



Stour Vale Academy Trust

# REDHILL SCHOOL



**CANDIDATE INFORMATION PACK**

**Behaviour Officer**

# ABOUT OUR SCHOOL

## KEY FACTS AND STATISTICS

|                                      |  |
|--------------------------------------|--|
| Type of School                       | Academy (Member of Stour Vale Academy Trust) |
| Location                             | Stourbridge, West Midlands                   |
| Age Range                            | 11–16 years                                  |
| Gender                               | Co-educational                               |
| Headteacher                          | Mr J Clayton                                 |
| Number of students                   | 1,232  |
| Number of teaching staff             | 74.5 (FTE)                                   |
| Date school established              | 1976   |
| Budget                               | £7.5m  |
| Pupil Premium                        | 22%  |
| % of students with SEN in the school | 18%  |
| % of students on free school meals   | 20%  |

## ACADEMIC ACHIEVEMENTS

|                   |   |
|-------------------|---|
| GCSE Results 2022 | <p>Progress +0.27</p> <p>Attainment 8—Whole School 52.03</p> <p>Basics Standard (English and Maths 9-4) - Whole School 74%</p> <p>Basics Good (English and Maths 9-5) - Whole School 56%</p> <p>E Bacc (4+) - Whole School 54%</p> <p>E Bacc (5+) - Whole School 42%</p> <p>Data used from SISRA Analytics Collaboration Data 2022.</p> |
|-------------------|---|



# Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional time for family events and appointments.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

## **About our School**

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

## **Safeguarding**

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection Policy please follow this link:**

**<https://www.redhill.dudley.sch.uk/policies>**

# Message from the CEO, Stour Vale Academy Trust

I would like to thank you for your interest in the post of Behaviour Officer at Redhill School.

Stour Vale Academy Trust is a diverse and interdependent, successful family of schools, founded on effective collaboration and committed to pursuing excellence through continuous improvement. Whether you are a member of the finance team, the operations team, the teacher training and development team or the executive team, as a central team member our role is to provide comprehensive support and appropriate challenge to member schools and to work together to ensure the very best outcomes for children and young people. Our expectation is that you are committed to our Stour Vale values, ethos and approach and that you place children and young people at the heart of all decision-making.

If you are someone who enjoys challenge and is ready to play a vital part in the team who will create a successful future for all of the pupils in Stour Vale Academy Trust, we would welcome your application for the post.

## About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently eight member schools, three primary, one junior and four secondary, with a further primary school and an infant school due to join before September 2023.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

## Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

# OUR VALUES



## INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

## RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

## COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

## EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

[SVAT.ORG.UK](http://SVAT.ORG.UK)

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.

## Pastoral at Redhill School

The Behaviour Mentor position is an exciting and really important post within our Pastoral Team Structure. You will be working with a vibrant team of school leaders, teachers and support staff, to ensure that the outcomes for the students are successful. The job is both challenging and rewarding,.

We currently have 4 teaching Heads of Year, who play a huge role in supporting all the children in their year group. The Heads of Year are supported by an experienced team of pastoral support staff. We are very proud of the knowledge and care that this team has.

This post has arisen due to an expansion within the pastoral team of the school.

The structure for Inclusion at Redhill is outlined below:

|  |  |  |   |  |
|--|--|--|---|--|
| Headteacher<br>Mr James Clayton  |  |  |   |  |
| Deputy Headteacher<br>Mrs Carrie Mather<br>(Behaviour Culture and Ethos) |  |  |   |  |
| Assistant Headteacher<br>Miss Amy Lesniewski<br>(Inclusion and SENCO)    |  |  | Assistant Headteacher<br>Mr Josh Bacciochi<br>(Safeguarding, Attendance and Careers, DSL) |  |
| Head of Year 7<br>Mr Andrew Bishop                                       | Head of Year 8<br>Mr Andrew Bishop         | Head of Year 9<br>Miss Esther Allen        | Head of Year 10<br>Miss Lynsey Glover   | Head of Year 11<br>Mr Joe Vaughan          |
| Pastoral Support officer<br>(non-teaching)                               | Pastoral Support officer<br>(non-teaching) | Pastoral Support officer<br>(non-teaching) | Pastoral Support officer<br>(non-teaching)  | Pastoral Support officer<br>(non-teaching) |

In addition to this we have:

- Attendance Officer
- 3 x school counsellors (part time)
- Alternative Curriculum and Personalised Learning Centre Manager
- High level administrative support

The school takes in 245 students in each year group, these are then split into 8 form groups of mixed ability. Form period is for 30 minutes each day and takes place between 13.10 pm and 14.10 pm depending upon the year group. Each year group has one assembly each week. PSHE is taught as a separate subject area across the school.

The successful candidate will maintain standards across the year groups whilst supporting the children to develop both socially and academically. Working alongside all staff in school and external agencies, you will play a major role in the school's journey for excellence across all aspects of school life.

# JOB DESCRIPTION

**Job Title: Behaviour Officer**

**Contract: Permanent, Term Time 39 weeks, 37 hours per week**

**Salary scale: Grade 7 SCP 18 to 23**

**£ 23814.76 To £ 26259.47 (- 5 years service)**

**£ 24247.92 To £26737.09 (+ 5 years service)**

**Pay award pending**

**Responsible to: Deputy Headteacher**

## **Core Purpose**

The Behaviour Mentor plays a key role in supporting the work of Safeguarding, Career Development, Family Welfare and Attendance leads across the school.

## **Qualities, Knowledge and Skills**

- To take a lead role in providing high quality and effective safeguarding, pastoral and behaviour support across the school, maintaining accurate and timely records and working with staff, pupils, parents, and external agencies to ensure appropriate plans and strategies are in place to support pupils and their families.
- To provide support for the needs and aspirations of all students including SEN, PP and EAL, so that they can access the full curriculum and reach their full potential.
- To promote, grow and enhance the school's values and ethos encompassed in respect, honesty, kindness and excellence in everything.
- To demonstrate a passion for continual professional development and promote innovative approaches to provide evidence based, impact reporting.

## **Responsibilities and Tasks**

### **Pastoral**

- Meet with pupils and parents as necessary to address pastoral, safeguarding and behaviour concerns.
- To develop, agree and implement time bound action plans with groups or individuals linked to the needs of identified pupils and to maintain accurate records of work for each pupil.
- To liaise closely with school staff to ensure that everyone understands and supports the strategies being used to develop pupils' skills for learning and learning behaviour.
- Take a joint lead to develop pastoral care of pupils, providing CPD as necessary.

### **Behaviour**

- To contribute to the identification of barriers to learning for individual children and provide them with a range of strategies for overcoming barriers.
- Supervise the activities of students to ensure their safety.
- To mentor, support and/or coach identified groups of students.
- Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children.
- To monitor the achievement of allocated students across the curriculum
- To monitor and review behaviour individual action plans for students.
- Ensure the Senior Leadership Team are consulted and informed about student progress, including parents.
- Contribute to school's positive behaviour policy.
- To deliver interventions to groups or individuals, to meet their needs.
- To meet with families and external agencies.

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### **Climate and Culture**

- To maintain a calm and positive climate for learning for students.
- Follow up all correspondence from parents/carers to ensure enquiries have been dealt with and closed off with a successful and amicable outcome.
- To support re-engagement of students who are at risk of suspension.
- To support teaching staff so that they are able to focus upon the core business of raising achievement.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Liaise with subject teachers to share strategies for supporting behaviour.
- Provide support to form tutors and empowering them with information to support all students with their pastoral and behaviour needs.
- To undertake relevant training linked to the roles and responsibilities or deemed appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

# PERSON SPECIFICATION

| Criteria              | Essential   | Desirable  | Method of Assessment      |
|-----------------------|---|--|---------------------------|
| <b>Qualifications</b> | <ul style="list-style-type: none"> <li>GCSE grade C or above, or equivalent, in Maths and English</li> <li>Working knowledge of policies and procedures relating to safeguarding and child protection.</li> </ul>   | <ul style="list-style-type: none"> <li>Relevant Safeguarding Training Level 2 or equivalent</li> <li>Education, Social Work qualification</li> <li>A degree or equivalent</li> <li>Team Teach trained.</li> <li>First Aid trained.</li> </ul>  | Certificates              |
| <b>Knowledge</b>      | <ul style="list-style-type: none"> <li>Knowledge of the most common barriers to education that young people face.</li> <li>Knowledge of effective strategies for supporting young people so that they can access the curriculum.</li> <li>Experience of managing a caseload and maintaining accurate records.</li> </ul>  | <ul style="list-style-type: none"> <li>Experience of working in a school environment.</li> <li>Experience of dealing with safeguarding cases.</li> <li>Experience of contributing to or delivering training.</li> <li>Ability to contribute to policy development.</li> <li>Knowledge and experience of working with a wide range of support agencies and services.</li> <li>Knowledge of progress and attainment measures in a primary and secondary school setting</li> <li>Deputy Designated Safeguarding Training</li> <li>Mental Health Champion</li> <li>Trauma informed approach—emotion</li> </ul> | Application and Interview |
| <b>Skills</b>         | <ul style="list-style-type: none"> <li>Ability to evaluate the risk of abuse and assess the need for Intervention.</li> <li>Ability to facilitate children and young people’s learning and development through mentoring, promoting and maximising educational achievement.</li> <li>Good listening skills and the ability to communicate effectively both orally and in writing, especially with children.</li> <li>Excellent organisation and time management skills.</li> <li>Calm, presence, and the ability to deescalate heightened emotions Excellent interpersonal skills.</li> <li>Positive communication</li> <li>ICT literacy</li> <li>An ability to work constructively as part of a team.</li> <li>Ability to adapt.</li> <li>Resilient to challenge.</li> <li>Solution led approach.</li> </ul> | <ul style="list-style-type: none"> <li>Written communication skills including report writing and presentations.</li> <li>Highly functional IT skills including the use of Microsoft Excel</li> </ul>   |                           |

Continued...

| Criteria                   | Essential   | Desirable  | Method of Assessment |
|----------------------------|---|--|----------------------|
| <b>Experience</b>          | <ul style="list-style-type: none"> <li>• Experience of working with young people in an educational setting</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of working with young people in primary and secondary educational setting and/or working within SEND provision</li> <li>• Experience of working with a career development officer/lead</li> <li>• Successful, impactful experience within a similar role</li> <li>• Experience of working with parents and other stakeholders to support young people</li> </ul> |                      |
| <b>Personal attributes</b> | <ul style="list-style-type: none"> <li>• Presence</li> <li>• Enthusiasm and commitment to working with children and their families.</li> <li>• Team player</li> <li>• Confident disposition and will be able to build good working relationships with students and parents.</li> <li>• Commitment to professional learning</li> <li>• Calm under pressure.</li> <li>• Commitment to building positive relationships.</li> <li>• Proactive and resilient</li> <li>• Reliable, punctual and highly organised</li> <li>• Patient and calm approach</li> <li>• Helpful and professional manner</li> <li>• Conscientious</li> <li>• Ability to act as a role model.</li> <li>• An open, honest and transparent approach</li> <li>• Be a strong, reliable dependable person, consistent in approach but maintaining a professional approach at all times</li> </ul> |  |                      |



**REDHILL SCHOOL**  
**Junction Road**  
**Stourbridge**  
**West Midlands**  
**DY8 1JX**

**01384 816355**

**[www.redhill.dudley.sch.uk](http://www.redhill.dudley.sch.uk)**

**[www.svat.org.uk](http://www.svat.org.uk)**

**For an informal discussion please contact:  
Mrs C Mather, Deputy Headteacher  
([cmather@redhill.dudley.sch.uk](mailto:cmather@redhill.dudley.sch.uk))**

**Please send completed Application Forms to:  
Mrs S Williams, Redhill School, Junction Road, Stourbridge, DY8 1JX  
or [jobs@redhill.dudley.sch.uk](mailto:jobs@redhill.dudley.sch.uk) or apply via TES**

**CLOSING DATE: Monday 10th July 2023(9am)  
INTERVIEWS: To be advised**

**Only successful candidates will be contacted.**

**Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit to the school.**

**Either call 01384 816355 or email [info@redhill.dudley.sch.uk](mailto:info@redhill.dudley.sch.uk)  
(please include a contact number).**

**NB. We reserve the right to close vacancies prior to the advertised closing date should a large number of applications be received.**