

# Dover Grammar School for Girls

## Applicant Information



### Behaviour & Rewards Manager

Term Time plus 5 Training Days  
37hours per week

(Monday-Thursday: 8.30am – 5pm / Friday: 8.30am – 4.30pm)  
Kent Range 7 (£23,378 - £26,466 - pro rata £20,126 – £22,864)

Required: April 2023



Dover Grammar School for Girls is an Outstanding Grammar School which fosters excellent academic standards combined with a strong and caring community. It is also an innovative school where staff are encouraged to look constantly at various ways of improving every aspect of our work. To summarise, it is a place where students can enjoy the very best education.

Dover Grammar School for Girls is committed to safeguarding and promoting the welfare of our students, so the interview will include questions relating to child protection.

Members of the interview panel have undergone Safer Recruitment training. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and an enhanced DBS check will be required prior to appointment.

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t: 01304 206625

e: [enquiries@dggs.kent.sch.uk](mailto:enquiries@dggs.kent.sch.uk)

w: <http://dggs.kent.sch.uk/>

 [dggs\\_info](#)





Dear Applicant

Thank you for your interest in the post of Behaviour & Rewards Manager. This is an exciting opportunity to join the team at one of Kent's highest performing grammar schools.

### About the School

Dover Grammar School for Girls is an inclusive, selective school with over 100 years' experience of providing education for our local community. We have 675 girls in Key Stage 3 & 4 and a co-educational Sixth Form of 205 students. We are highly respected within the local community and are committed to providing top quality teaching and learning in an inclusive and high performing learning environment. We have been oversubscribed for many years and remain a popular choice with parents and students alike. We have twice been rated 'outstanding' by Ofsted; the latest inspection being 2013.

Our results in 2022 were outstanding, once again, with 30% of all grades at A level being A\*-A and 57% being A\*-B and a pass rate of 98%. At GCSE, 39% of all grades were at 7, 8 or 9 (equivalent to the old A and A\* grades) with 58% of students achieving at least one grade 8 or 9 (equivalent to the old A\* grades).

The school's Progress 8 score has historically been significantly positive. Although we are extremely proud of our students' past achievements, we recognise that there will always be areas for improvement, and each year we believe that we can do even better.

Our students are bright, articulate, fun to be with and rightly expect that their teachers will share and encourage their aspirations. As staff we all offer students every possible opportunity beyond the classroom with a wide range of extra-curricular activities, support and pastoral care. We offer wellbeing support and aim to develop not just the academic abilities of our students but also to give them the confidence, lifeskills and personal qualities and values to succeed in a fast moving and competitive world.

We think it is important that we try to give you a feel for the school to assist you with your application. Therefore, I will provide a brief summary of the school below to give you a small snapshot into our DGGGS community. I also wish to direct you to our school website, [www.dggs.kent.sch.uk](http://www.dggs.kent.sch.uk) where we have several videos and information that may help to familiarise you with our expectations, standards and ethos.

Our foundations are built upon our vision tri-colon which is 'Building Character, Fostering Respect and Achieving Success'. We also practise 5 Character Values which we believe underpin good citizenship and are the qualities which we wish to celebrate within school. These were decided upon after consultation with the staff and students alike. The values represent what we as a community value in each other and are central to our ethos and practice. You can read more detail on our website regarding the vision tri-colon and Character Values of Mutual Respect, Intellectual Curiosity, Compassion, Courage and Moral Purpose.



If you share our passion, energy, enthusiasm and determination to ensure the highest quality of education and support for our students then we look forward to receiving your letter of interest and completed application form, which can be downloaded from Kent Teach or by clicking the link: <https://www.kent-teach.com/Recruitment/Vacancy/VacancyDetails.aspx?VacancyId=113103>

To assist you in this process we have included a person specification and a job description.

The closing date for receiving your application is 9am, Thursday, 23<sup>rd</sup> February 2023, with interviews taking place on Wednesday, 1<sup>st</sup> March.

Yours sincerely,

RCF Benson  
Headteacher



### About the Role

We are looking for an enthusiastic Behaviour and Rewards Manager to join our dedicated pastoral team. The successful applicant for this new role, will work closely with pastoral staff in Key Stage 3 and 4, and will be responsible to the Deputy Headteacher (Pastoral).

The post requires an ambitious, organised and calm individual who is committed to working with other staff as part of a close working team. The Behaviour and Rewards Manager will work under the direction of the Deputy Headteacher (Pastoral) to oversee provision in the school's Behaviour Room and respond to behavioural and pastoral concerns throughout the day.

In addition, the Behaviour Manager will work directly with students on restorative approaches, and on securing successful strategies to change behaviour patterns.

The ideal candidate will be an enthusiastic, patient and motivated individual with experience of working with young people. They will demonstrate ability to interact calmly with students, with empathy, and demonstrate a calm, authoritative presence in a professional environment.

An understanding of students' emotional and academic needs is highly desirable.

### Main Purpose of the Role

- To manage students in the Behaviour Room, ensuring appropriate discipline and tasks are completed
- To supervise students who are out of lessons or who are on detentions, ensuring work is completed
- To mentor identified students to develop positive behaviour for learning practices
- To oversee rewards processes and develop opportunities for rewarding students

### Main Responsibilities

- To respond to behavioural incidents promptly and effectively, being first on the on-call rota to support staff/ students where required
- To manage behaviour incidents with the aim of resolving situations quickly and effectively
- To ensure the process of exploring an incident and agreed sanctions is fully considered and fair
- To maintain the positive environment of the Behaviour Room
- To oversee the provision of sanctions within the school Behaviour Room, ensuring students are responding to sanctions but are also provided with necessary support to do so
- To coordinate work from teachers, ensuring students continue to make academic progress when working outside of the classroom



- To establish positive working relationships with students and the pastoral teams to ensure support is personalised and effective
- To work with individual students as a Behaviour Mentor, providing strategies to change behaviour patterns over time
- To work in partnership with the Heads of Key Stage to resolve behavioural issues
- To be responsible for maintaining behavioural records, including evaluation of impact of behaviour interventions
- To coordinate and run the school lunchtime and after school detention system
- To liaise with parents, students and staff as required
- To oversee the school's Reward Programme, identifying reward opportunities and coordinating certificates and other means of recognition
- To work under the direction of the Designated Safeguarding Lead to provide support in specific child protection concerns
- To liaise with external agencies where required
- To develop innovative strategies to engage students in positive behaviours for learning

### Person Specification

- Compassionate, with empathy for those for whom learning is difficult
- Enthusiastic support for the school ethos and interest in education
- Motivated and able to enjoy working with young people
- Calm, unflappable, good organiser with a sense of humour
- Patience, discretion, understanding and sympathy for different points of view
- Ability to work on own initiative and prioritise
- Ability to work in a variety of team roles
- Good interpersonal skills
- Listening and communication skills
- Confident and accurate in ICT
- Confident, authoritative and consistent in responding to situations