

Tapton SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Behaviour Support Worker Tapton School



Application Pack



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Charitable Limited Company Registration Number: 07697171.
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Headteacher Welcome



I am incredibly proud to lead a school that strives to make education a transformational experience for all, regardless of ability or background. Our ethos of Valuing Everyone, Caring for Each Other and Achieving Excellence underpins everything that happens in our school.

All staff are invested in these core values and we work together to improve the life chances and dreams of all our students through ongoing progress and improvement in learning. Our record of sustained success reflects this commitment to raising achievement for everyone.

Tapton has the highest expectations of its students in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. This is to ensure that all our students feel safe and secure. We are kind, we work hard and we follow the rules.

Safeguarding is everyone's responsibility and all our staff undertake regular training to keep up to date on the latest guidance from 'Keeping Children Safe in Education'. Safer recruitment practices reflect our commitment to this aim. As part of the recruitment process Tapton colleagues will carry out a number of checks to ensure the successful candidate champions the safety, wellbeing and success of all our students.

We are an inclusive school and treat all students as individuals. We recognise and celebrate different abilities, aptitudes and interests, and believe that everyone can develop through dedication and hard work. Our aspiration is to have the best behaviour, conduct and manners of any school in the country, whilst recognising that children learn and grow at different rates as they become responsible citizens.

We look forward to welcoming you into our school community.

Kathryn Rhodes

Our School

- Tapton is values-led secondary school with approximately 1817 students including around 468 in post-16 study. We value everyone, care for each other and achieve excellence.
- We pride ourselves on our culture of high expectations delivered with high support and care for each student as an individual.
- Tapton has higher than average prior attainment, however, our catchment and demographics vary greatly. We educate students from some of the most affluent postcodes in the city with high levels of university educated parents and students from postcodes in the most deprived areas of Sheffield with high range of social backgrounds and ensuring that they are all successful in their secondary education. The school offers a broad and extensive programme of extra and super curricular activities with high take up from students from all backgrounds.
- A culture of excellent teaching and learning is at the heart of everything we do at Tapton.
- Everyone's learning matters to us and we are proud to make a difference to the personal development of our students. We have high expectations and we know that learning goes hand in hand with relationships and trust. We make learning exciting, engaging and inspirational. Quality first teaching has been proven over and over again to have the biggest impact on student attainment and outcomes, we therefore invest heavily in staff development.
- Our staff work together as a professional community to ensure the best outcomes for all. We recognise that we are all learners with the capacity to develop and improve. Our teachers collaborate to form a shared understanding of what great teaching and learning looks like.



The Role

The Headteacher and Governing Board are seeking to appoint a Behaviour support worker to join Tapton School

Job Description	
DIRECTORATE	EDUCATION
SERVICE	TAPTON SCHOOL
POST TITLE	Behaviour Support Worker
SALARY RANGE	Grade 6 SCP 21-26 Actual salary £27622-£31072 37 hours per week/ 39 weeks per annum
RESPONSIBLE TO	Assistant Headteacher
RESPONSIBLE FOR	Working with the wider inclusion team to increase student engagement and improve behaviour
HOLIDAY AND SICKNESS RELIEF	
PURPOSE OF JOB	To provide support and guidance and deliver short term intervention to students to remove barriers to learning through promoting effective participation, raising self esteem, enhancing individual learning and raising aspirations in order to achieve fully their potential.

Responsibilities

The postholder must at all times carry out his/her responsibilities within the spirit of Tapton School Academy Trust's Policies and Procedures, in particular the Trust's Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.

DUTIES AND RESPONSIBILITIES

Working under the leadership Assistant Headteacher, the Behaviour Support Worker will take a lead role to provide support and guidance to students and remove barriers to learning and supporting the school's behaviour policy.

MAIN DUTIES AND RESPONSIBILITIES

STRATEGIC FOCUS

- Lead on behaviour interventions for Y7-13 to increase the engagement of vulnerable learners
- Take a lead role in identifying suitable external provision to reengage and support vulnerable learners. Making contact with external providers and be the conduit/in school contact for this type of provision.
- Work closely with the wider inclusion team and the Leadership Team at Tapton to ensure barriers to learning are removed, adopting the mantra of unconditional positive regard
- Take a trauma informed response to the coordination of support and interventions for students, including promoting positive behaviour and adopting 'logical consequence' where behaviour issues exist and building positive relationships with both students and staff.
- Build positive relationships with parents to ensure they have clarity and an understanding of the school's ethos and processes

SUPPORT FOR STUDENTS

- Consistently uphold our ethos of valuing everyone, caring for each other, achieving excellence by being kind, working hard and following the rules.
- Contribute to the identification of barriers to learning and progress (behaviour, self esteem, emotional, motivation, aspiration, social difficulties and other barriers to learning) and either provide a range of strategies to overcome the barriers or facilitate access to appropriate forms of support to overcome barriers.
- In conjunction with the Pastoral and Teaching Year Leaders and the Assistant Headteacher Behaviour, monitor behaviour data in order to provide interventions and learning filling identified gaps in knowledge.
- Monitor and review strategies and support services used to overcome barriers to learning and progress and report to Year Teams.
- Use a range of (curricular/learning/mentoring) skills gained via experience of undertaking the role to support students.
- Supervise and provide particular support for students with behaviour, self esteem, emotional, motivation, aspiration, social difficulties or other barriers to learning.
- Act as an identified key worker for students with engagement plans work to ensure their engagement. Liaise with teachers to ensure students are supported where appropriate.
- Deliver individual interventions for students identified to remove barriers to learning (behaviour, self esteem, emotional, motivation, aspiration, social difficulties and other barriers to learning).
- To encourage students to reflect on their behaviour and to accept responsibility for their actions, advocating restorative processes where appropriate.
- Establish constructive working relationships with students.
- Support staff in raising levels of achievement for all students; this could take the form of in lesson support.
- Contribute to any formal or informal assessment of student needs.

- Promote the inclusion and acceptance of all students, seeking appropriate and impactful methods to support students in improving their behaviour.
- Encourage students to interact with others in a positive and appropriate manner and engage in learning activities.
- Facilitate learning of students withdrawn from lessons.
- Provide ongoing feedback to identified students on progress and achievement.
- Devise interventions to promote positive behaviour and emotional wellbeing of students in conjunction with Year Teams.
- Support Year Teams in monitoring student attendance and punctuality, following school's attendance and punctuality policy and strategy.
- Make regular contact with parents, carers and families, for example, with issues around mental health and wellbeing or behaviour. Support families with issues around engagement.
- Engage with meetings with families, for example, leadership disciplinary meetings and reintegration panels.
- In addition to planned intervention ensure availability for students in crisis.
- Where necessary, act as chaperone crisis students to Accident and Emergency.
- Take an active role in safety planning.
- Contact wider agencies to engage further support from professionals for students in need.
- Where appropriate provide wellbeing support for students who have cited mental health concerns.
- Work collaboratively with families, students and outside agencies.
- Make referrals for mental health support or specific issues, for example, eating disorders.
- Support student engagement with alternative curriculum; attend provision placements with students and support their attendance and achievement.
- Work with students individually to reengage them with the curriculum – support in lessons and during individual 1-1 support sessions.
- Take a proactive role in the wider Inclusion Team across Years 7-11. Attend student engagement meetings where necessary.

SUPPORT FOR THE TEACHERS

- Create and maintain a purposeful learning environment.
- Use strategies, in liaison with the teacher, to remove barriers to learning and support students to achieve.
- Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring records are maintained and available as evidence of interventions/discussions.
- Facilitate accurate record keeping systems and processes.
- Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Promote positive behaviour and attitude to learning and uphold behaviour sanctions in line with the school behaviour policy where necessary.
- Observe the development of students as learners in order to identify possible barriers to learning or engagement and discuss these with the Senior Leadership Team.

SUPPORT FOR THE CURRICULUM

- Deliver or facilitate delivery of structured learning and mentoring activities.
- Deliver individual or group interventions around behaviour and attitude to learning, self esteem, emotion, motivation, aspiration, social difficulties and other barriers to learning to enable students to access the curriculum.
- Make effective use of opportunities such as CPD to support the development of relevant skills

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.

- Contribute to the development of policies and practices which promote positive behaviour, social inclusion and emotional wellbeing.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Provide support to the leadership team with restoration following incidents between lessons, at the start and end of school or at lunchtime.
- Foster constructive relationships and communicate with other agencies/professionals to support achievement and progress of students.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students, within contracted hours, out of lesson times, including before and after school and at break-times and lunchtimes.
- Assist with supervising lunchtime, afterschool detentions and ensure students follow expectations.
- Carry out 'On Call' visits to promote excellent behaviour for learning in lessons
- Where needed, attend Behaviour Review Meetings
- Support with detention collection.
- Support with incident management; collection of student accounts and student interviews.

To undertake any other duties and responsibilities, which do not change the character and purpose of the post as, may be determined after negotiations between management, the postholder and the appropriate trade union.

The Person

Minimum Essential Requirements	Method of Assessment
	(e.g. Interview, Application form, test, assessment, etc)
Skills/Knowledge	
Ability to relate well to children and adults (E)	Application form/Interview
Working knowledge of National Curriculum and other relevant learning programmes (D)	Application form/interview
Clear understanding of professional standards in the workplace (E)	Application form/Interview
Understanding of principles of learning processes (E)	Application form/Interview
Ability to manage behaviour of students effectively (E)	Application form/Interview/References
Very good written, listening and oral communication skills, high level organisational skills (E)	Interview/Interview/References/ Test
Ability to use ICT effectively to support learning and administration – training to use school based ICT systems (E)	Application form/References/Interview/Test
Able to priorities their own workload, working accurately and to deadlines (E)	Application form/References
Ability to plan effective actions for a wide range of students and take initiative when required (E)	Application form/References/Interview/Test
Ability to work constructively as part of a team. Understand roles and responsibilities within school (E)	Application form/Interview
Develop a working knowledge of policies and awareness of relevant legislation (D)	Application form/References/Interview
Develop an understanding of the range of support services/providers (D)	Application form/References/Interview
Understanding of data and willingness to learn how to apply data (E)	Application form/Interview
Experience/Qualifications/Training etc. (if any)	
Experience working with young people of secondary school age (E)	Application form
Experience of working with pupils with additional or special educational needs (D)	Application form

Experience of working with pupils with additional or special educational needs (D)	Application form
Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths (D)	
Experience of working with young people from diverse ethnic, cultural and socio-economic backgrounds (D)	
Experience/qualifications in working with students to remove barriers to learning and progress (behaviour, self esteem, emotional, motivation, aspiration, social difficulties and other barriers to learning) (E)	Application form/Interview
Experience in delivering interventions around behaviour, actions and attitude to learning (D)	Application form/Interview
Experience of tracking interventions and monitoring the impact of these (D)	Application form/Interview
First Aid Qualification (D)	Application form/Interview
Advanced Safeguarding (D)	Application form/Interview
Work Related Circumstances (including Working Conditions)	
<p>Tapton school is committed to safeguarding students. Student safety and promoting the welfare of our students is our primary concern. We adopt a holistic culture of care and expect all our staff to share this commitment. We value everyone, care for each other and strive to achieve excellence</p>	

The Department

The Inclusion Team

At Tapton School we recognise the importance of the **whole child**. The learner is at the heart of everything we do and we have **high expectations** of everyone in our community. We achieve excellence through a relentless focus on caring for each other and valuing everyone and by promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

We prioritise an understanding of the **layers of complexity** children bring to school, be that economic, social, cultural or their ability to fully engage in learning. We want to ensure all students have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity.

Our Inclusion Team encompasses our Learning and Inclusion Coordinators, Year Leaders, all members of the Leadership Team, our SEND department, Wellbeing and Engagement Worker and Safeguarding Team.

This extensive team collaborate and are aligned with one vision to remove barriers to learning whilst adopting the mantra of **unconditional positive regard** coupled with **high expectations for all**. We are a values driven school and our behaviour policy reflects this.

No form of discrimination is tolerated, and all member of the school community foster and advance equality of opportunity and promote good relations between persons who share a relevant protected characteristic and persons who do not share it

We foster positive working relationships with parents and carers and a wide range of external agencies.

Our Learning and Inclusion Co-ordinators for each year group work within a successful team who are committed to supporting the learning and pastoral needs of all students. They have a strong presence amongst students, families and staff to make a positive impact on the learning and climate of the school.



A Message from our CEO

Welcome to Tapton School Academy Trust (TSAT) and thank you for your interest in joining our organisation. I am the new Chief Executive Officer and I feel incredibly proud to lead to such a wonderfully diverse group of schools, who have people at their heart. We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ over 900 staff and those people are incredibly important to us. One of our key strategic priorities is to make TSAT a 'great place to work' and we are working hard to achieve that. If you work with us, you will receive best-in-class talent management opportunities, to develop yourself and open doors to a wealth of career opportunities within (and outside of) our trust.

We are mindful the workload challenge currently facing the sector, so are focused on reducing workload and creating conditions where our colleagues have fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and creating aligned curricula and assessments, to save our staff time so they can focus more on the things that really matter.

We are at an exciting crossroads in our journey as a multi-academy trust. If you are passionate about working with young people, and love working collaboratively within a team environment, then we'd love to hear from you. If you want to help shape the future of a modern, transformative group of schools, where excellence, innovation and collaboration thrive, you will find a like-minded group of people at TSAT.

Thank you again for your interest in joining us and the best of luck with your application.

Lee Barber CEO



About Tipton School Academy Trust

Tipton School Academy Trust was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

Our Vision To realise the life chances and dreams of every child.

Our Mission To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.



Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none">• Securing high levels of attendance and low levels of persistent absence• Ensure safeguarding policies and practices operate effectively• Build relationships further between schools and vulnerable families• Further focus on vulnerable learners to reduce suspensions and exclusions• Close the attainment gap between disadvantaged learners and other learners.
Outstanding Outcomes	<ul style="list-style-type: none">• Improving the quality of education in each school• Provide learning in every classroom for every learner that is at least good and addresses each learners need• Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none">• Actively communicate and engage with all stakeholder groups• Continue to ensure best value and use of all resources• Develop revenue raising opportunities• Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none">• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience• Develop a succession plan with an emphasis on executive leadership• Further develop our approach to staff wellbeing.

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

Other Secondary Schools in our Trust

Tapton is one of four secondary schools within our Trust. Here is an overview of each secondary:

Bradfield [Bradfield School - Home](#)

Bradfield is an 11-16 school with around 1100 students, situated in beautiful Peak District surroundings. Our vision is '**where all people thrive**' and we strive to deliver an education that supports students to fulfil their potential, and to be successful, confident people who are equipped to explore what life and the world have to offer.

Our belief is that school should be a fun place to be – where the activities, teaching and facilities foster enthusiasm, enjoyment and strong relationships. Happiness and success at school are closely related and so most of all we want our students to be happy to come to school.

Chaucer [Home - Chaucer School](#)

Chaucer school is an 11-16 school based in the North of Sheffield. Performance is rapidly and continually improving and we place a very strong emphasis on achieving well in the subjects of English, Maths and Science.

Each student is unique and precious to us, and is equally valued for their culture and contribution. Our positive reputation for achievement, care and Positive Discipline is well established. High expectations are instilled in all our students from the start of their time at Chaucer. These include hard work, self discipline, courtesy and respect.

Forge Valley [Forge Valley - Home](#)

Forge Valley is a safe, inclusive learning community where students and staff learn and thrive together. Our ethos is based upon **everyone striving to become their very best**.

As a school we believe that ambition and endeavour provide our students with the mind-set needed, not only to succeed academically, but in adult life in an ever changing modern world. Success at Forge Valley is not just measured in terms of academic performance. We aim to develop our students into reflective, confident, innovative, morally grounded, ambitious and resilient individuals ready to take their part in a dynamic and diverse 21st century.

How to apply

Applications for this role are via the TES website.

If you wish to arrange a visit to Tapton to look round the school and find out more please email ssimmons@taptonschool.co.uk

The closing date for applications Monday 16th December 2024

Interviews will be held Thursday 19th December 2024

Please note:

- References for short-listed candidates will be requested before the interview.
- Successful applicants will be required to undertake a DBS Enhanced Disclosure check.
- Online google searches will be undertaken on all shortlisted candidates