**BOBBY**

**MOORE**

ACADEMY

**Scholar Conduct Manager**

Bobby Moore Academy (Secondary Phase)

NJC 12 (Inner)

**Applicant Information Pack**

A group of men on a stage

Description automatically generated

**Bobby Moore Academy**

Bobby Moore Academy is an all through school, providing a world-class education for the children of east London. A school characterised by ambition and drive it is transformational in its impact on their life chances and we all as a community stand firm in our belief that;

We are the drivers of social mobility.

We address social injustice head on.

We are architects of aspiration.

We are unrelenting in our focus on academic achievement.

Our expectations are uncompromising.

We craft good character.

We are custodians of the ‘master key’

We are situated across two iconic sites on the Queen Elizabeth Olympic Park, and our Secondary phase is now heavily oversubscribed. We are building partnerships with the new East Bank development, including the BBC, UCL, V&A East which is bringing incredible opportunities to the young people of East London.

Since the school was founded in 2017, we have set ambitious academic standards backed up by exciting enrichment opportunities, whilst nurturing and caring for the wellbeing of every child. At capacity, our two sites will accommodate over 1500 pupils, including a Sixth Form.   
Built on the legacy of the 2012 London Olympic and Paralympic Games we enjoy world beating facilities including a competition standard 400m running track, full size football pitch and field events space, Astro-turf pitch, and state of the art classrooms and school buildings. Taking leadership inspiration from our namesake and the 1966 World Cup winning team we are inspired to generate transformational change for the young people in our care.



**About the David Ross Education Trust**

The David Ross Education Trust (DRET), of which the Bobby Moore Academy is part, has a passionate belief that by offering young people an outstanding range of opportunities they will discover what they can excel at and thus transform their life chances.

Such an ethos demands that at Trust and individual school level, we bring together best practice from across the independent and state sectors, to ensure high expectations and outcomes for pupils. In practice, this ethos is driven through four core values, the rules by which our community will thrives:

* Aspiration – Always aiming high
* Ambition – Being the best we can be
* Courage – Nothing holds us back
* Respect – Always leading by example

We are an equal opportunities employer, and as with all roles within Bobby Moore Academy, we welcome and strongly encourage applications from candidates representing ethnically diverse communities.

**Benefits of working at Bobby Moore Academy**

* World-class facilities
* Comprehensive training, coaching, and mentoring available. We are a school that is
* passionate about the science of learning and implementing evidence-informed practice
* Supportive working culture
* Competitive salary
* Free staff gym on site
* Interest free loans for season tickets and bicycle purchase
* Access to the London Marathon Community Track
* Local staff discount at the View Tube café
* Opportunities to attend Park events

**Job Purpose**

* To line manage the Inclusion Manager and direct their workload and supervision of IR.
* To plan, coordinate and deliver graduated intervention to scholars with behaviour barriers to learning.
* To oversee and coordinate the day-to-day function and development of the Academy’s Internal Reflection room (IR).
* To ensure scholars are focused and engaged during their time in IR
* To be responsible for delivering appropriate behaviour strategies set within the ethos of the Academy which will contribute to improved behaviour and attendance in support of learning
* To administrate and supervise the IR room and co- ordinate work from relevant subject areas, including the use of resources designed to support personalised learning and reflection
* To liaise with relevant staff to support positive outcomes for scholars referred to IR
* Support with mentoring scholars

**Main areas of responsibility**

**Scholars**

* The post holder will directly influence scholars in the academy whose behaviour is a

barrier to learning and who have been identified as benefiting from time in Internal Exclusion

* Typically, the post holder will work with scholars individually while monitoring the group
* Scholars are expected to work in silence within the unit and to engage appropriately with the IR manager and other colleagues as required.

**Internal Reflection room**

Internal Reflection caters for scholars who have behaved poorly, been involved in an incident of defiance or failed to meet the Academy’s expectations around behaviour and conduct. It is used for the purpose of isolation and personal reflection, providing a remove room function and alternative to external exclusion

* To create and maintain an ethos in IR which is conducive to the aims and values of the academy
* In liaison with the SLT, HoP and teaching staff to help identify scholars who would benefit from a period in IR
* To ensure that IR procedures are adhered to and the unit is well maintained, neat and tidy
* To log behaviour incidents and effectively respond to data around behaviour proactively
* Liaise with Heads of Pastoral on effective strategies to use within IR
* Supporting the supervision of scholars at break and lunch time. As a term of employment you may be required to undertake such duties as may reasonably be required of you
* Working as part of the wider pastoral team in the academy to develop and deliver effective strategies to scholars to help them understand and manage their own behaviour
* To ensure a highly structured environment for students with consistency of expectation and clarity about the use of rewards and sanctions
* Work with the wider pastoral team to analyse behaviour and data to monitor and evaluate the effectiveness and impact of the strategies used
* To report weekly to Line Manager and produce/analyse data relating to the progress of scholars
* To be vigilant and aware of any potential safeguarding concerns

**Key Responsibilities – all staff**

* A commitment to safeguarding the wellbeing of the young people in our care
* To support the academy and Trust ethos
* To contribute to academy-wide events including curriculum-focused events as part of the wider staff team, as and when required
* To be aware of the academy’s duty of care in relation to staff, scholars and visitors and to comply with all health and safety policies at all times
* To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities
* To be committed to one’s own personal and professional development in order to help the academy develop and improve

**Person specification**

*Essential*

* GCSE Maths and English at Grade C or above

*Desirable*

* Qualified Teacher Status or a possible interest in teacher training in future
* Degree-level qualification

**Knowledge, Skills and Competencies**

*Essential*

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| * A committed and highly motivated team player. * Excellent written and verbal communication skills. * A good organiser who is able to work under pressure. * Excellent interpersonal and liaison skills. * ICT literate with the ability to word process and accurately record data. * Able to work on own initiative, with minimal supervision and guidance. * Ability to manage own time effectively and assume responsibility. * Ability to remain calm and contribute to the resolution of problems. * Flexible and able to respond quickly to new situations. * Ability to engage constructively with and relate to a wide range of children/young people and families/carers. * Able to set tasks which challenge scholars and ensure high levels of scholar interest. * Set clear targets for students learning. * Confidently deal with subject related questions scholars raise. * Implement behaviour management strategies to tackle challenging behaviour. * Motivate and re-engage disaffected scholars. |

*Desirable*

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| * Mark and monitor scholars assigned classwork and homework providing constructive feedback and setting targets for student progress |

**Experience**

*Essential*

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| * Experience of working with a wide range of young people and families/carers from different social and ethnic backgrounds. |

*Desirable*

* Experience of teaching/supporting young people in a secondary school



The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**How to Apply**

For more information, please visit [www.bobbymooreacademy.co.uk](http://www.bobbymooreacademy.co.uk)

If you would like to discuss this opportunity further, in confidence, or to arrange a visit please contact the Executive Principal, Steve West, via [principal@bobbymooreacademy.co.uk](mailto:principal@bobbymooreacademy.co.uk)

To apply please visit [www.dretjobs.co.uk](http://www.dretjobs.co.uk)

Thank you for your interest in our school. We look forward to receiving your application.