults, including other professionals/carers
- Ability to fulfil all spoken aspects of the role with confidence and fluency in English.
- Ability to demonstrate and promote good practice in line with the ethos of the school/organisation
- To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these



