



High Expectations
and Aspirations

Candidate Information



Positive Behaviour Manager

Introduction from the Headteacher

I am delighted that you are interested in this key post of Positive Behaviour Manager at Light Hall School.

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best.

This is an excellent opportunity to gain experience working at Light Hall, within a happy, and harmonious school. We have a team of dedicated and hardworking teachers, committed support staff and an experienced leadership team, to support you.

The successful applicant will be joining us at a very exciting time. We are opening our new sixth form in September 2024. This brings with it numerous opportunities for continued development.

The enclosed information should give you a flavour of Light Hall. Do please come and visit us if you would like to know more.

You can find out more about this role by:

- visiting our school website www.lighthall.co.uk to download a candidate pack and application form;
- please contact Anna Williams, HR, Cover and Office Manager on 0121 746 5060 or email awilliams@lighthall.co.uk

To apply please write a letter of application (2 sides of A4 - maximum), which explains how you can fulfil the person specification and what you will bring to the role, together with completing all questions on the application form. Please remember to include contact details of two referees, one of whom should be your current/most recent Headteacher.

We look forward to hearing from you.

Yours sincerely



Annette Kimblin
Headteacher



Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

An enhanced DBS check is required for all successful applicants

Our Ethos & Values

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. They are at the heart of all we do. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best with us, no matter what their starting point.

Our aim is that every student leaves us, not only having achieved their full potential academically, but with a lifelong love of learning, a sound moral compass and high aspirations and expectations of themselves.

Care and respect for others and our environment are the given norm at Light Hall and there is an expectation that everyone will participate actively and positively in the life of our learning community. The numerous opportunities and experiences we offer, aim to equip every student with the skills, knowledge and confidence they need to become valued and successful members of society.

The leaves of the Light Hall tree in our emblem stand for each of our core values. They are: excellence in all we do, love of learning, sound moral compass, care and respect, Active participation and high aspirations and expectations.



Excellence, High Aspirations and Expectations

We strive for excellence in all that we do at Light Hall. Our motto, "The best from everyone, all of the time" informs the way we work and play. We believe that every student, with the right mind-set and a willingness to work hard and learn from their mistakes, can and will achieve great things. Our dedicated teachers motivate students to aim high and encourage every student to exceed their own expectations.

Love of Learning

Learning is our core purpose. At Light Hall School we structure learning to excite our students' curiosity and to inspire them to become successful, lifelong, independent learners. Our teachers are enthusiastic and extremely passionate about their subjects, spending considerable time planning interesting lessons, so that their love of their subject is passed on to the students.

Sound Moral Compass, Care and Respect

Our students at Light Hall are our greatest asset and it is a privilege to work with them. We expect very high standards of behaviour, and courtesy, both in and out of the classroom and we encourage our students to be aware of the needs of everyone in the immediate and wider community.

Active Participation

We are an inclusive school which offers the very best opportunities for all our students. Our dedicated team of teachers and support staff pride themselves on offering a safe, caring and happy environment in which students can learn and develop and are confident that we are preparing them well for the future. Our pastoral support team is extensive and has as its mission to ensure that every student feels valued and that their achievements, both academic and personal, are recognised.

At Light Hall we recognise that students thrive when offered additional experiences outside of school. Education goes beyond the reaches of the classroom and we believe that young people can learn a great deal by taking part in educational visits and activities away from school and home



Our
School



Introduction to Light Hall School

We are a co-educational comprehensive of 1200 students aged 11-16, located to the west of Solihull Town centre in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds.

Our new Sixth Form will open in September 2024.

We have an excellent staff team. Each individual, be they teacher or support staff, is committed and hard working. Our students are enthusiastic and friendly. They are respectful, polite and very well mannered. Relationships between students and staff are highly positive.

In our annual surveys, both parents and students rate the school highly.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good sporting facilities and has developed a community ethos within the area that it serves.



The Life of the School



Our students' attainment is consistently above the national average.

Pastoral Care

Light Hall School is a very friendly and welcoming place for both students and staff. Students feel cared for and relationships between students, and between staff and students, are overwhelmingly positive.

The pastoral system is centred on the form tutor, the progress and development leader (PDL) and the non-teaching pastoral manager.

Almost every member of staff is involved in the pastoral system in some way. The house system contributes to this too, providing links between students of different ages and healthy competition in a wide range of activities. A small sample of these include the visual arts, "Dragon's Den" enterprise cup, cake bakes, "Light Hall's Got Talent", dance, basketball, cricket, rounders, netball and football.

Academic and Extra Curricular Life

Our broad and balanced curriculum is delivered through a three year Key Stage three and a two year Key Stage four, to ensure that students have time to develop the depth of their knowledge and skills in their GCSE subjects. The majority of students follow the Ebacc route. All students study Life and Morality (Religious Education) to GCSE level.

In addition to striving for excellence in academic study, our provision aims to prepare our students for life beyond Light Hall. Our curriculum, which incorporates PSHEC and SMSC, makes a strong contribution to our students' personal development and welfare. This is enhanced by a weekly programme of extracurricular activities, which includes after school sports, drama and musical activities, as well as a variety of subject enrichment clubs. The house system also provides many opportunities for students to participate in a variety of different activities and charity events. Careers and work related learning are promoted in every year group and are very strong.



Facilities

We are fortunate to have a high quality learning environment at Light Hall with the latest technologies to enhance the curriculum.

Our modern classroom facilities help to provide greater variety in teaching methods and therefore make learning more effective.

Opportunities to nurture independent learning skills are provided through our virtual learning environment.

Our vibrant and welcoming library supports learning throughout the school. It is well stocked, has good ICT facilities and provides high quality services to everyone.

Our purpose built drama studio, music rooms and state of the art recording studio support our extensive extra-curricular programme. In addition to this we have excellent sporting facilities, including tennis courts, sports hall, fitness room and an astro-turf.



Working at Light Hall

Our staff team are friendly and welcoming. Here at Light Hall School we pride ourselves on providing a full range of CPD opportunities to support all staff to continually deliver the best in all they do.

Our Teaching & Learning CPD takes many forms such as department meetings where staff have regular time to meet with each other, plan and share resources, personalised coaching and research groups.

In order to support our middle leaders to keep abreast of developments in their subject areas and share good practice, we have a rolling CPD programme where middle leaders regularly meet with their counterparts in neighbouring schools.

We also have a full induction programme for our ECTs and have continuous opportunities for those wanting to develop their leadership potential.

Staff Benefits

- Free on-site staff gym
- Subsidised healthcare cash plan
- Cyclescheme (tax exempt loans for purchase of bicycles and equipment)
- Pension
- Enhanced maternity scheme
- Free staff wellbeing benefits including a confidential counselling service and access to a 24 hour GP service and physiotherapy;
- Life insurance through the pension scheme

Job Description

Job Title:	Positive Behaviour Manager
Responsible to:	Deputy Headteacher
Responsible for:	Promoting student behaviour and supporting students who require additional assistance

Light Hall School Purpose

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm. Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge.

Key purpose of this post

To promote positive behaviour among students, implementing strategies to prevent disruptive behaviour and providing support to students who may require additional assistance.

Duties and responsibilities

Teaching and Learning

- Establish and teach groups of pupils, who require extra support;
- Contribute to the development and writing of teaching and assessment materials;
- Develop effective strategies for individual students to aid their inclusion or reintegration into mainstream classes;
- Identify and adopt the most effective teaching approaches for those pupils with special educational needs;
- Establish a vision which reflects the school commitment to improve pupil achievement and re-integrate pupils back into the mainstream setting;
- Develop effective working relationships and partnerships with external agencies;
- Work with the Progress Development Leaders and teachers to ensure high quality provision;
- Design and adapt student timetables to incorporate appropriate support and intervention, for example mentoring and reflection time;
- Use data analysis to identify trends;
- Evaluate progress and attainment and plan interventions that support students to transition back to mainstream education;
- Be responsible for planning, evaluation, assessment and reporting of the teaching and learning of pupils;
- Ensure in all teaching situations the collaborative nature of working between non-teaching staff, support services and parents;
- To develop students' Literacy and Numeracy skills;
- To differentiate learning tasks to ensure all learners within a group make progress;
- Assess students' work, give appropriate feedback;
- Use student data to plan differentiated tasks in lessons and homework;
- Ensure every student knows understands the steps required to achieve the next stage in their progress and attainment;
- To adhere to Light Hall's policies regarding Health and Safety, ICT usage and educational visits/trips;

Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Management of Staff

- Be responsible for the line management and performance management of the Refocus Centre Manager;
- Contribute to good leadership and management practice by ensuring positive staff; participation, effective communication and procedures;
- Provide professional advice and support and the identification of training needs.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not an exhaustive list of all tasks that the subject leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either desirable or essential in the candidates being interviewed.

Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status or a relevant teaching or pastoral qualification		D	<ul style="list-style-type: none"> Application form Qualifications
Evidence of recent relevant professional development	E		
Experience			
Working with students with vulnerabilities.	E		<ul style="list-style-type: none"> Application form Letter Interview
Raising student achievement and ensuring students make good or better progress within subject area	E		
A confident use of data to inform intervention in terms of teaching and learning to raise achievement.		D	
Implementing behaviour management strategies consistently and effectively.	E		
Supporting students to make excellent progress and achieve impressive examination outcomes.	E		
Experience of having designed, implemented and evaluated effective, imaginative and stimulating lessons.	E		
Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation.	E		
Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services.	E		
Skills and abilities			
Ability to use data effectively in setting targets.	E		<ul style="list-style-type: none"> Letter Interview Interview tasks References
Empathy for children, staff and parents	E		
Able to manage tasks effectively	E		
Able to solve problems creatively.	E		
Good communicator – with students, staff and parents	E		
Good sense of humour	E		
Effective written and verbal communication with staff in other school teams such as pastoral, special needs and associate staff teams	E		
Understand the concepts of excellent learning, independent learning and personalised learning	E		
Be a role model, promoting the school's values	E		
Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people	E		
Personal Qualities			
Professional, enterprising	E		<ul style="list-style-type: none"> Interview References
Outgoing, approachable, inclusive	E		
Positive, adaptable	E		
Self motivated, self-confident, reliable	E		
Generosity of spirit, sense of humour	E		
Committed to improving outcomes for all students	E		

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The best from everyone, all of the time.

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