

A photograph of a greenhouse interior. In the foreground, a young man with glasses and a blue hoodie is smiling and looking towards the right. Next to him, a woman with long brown hair and a black jacket is also smiling and looking towards the right. They are both holding dark soil in their hands. In the background, there are several black plastic trays filled with soil, and a blue water bottle is visible. The greenhouse structure is made of wood and glass, with a hanging basket visible in the upper right.

co
op

Academies Trust

As a colleague at Co-op Academies Trust, you'll work within a diverse learning community, striving to deliver an outstanding working and learning experience for all. You will be joining a supportive, committed, and passionate team who work hard to ensure that everyone in our Trust can achieve their potential. And of course, you'll do all this whilst capturing the spirit of our vision and values and whilst role-modelling exceptional professional behaviours.

How to apply

The closing date for applications is Friday 6th June at 9am with interviews taking place the following week across the 10th and 11th June.

Benefits

What you do here really counts. And we offer a range of benefits and rewards to recognise the part you play in our success. Whether they benefit your finances, your wellbeing, or your family, in or outside work. From career progression and working and making a difference within your local community, to a whole range of financial discounts and benefits, working at Co-op Academies Trust isn't just your standard job.

We offer competitive salaries and access to the Local Government Pension Scheme, as well as travel season ticket loans, 24-hour access to free money support, and for colleagues who want to save or need help managing finances we have savings and loan products which can be deducted from your pay.

We want you to stay happy and healthy. So as a support staff colleague you'll get the school holiday periods off work. And even better, we offer a free flu vaccine, cycle to work scheme; 24-hour access to free health and wellbeing support and discounted gym membership at Nuffield gyms.

We also offer a 10% discount on Co-op branded Food, with regular increased promotional discounts and offers at various points in the year.

Our Values

Co-op Academies Trust is committed to the values shared by cooperatives everywhere:

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| Self-help | we support learners, parents, carers and staff to help themselves |
| Self-responsibility | we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions |
| Democracy | we give our learners, parents, carers and staff a say in the way we run our schools |
| Equality | we believe that the voice of each individual should be heard |
| Equity | we run our schools in a way that is fair and unbiased |

Solidarity we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

Honesty we act in a professional and respectful manner in our dealings with everyone

Social responsibility we maximise our impact on the people in our communities while minimising our footprint on the world

Caring for others we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

Behaviour Support and Intervention Lead

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| Salary / grade range | SO1 SCP 23-25 Actual Salary- £28,843- £30,456 37 Hours Term time plus inset days |
| Location | Co-op Academy Brierley |
| Reports to | Assistant Headteacher (Pastoral) |

Purpose of role:

- To promote and model our values and ethos, holding relationships and Restorative Practice at the heart of all we do across the academy.
- To lead and facilitate the general welfare, behaviour and emotional regulation of pupils with a range of complex SEND needs across the Pathways, from 4-16.
- To work directly with teachers and support staff to develop provision, communication and regulation strategies, appropriate to learners needs.
- To coach and develop staff in relational practice and behaviour strategies
- To work with pupils and in partnership with parents, appropriate staff and other agencies to support social communication, emotional regulation and behaviour for learning.
- To work directly with individual pupils and groups of learners to deliver targeted intervention such as circle of friends, lego therapy, bereavement support etc
- To manage and respond to behaviour monitoring systems to ensure timely and efficient responses for learners, staff and parents.
- To work with identified vulnerable pupils and any others requiring support.

Key accountabilities (and specific duties / responsibilities):

Specific Responsibilities

Leading on restorative practice and emotional regulation

- Provide support and advice to all stakeholders in line with promoting wellbeing and personal development with respect to learning and health and safety.
- Respond to and take steps to resolve relationship and social issues between students.
- Support the implementation of the academy's engagement in restorative practice, 3 R's and Brierley expectation policies.
- Monitor and evaluate behaviour trends.
- Be prepared to undertake Team Teach Tutor training and responsibilities
- Contribute to PBSP and BIPRAS
- Lead de-briefings and support post incident
- Ensure that the voice of the child is heard and documented
- Comply with policies and procedures relating to child protection and all aspects of safeguarding children.

- Liaise with external agencies on behalf of the academy; work in a multi-disciplinary way to develop positive behaviour support plans
- Respond to calls for support on two way radios.
- To assist in break / lunch supervision.

Planning and Setting Expectations/Pupil Achievement

- Establish and maintain high standards in line with the academy's ethos and expectations.
- Contribute to systems of natural consequences

Relationship with Parents and the Wider Community

- Be the first point of contact for parents, being responsible for and dealing with issues when appropriate and referring to other staff for action.
- Ensure contact is made to parents whenever incidents are dealt with by self or when delegated to contact by others.
- Work collaboratively with the family and other key stakeholders
- Produce appropriate records of incidents dealt with – e.g. bullying, racial incident files.

General

- Arrange for work to be set and collected for exclusion and other student absence.
- Seek reports on student progress from staff.
- Ensure systems letters are sent and logged.
- Establish clear and effective communication with parents.
- Liaison with agencies responsible for students' welfare and contribution to multi agency etc.
- Liaison with the pastoral team re: attendance.
- Know and understand the implications of the Code of Practice for SEN.
- Any other aspect commensurate with the post, as required by the Principal.

Management (implementation) including Performance Management

- Be accountable for own Performance Management, setting challenging objectives/targets in line with the academy priorities.
- Maintain up-to-date role specific knowledge.
- To attend training and participate in personal/performance development as required.
- To promote teamwork and to motivate staff to ensure effective working relations and communication.
- Represent the academy in a manner consistent with its ethos and values.
- To respect the confidential nature of information relating to the academy and students.

Monitoring

- Actively monitor systems, individuals and groups of pupils to achieve positive outcomes.

Evaluation

- Evaluate impact of resources and systems.

Strategic Direction and Development of Co-op Academy Brierley

The post holder will be expected to support and promote the development and progress of the academy, its students and staff. All staff are expected to:

- Facilitate open and clear lines of communication with all stakeholders.
- Contribute to the academy's development and implementation of policies.
- Support all staff in achieving the academy's priorities and targets.
- Ensure parents are well informed about the academy and their child's progress.

Working with Staff

The post holder will promote positive and professional working relationships between all staff within the academy. They will also be expected to:

- Support the implementation of the academy's Performance Management policy.
- Follow the academy's quality assurance processes.
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met.
- Promote an inclusive environment and support the development of strategies to improve attendance.

Effective Deployment of Staff and Resources

The post holder will make a significant contribution to the effective deployment and development of resources. They will also be expected to:

- Take advice on establishing priorities for expenditure and the cost-effective use of resources
- Work within the academy's Quality Assurance framework.

Other

- Co-op Academy Brierley expects all employees to uphold the duty to safeguard and promote the welfare of learners.

The aim of the Job Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher.

The Academy is committed to the safeguarding and welfare of children and young people and expects all its employees and volunteers to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, and the successful applicant will be subject to an enhanced check by the DBS

Personal attributes required (based on job description):

| Attributes | All attributes are essential, unless indicated below as 'desirable' | How measured, e.g. application form (A), interview (I) |
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| <p>Qualifications</p> <ul style="list-style-type: none"> GCSE in English and Mathematics at grade C, grade 5 or above Evidence of further study and CPD AET Level 1 or higher (or equivalent) Autism awareness training Team Teach Level 1 and 2 | <p>Desirable</p> <p>Desirable</p> | A |
| <p>Experience</p> <ul style="list-style-type: none"> Experience of working in a specialist school setting Experience of working with complex SEMH and or pupils with complex communication needs Successful experience of managing areas and projects Experience of working collaboratively with stakeholders at all levels Experience relevant to the role | Desirable | A/I |
| <p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> Knowledge of the content, structure and processes of role Knowledge of Restorative practice To be able to represent the academy on or off site and have an understanding of the importance of the academy within the community To be able to use initiative, and have well developed incisive analytical and problem solving skills To be able to monitor and evaluate procedures effectively Communicate effectively with students, parents and other colleagues at all levels orally and in writing Work under pressure Organise and develop effective systems Relate to young people Take initiative and work independently Work to high levels of accuracy Prioritise and plan to ensure completion of tasks | Desirable | A/I |

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| <ul style="list-style-type: none"> • Be innovative and creative in developing solutions | | |
| <p>Personal Qualities</p> <ul style="list-style-type: none"> • Have unconditional positive regard for children and young people • Be innovative and creative in developing solutions • A record of reliability and integrity • Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional • Humour, optimism and ambition • Willingness to participate in further training and CPD • Self-motivated • Be hard working and emotionally resilient, able to work under pressure, able to prioritise and be flexible working to deadlines • To be able to understand and be committed to equal opportunities for all • Commitment to safeguarding and protecting the welfare of children and staff. • Flexible and adaptable to meet the needs of the Academy as it develops. | | A/I |

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.