



# Hurstmere School

## Candidate Briefing Pack Behaviour Support Officer





# Welcome to The Howard Academy Trust

As a Trust, we currently comprise of 8 schools, across the South East. We currently have 4 secondary schools and 4 primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision for our member schools is “working together to create a community of successful learners”. In doing this, we will deliver an outstanding education for the children and young people who attend our academies. We endeavour to ensure that all our pupils have access to the highest standards of teaching, resources and opportunities. The Trust’s role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Both Temple Mill Primary School and Waterfront UTC joined the Trust as sponsored academies and have moved from Special Measures to a Good school on their first inspection. Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

*Owen McColgan*  
Chief Executive  
The Howard Academy Trust





## *Working together to build a community of successful learners*

### Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

Excellent teaching and learning that promotes inclusivity;

Regular opportunities for collaborative CPD to ensure best practice across academies;

A proactive network for joint working across academies, for staff at various career stages;

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

The unique character of each academy is valued and contributes to the THAT whole Trust ethos;

Shared whole Trust values of dignity, respect and ambition;

High aspirations for all involved with the Trust and a solutions led approach;

Each academy is a hub for its local community and families;

Facing outwards and working in collaboration with other organisations and stakeholders;

A centralised team that allows academies leaders to focus on their core purpose of education.



### Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

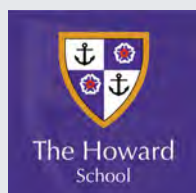
Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.

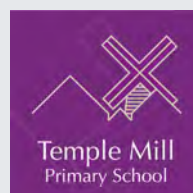




# Our Family of Schools



The Howard School  
1,500 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



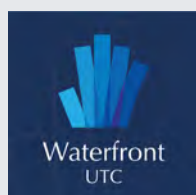
Temple Mill Primary School  
240 Pupils on Roll  
Rated Good by Ofsted  
Located in Strood, Kent



Deanwood Primary School  
230 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



Thames View Primary School  
450 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



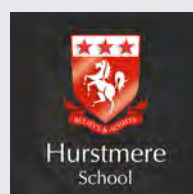
Waterfront UTC  
370 Pupils on Roll  
Rated Good by Ofsted  
Located in Gillingham, Kent



Miers Court Primary School  
410 Pupils on Roll  
Rated Good by Ofsted  
Located in Rainham, Kent



The Abbey School  
1,100 Pupils on Roll  
Located in Faversham, Kent



Hurstmere School  
960 Pupils on Roll  
Located in Sidcup, London



# Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. The Howard Academy Trust has received the Platinum Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



## Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- Subsidised Private Healthcare with Benenden Health.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone.

## Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD (Secondaries only) and whole school PPA (Primaries only).
- Comprehensive CPD programmes including departmental and whole school training.
- Trust-wide training events and Staff Conference events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD subscriptions including Optimus Education.



## Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

## Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens with a full lunch menu.
- Free car parking at each Trust site.





# Welcome to Hurstmere School

Hurstmere School is a popular non-selective secondary academy for boys aged 11 - 16, situated in Sidcup. Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is known, cared for, and valued for the contribution they make. We aim to provide the very best educational experience for every single one of our pupils.

We work hard to provide this by:

- Having the highest academic standards and expectations for all our pupils, which celebrates success and promotes aspiration, so that pupils exceed their potential.
- Firing pupils' imaginations which fosters self-belief, resilience, and the ability to learn from failure.
- Providing a wide range of learning opportunities in and outside of the classroom for pupils to learn in a safe, supportive, creative, and happy environment.
- Working with a range of educational and supportive bodies to provide the best education and pastoral care possible, so all pupils believe and achieve, as well as looking after pupil's mental health and wellbeing.

We believe that it is essential that school is a challenging, inspirational, and transformational experience. We also believe that it must support parents in providing a moral framework for learners to live their lives by and that pupils perform to their best abilities when they feel supported, confident, and happy.

We are enormously proud of our academic, sporting, and cultural successes; however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school.

In addition to academic success, we also place extremely high value on the development of character; responsibility, ambition, honesty, confidence, compassion, and courage. This is targeted through a wide range of Learning for Life and extra-curricular opportunities, in tandem with the regular school curriculum.

**Our Mission** inspires us to go the extra mile every day to ensure our pupils 'Believe and Achieve'; to be the best that they can be.

**Our Vision** is for our pupils to have high aspiration and confident self-belief, that with hard work and determination, there are no boundaries to what they can achieve; that our pupils believe in themselves and achieve their full potential.



The School has a large site with dedicated areas for each subject, including science laboratories, spacious technology workshops, computer suites and superb sports facilities.

Our commitment to learning is initiated on our growth mindset 'can do' culture. At Hurstmere School, achievement for ALL pupils through a rounded and inclusive approach is paramount. Pupils with special educational needs are empowered and encouraged to succeed and reach their true potential.

Hurstmere School hosts the School Games programme for the whole borough of Bexley, having recently agreed to a request by the Youth Sports Trust to add the Northern half of the borough to our successful and long-established School Games Network. The School Games is used to drive whole school improvement, supporting schools to develop cross curricular links, increase physical activity, and develop personal and social skills, general well-being and raising standards across the school.

## Our Values



### Integrity

Acting with integrity and honesty so that challenges can be met whilst encouraging responsible decision making.



### Teamwork

Creating an outstanding school community where we delight in learning, achieving, and growing together, working as a team.



### Self-Belief

Where self-belief is nurtured, encouraging strength of character and a belief in our ability to be the best we can be.



### Respect

Treating each other with dignity, courtesy, and respect; celebrating and welcoming diversity.



### Resilience

Resilience to face disappointment, learning from failure and adapting to change.



### Ambition

To be passionate in our desire and determination to achieve success and exceed our potential.



### Leadership

Empowering pupils to work in partnership with each other, staff and with the wider school community.





# Job Description

<b>Job Title:</b>	Behaviour Support Officer
<b>Contract Type:</b>	Full time, Permanent, Term time Only + 1 week
<b>Remuneration:</b>	Bexley NJC 7.1-7.4 (FTE £31,524- £32,931)

## Core Purpose

The holder of this post is expected to carry out the professional duties of a Behaviour Support Officer as described below, as circumstances may require and in accordance with the Trust's policies under the direction of the Senior Leadership Team. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- Proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Values and Behaviour

Support Staff play a vital role in assisting teaching staff to make the education of their children their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the children in the school.

## **Personal and professional conduct**

The post holder should conduct themselves professionally at all times, treating children and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

## **Key responsibilities:**

To support the school's behaviour strategy as part of the wider behaviour support team:

- Support pupils with behaviour in lessons and around the school.
- Support staff in dealing with challenging behaviour.
- Provide support with the lesson removal system (On Call) and supervise withdrawn pupils.
- Undertake the supervision of detentions/resets.
- Undertake supervision duties during the school day (additional payment for lunchtime duties).
- To support the school's work to ensure good attendance and punctuality as required, including supporting with late gate.
- Establish positive working relationships with vulnerable pupils and their families to support their needs within school.
- Undertake mentoring, restorative meetings and conflict resolution as required.
- Investigate incidents by taking statements, interviewing pupils and making recommendations to the Raising Standards Leaders. Contact parents/carers as required.
- Support Hurstmere staff in improving behaviour, attendance and progress by working with designated groups and individuals as required.
- Support the Inclusion Room Co-ordinator with supervision of the Refocus Room and other related tasks.
- Support and assist the wider behaviour support team as directed and as required.
- Follow up safeguarding issues in line with school policies and procedures.
- Establish working routines and maintain records/logs of casework and provide staff with requested information as required.
- Attend meetings within school and externally as required including Wednesday Student Welfare and Access Panel meetings.
- Liaise with parents/carers as required.



- To ensure compliance with the schools policies, personally contributing to an environment that welcomes diversity and respects individuals.
- To undertake the necessary training/development required in order to keep up to date with developments as identified through performance management.
- In provide cover for teaching staff as required.
- To invigilate school examinations as required.

#### **Administration:**

- Observe, record and feedback information on pupil performance
- Support the classroom teacher with appropriate admin tasks which may include: photocopying, recording of data etc.

#### **Resources**

- Operate relevant equipment/ICT packages (e.g. internet, intranet, E-mail)

#### **Management**

- This post does not have any management responsibilities.

#### **Additional Duties:**

- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy

# Person Specification

**Post:** Behaviour Support Officer

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Maths &amp; English GCSE or equivalent Grade C and above</li> <li>Willing and able to undertake development and training opportunities as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of ongoing professional development</li> <li>First Aid Trained/Paediatric First Aid Training</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Knowledge and experience of working with children in a comprehensive school environment</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>Training and equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Clear understanding of the role of parents and the community in school improvement and how this can be practiced and developed</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of child protection, safeguarding policies</li> <li>Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>Knowledge of support services available to young people</li> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Good communication skills including written and oral</li> <li>Good numeracy and literacy skills</li> <li>Competent with computers and other technology</li> <li>Ability to work as part of a team under the direction of the teacher</li> <li>Good administrative and organisational skills</li> <li>Good team player and self starter</li> <li>Ability to create a happy, challenging and effective learning environment</li> <li></li> <li>A solution-focused mindset and determined "no-excuses" approach to raising standards</li> </ul>	



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| <ul style="list-style-type: none"><li>• A personable nature to build effective relationships</li><li>• Ability and keenness to promote the Trust's positive culture and ethos</li><li>• Understands the importance of confidentiality and discretion.</li></ul> |  |
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