

Recruitment Pack
Pastoral and Behaviour Specialist
November 2021



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Mission Statement

EVERY CHILD, EVERY CHANCE, EVERY DAY

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively.

Once wasted, it is gone forever and cannot be given back

Our Vision

At Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all. All our academies are inclusive schools. They seek out and respond to the views of pupils and the wider community. At certain times, there may be difficulties in lives outside of the academy that may cause barriers to learning, including challenges to well-being. Our academies will foster a culture of support, working with a range of agencies to ensure that everyone can reach their full-potential.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

Our Values

INSPIRE - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

INCLUDE - At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

INTEGRITY - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

EXCEED - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

We will achieve our Ambition by ensuring:

- Excellence in learning where our pupils are enabled to be creative thinkers and turn their ideas into actions;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Our Learning curriculum and values are interleaved through all our priorities in order to develop life-long skills which develop our pupils into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our academies to focus on achieving excellent outcomes.

POWER TO CREATE

Outstanding Professionals:

- Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others;

Innovative Systems Enabling Creative Schools

- Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

Strong Partnership and Communities

- Working closely with our local communities and parents to secure the best outcomes and opportunities for our learners. Creating a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all

WHICH ENABLES...

EXCEPTIONAL LEARNERS

Learners who are highly successful with attributes, skills and qualifications for a fulfilling life. They have a high quality school experience and enjoy an abundance of opportunities.

About our Academy

Edlington Victoria Academy is a large primary academy in the village of Edlington, Doncaster, for pupils of nursery age through to Year 6. Edlington Victoria has 258 pupils on roll, and was judged as 'good' during its last Ofsted inspection in January 2020.



The academy has dedicated senior leaders who support the work of the CEO in leading and managing improvement, under the guidance of a dedicated Board of Directors and Local Governing Boards. The academy also has a large number of support staff to enhance learning opportunities, including HLTAs and experienced Teaching Assistants. The academy is fully committed to the inclusion of all pupils and to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards and meet the core offer of extended services.





Letter from the Principal – Emily Clark

Dear Applicant

Thank you for your interest in the position of Pastoral and Behaviour Specialist at Edlington Victoria Academy.

At Edlington Victoria Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 and Jan 2020 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED in both reviews. Some of the strengths noted were:

- Trustees and governors speak passionately about improving this school. Leaders share their determination to make sure that all pupils get a good education. Their hard work is paying off.
- Leaders realise that pupils' happiness and welfare are just as important as results. They have appointed extra staff to make sure that pupils are safe. Pupils know that all adults in school care about them. Adults are gentle when they speak to pupils. No one shouts.
- There is a strong culture of safeguarding.
- Leaders are making sure that information is being shared appropriately between them. This helps to ensure that extra support for vulnerable children and families is seamless.
- Pupils have very positive attitudes to their learning. Teachers' expectations are consistently high. Pupils with special educational needs and/or disabilities (SEND) are well supported.

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

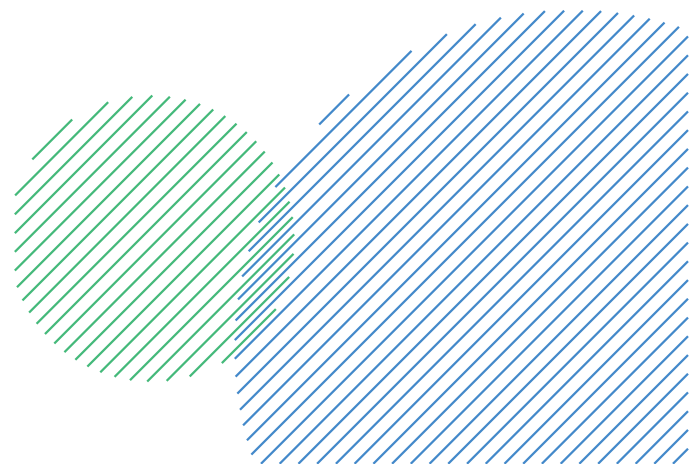
I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.



Emily Clark
Principal

Job Description and Person Specification

Pastoral and Behaviour Specialist



JOB DESCRIPTION

Exceed Learning Partnership is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high-performing educational institutions.

Job Title:	Pastoral and Behaviour Specialist
Grade:	Grade 7 point 12 to 20 (£14,348 - £16,811 <i>pay award pending</i>) 27.5 hours per week - Term time plus 5 training days
Academy:	Edlington Victoria Academy
Responsible to:	Principal, Vice Principals, Pastoral and Intervention Manager & Governors

All support staff should endeavour to maintain the ethos of the academies and must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. Support staff must maintain appropriate professional boundaries and respect the unique position of trust as support staff in the academies.

Job Purpose Summary

- ❖ To lead, facilitate and undertake direct work and interventions to support pupils and families who have additional and/or complex needs.
- ❖ To support the management of behaviour across the academy, leading and implementing interventions with pupils and families with complex needs.
- ❖ To act as a deputy designated safeguarding officer for the academy.
- ❖ To work with the SENDCO to meet the needs of the SEND pupils and monitor their progress.

Key Responsibilities and Accountabilities

Safeguarding and Child Protection

- ❖ Act as the deputy designated safeguarding officer for the academy in all aspects, ensuring that all legal requirements are met.
- ❖ Act upon and refer all concerns regarding safeguarding issues relating to pupils and their families
- ❖ Undertake all necessary safeguarding and SEND training updates
- ❖ Provide reports to the Pastoral and Safeguarding Manager which feed into governor reports and liaise with the link governor as required

- ❖ Attend and contribute to child protection and other multi agency meetings as relevant
- ❖ Use the academy reporting and recording systems including SIMS and CPOMS to ensure accurate and timely records are kept of all interventions and key information

Other Responsibilities

- ❖ To support children with transition between academies.
- ❖ Ensure a proactive approach in supporting children whom may be struggling by way of 'change the lense' or 'change the approach'
- ❖ Work with the SENCO and/or external agencies to provide bespoke programmes of support for children in the academy to support their inclusion and wellbeing.
- ❖ To support the Pastoral and Intervention Manager to maintain and build parental partnership links and create project and events which will engage parents within the academy communities.
- ❖ Continuously develop own professional practice and keep up to date with all relevant policy developments.

Records Management

- ❖ To be conversant with the Academy's policies and procedures on records management.

Behaviour Management

- ❖ To work alongside leaders to create, implement and manage support plans and timetables for individual pupils with behavioural needs
- ❖ To develop a 1-1 supportive relationship with children needing particular support aimed at achieving the goals defined in the plan.
- ❖ To support and develop support staff in the management of pupils who display challenging behaviour
- ❖ Monitor the progress of these pupils and provide interventions as required
- ❖ Undertake playground activities at playtime and lunchtimes with key pupils
- ❖ To maintain regular contact with families/carers of children receiving support to encourage positive family involvement in the child's learning
- ❖ Lead the reviewing and disseminating of behaviour policies within the academy

Parental Support Programmes

- ❖ As part of a needs analysis review alongside the Pastoral and Intervention Manager: to run parenting programmes in order to enhance the skills of parents throughout the academy.
- ❖ To deliver Parenting Programmes in order to develop parenting skills which impact directly on pupils' social needs.
- ❖ To support the monitoring, review and evaluation of the impact of parental programmes in the academies.
- ❖ To work in partnership with families, ensuring professional boundaries are maintained.
- ❖ To identify and plan a range of parental support programmes targeting different groups within the community.

Person Specification

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Description	Shortlisting
Professional Qualifications	
1. GCSE or equivalent in English and Maths	E
2. Level 4 qualification or significant experience of working in a similar role	E
3. Qualified Thrive Practitioner	D
4. Trained in Team Teach and/or Restorative Practice	D
5. Evidence of further professional development	E
6. Level 3 Safeguarding (in date)	E
Knowledge & Understanding	
4. Previous experience working in an educational environment with children	E
5. Proven ability to support, motivate and develop pupils	E
6. Experience of working with and supporting parents/carers	E
7. Experience of behaviour management in an educational setting	E
8. Evidence of application of a wide range of behaviour management strategies	E
9. Experience of mentoring/counselling pupils in a school setting	E
10. Have an up to date current thinking around safeguarding and be equipped with the skills and knowledge to undertake the Deputy DSL role	E
11. Sound knowledge and understanding of multiagency working and the services available within a particular support on behaviour and ensuring children and families receive the right support at the right time	D
12. Knowledge of how to refer and represent at meetings and their function such as primary inclusion panel, SEN meetings, BOSS team	D
13. Knowledge of supporting children with a SEMH needs and tailor support appropriately	D
14. Knowledge of behaviour interventions to implement with pupils using a plan, do review cycle and involving parents/teacher in this process	D
15. Able to use evidence-based interventions to capture the child's voice so they feel heard, advocated for and considered within any plans.	D
16. Knowledge and understanding of delivering parenting programs such as 123 Magic, Solihull parenting or triple p parenting program	D
17. An understanding and knowledge of Early Help, what constitutes a good early help assessment and ensuring a whole family approach is adopted.	D
18. An understanding of short breaks and how this can be accessed for additional support for pupils.	D
Personal Qualities	
10. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	E
11. Approachable, caring and empathetic	E
12. Works well as part of a team	E
13. Flexible, listens and is prepared to seek advice and support	E
14. Demonstrates a concern for the pastoral & spiritual welfare of all in the school	E
15. Committed to continuing professional development for self and others	E
16. Committed to active parental involvement	E
17. Able to deal sensitively with people and resolve conflict	E
18. Commitment to making learning fun	E