



# Appointment Information Pack



<b>Vacancy</b>	Behaviour Mentor
<b>Location</b>	Boothroyd Primary Academy
<b>Start date</b>	As per Advertisement
<b>Closing date &amp; time</b>	As per Advertisement
<b>Salary</b>	SCP 7-11 - £15,258 to £16,519 (Actual salary for 32.5 hours per week, term time only + 5 INSET days from 8.30 am – 3.30 pm)
<b>Return application to</b>	<i>Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE</i>

## Welcome from the Academy Principal

Thank you for requesting an application pack for the advertised vacancy.

This pack is intended to provide you with some basic information, however, the best way of finding out about the academy is by visiting, looking around and getting a feel for the school!. We are very proud of our school and would encourage you to make an appointment and come and find out for yourself how wonderful the staff and children are!

We are a happy school and the staff, not only deliver a high standard of education, but care very much about each child's welfare. Our pupils are very proud of Boothroyd Academy and tell us they love coming to school!

Boothroyd Primary Academy is a Community Primary School catering for girls and boys aged 4-11. Our Nursery, which opened in January 2016, ensures pupils are 'school ready' when joining reception.

We are very proud of the ethos of Boothroyd Primary Academy. It underpins all our work, play and our relationships with each other.

We really value the partnership between home and school and believe it is extremely important that parents feel comfortable in talking to us about problems and also that they feel they are listened to. Parents are encouraged to drop in to school anytime to talk to me or to arrange a time to see their child's class teacher.

We are proud of our children. Children at the school care for each other. They support each other in a variety of ways in lessons and during playtimes. They look after new children to the school and take responsibility for their own behaviour, making Boothroyd a really good place to work and to learn. The children act as fabulous ambassadors for the school in our extended links with other schools, and in the local community. The school's standing in the community, links with local mosque leaders, and a high level of parental satisfaction engenders a high level of trust in the school.

The school has extensive, well developed grounds which are used to support outdoor learning. We take every opportunity to invite in visitors, go on school trips and to extend our curriculum beyond the school day to include sports and art activities.

I look forward to meeting you should you choose to apply and visit the school- good luck!

Kyrstie Joslin  
Headteacher

## Academy details

<b>Address</b>	Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE
<b>Telephone</b>	01924 450289
<b>Email</b>	<a href="mailto:boothroyd.recruitment@focus-trust.co.uk">boothroyd.recruitment@focus-trust.co.uk</a>
<b>Website</b>	<a href="http://www.Boothroydprimaryacademy.co.uk">www.Boothroydprimaryacademy.co.uk</a>

## Job Description

<b>Academy</b>	Primary Academy
<b>Job title</b>	Behaviour Mentor
<b>Grade</b>	SCP 7 - 11
<b>Accountable to</b>	Principal
<b>Line manager</b>	Pastoral Leader & DDSL

### Purpose of the role:

To deliver behavior support across the school working as part of the pastoral team.

### Main duties:

- To lead behavioural support to pupils across the Academy under the line management of the Pastoral Leader.
- To record incidents using CPOMS and Integris
- To assist with the completion of records to evidence progress for students referred to the Pastoral team.
- To provide feedback to pupils, staff & parents in relation to progress and achievement as agreed.
- To be responsible for keeping and updating records contributing to reviews of systems/records as requested.
- To take part in the annual professional development review for support staff.
- To undertake training where appropriate.
- To implement behavior modification interventions specific to issues raised by pastoral staff and/or teachers with particular focus on students with emotional or mental health issues.
- To support the holistic progress of individuals and small groups by facilitating emotional and behavioural support using a variety of intervention strategies.
- To deliver programmes of specific intervention e.g. mental and emotional health, self-esteem, anger-management, self-awareness etc to groups and individuals.
- To assist with the re-integrating and engaging students back into lessons
- To work under the guidance of teaching and senior staff to implement agreed interventions and programs of work.
- To work with individuals and groups of students having received prior information e.g. current behavioural issues.
- To create a calm working atmosphere with the minimum of disturbance and confrontation whilst applying the whole school expectations assertively and fairly.
- To observe and evaluate students behaviour management needs and advise on strategies to help improve behaviour and engagement in lessons.
- To manage the reflection room during lunchtimes.
- To manage and record behavioural issues at break and lunchtimes and to assist in supporting the Academy's behaviour policy.
- To communicate directly with parents/carers as appropriate with regard to student behaviour.
- Providing reports for use in Governing Body meetings.
- To be a visible presence around the school and to undertake break duties.
- To advise staff in engaging challenging students.
- To monitor and support behaviour reports and contracts with pupils, class teachers and parents.

### Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Work with other staff across the Trust and in other maintained Schools or other Academies.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

**Personal and professional conduct:**

An Academy professional is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a person’s career.

Teachers and support staff must uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

**General**

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities and safeguarding children.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

Signed ..... Post holder

Signed ..... Principal

Dated .....

**PERSON SPECIFICATION**

**Job Title:** Pastoral Lead

	<b>Selection Criteria Essential</b>	<b>Selection Criteria Desirable</b>	<b>How Assessed</b>
<b>Education &amp; Qualifications</b>	NVQ 4 – Learning, Development & Support Services (LDSS) or equivalent experience		AF / I
<b>Experience</b>	<p>Experience of working with children and young people in an educational setting to overcome barriers to their personal, social or learning development</p> <p>Experience of supervising staff, giving instructions and advice on working practices, and checking work is completed to deadlines and required quality standards</p> <p>Experience of assessing and evaluating pupils who may require support</p> <p>Experience of developing individual action plans and monitoring their implementation</p> <p>Experience of developing options and alternatives that will support children and young people to engage in the learning process</p> <p>Experience of working in a team collaboratively to share ideas and achieve objectives</p> <p>Experience of using and integrating ICT as part of the learning process</p>		<p>AF / I</p>
<b>Skills &amp; Abilities</b>	<p>Communication skills to influence, persuade, motivate and engage with a wide range of children, young people and their families</p> <p>Interpersonal skills to form and maintain positive working</p>	Be able to speak, read and write in Urdu	<p>AF / I</p> <p>AF / I</p>

	<p>relationships with pupils, their families, colleagues, and other education/healthcare professionals and partner organisations</p> <p>Listening skills to support children, young people and their families through understanding their point of view in a non-judgmental approach</p> <p>Creative skills to develop options and alternatives that will support children and young people to engage in the learning process</p> <p>Analytical skills to interpret complex information to solve problems, make recommendations and make decisions for action</p> <p>Organisational skills to manage time effectively, working under pressure to prioritise, and re-prioritise own work and that of the team, to meet potentially conflicting deadlines</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<b>Knowledge</b>	<p>Detailed knowledge of relevant legislation, e.g. relating to school attendance, Every Child Matters and the Common Assessment Framework (CAF) and government initiatives and how that relates to the curriculum</p> <p>Knowledge and understanding of the barriers to learning faced by children and young people and a range of interventions available to mitigate these challenges</p> <p>Knowledge and understanding of the effect of social, economic and cultural issues on children and young people</p> <p>Knowledge of data protection, safeguarding and child protection</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>

	<p>issues and an understanding of appropriate action to take if a disclosure is made</p> <p>Understanding of the range of other services, partners and agencies which can support pupils, e.g. Educational Psychologists, CAMHS, Children's Social Services and Third Sector organisations</p>		AF / I
<b>Work circumstances</b>	<p>To work occasionally out of school hours</p> <p>Could be the requirement to make home visits for which an appropriately insured vehicle needs to be available to use</p>		I  I

Abbreviations: AF = Application Form; I = Interview.

# About our Academy

## Academy vision

### Here at Boothroyd Primary Academy we aim to provide:

- a wide range of experiences to enhance learning through a rich curriculum
- teaching that inspires and challenges
- a safe, bright, welcoming and happy environment in which to learn
- a warm welcome for all, working in, and with the whole school community to ensure success of our children
- equal opportunity for each individual to succeed, and respect for differences
- Opportunity for children to express themselves creatively, to grow in confidence, and to fulfill their potential.

### Furthermore, we aim to develop children and young adults who are:

- honest, loyal and trustworthy
- considerate, kind and tolerant
- courageous, resilient and strong of character
- loyal, loving and fair.

### We believe in education that is free to all and that:

- entitles all children to the same high standards and expectations
- is the responsibility of all – staff, parents and the wider community
- reflects the background and needs of our children, whilst instilling ambition and independence
- gives all children access to their learning and helps them to develop skills for life as an adult and an awareness of the wider world and their place in it.

### We believe our children are growing up in a rapidly changing world. We will strive to prepare them for this by:

- developing their skills and interests in technological innovations that will enable them to take their place in a changing employment market
- ensuring that the values that our families currently hold dear are strengthened
- supporting them to play their part in combating global warming and encouraging them to use our natural resources carefully.

## Our curriculum

Learning experiences at Boothroyd Academy are rich and varied in order to expand the experiences of the children. Learning is planned for both in and out of the classroom, and will involve many visits to sites outside school, including Crow's Nest Park and local museums. The National Curriculum and the Early Years Foundation Stage Curriculum is delivered through themes chosen to fuel the imagination of the children.

## Our extra-curricular activities

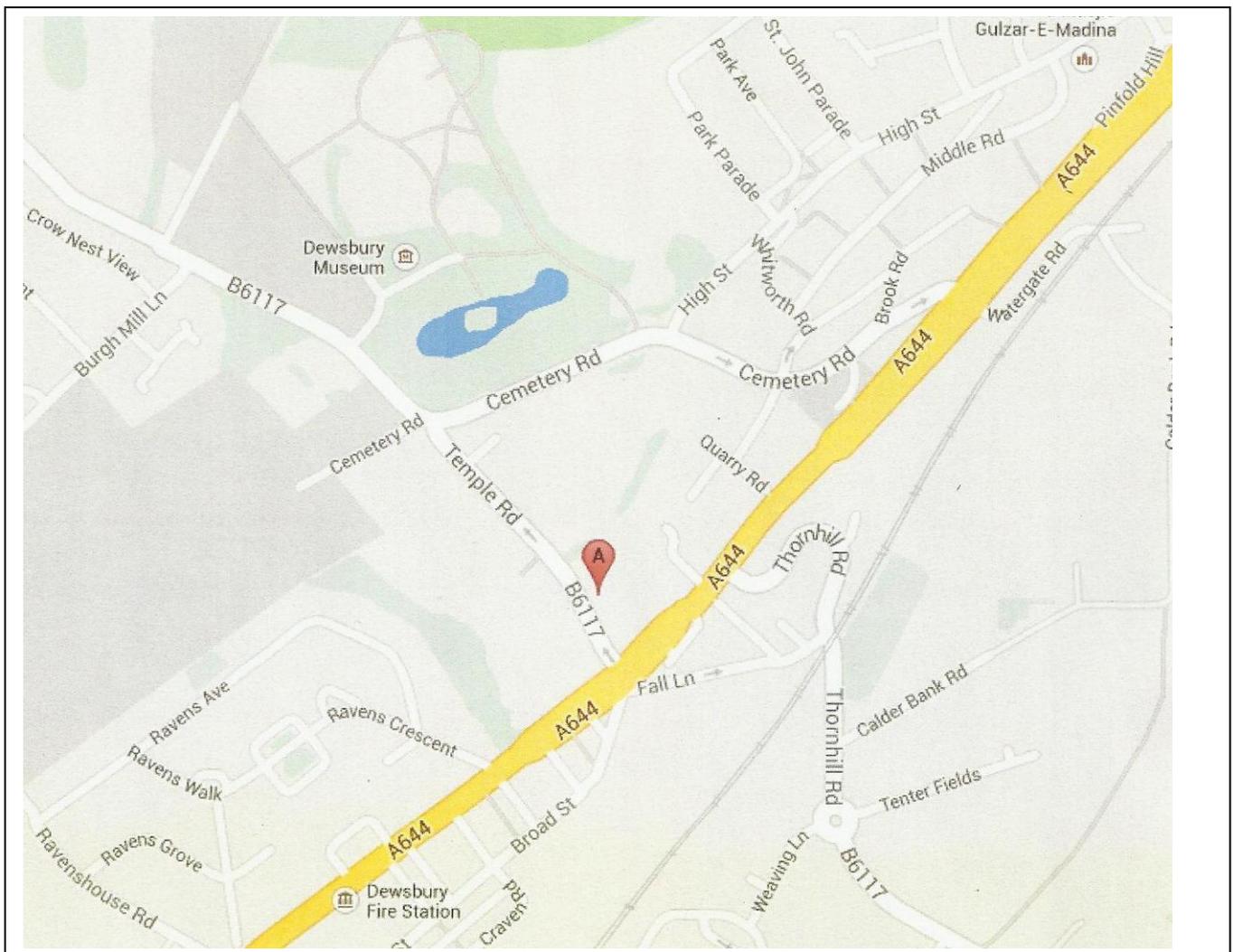
We have lots of sports and activity clubs running throughout the year such as archery, football, crafts, Kids in the Environment, and cooking. Children get opportunities to take part in inter-school sports and community events.

Academy Quick Facts	
Number of children	640
Number of teaching staff	32
Number of support staff	68
% FSM	33.15%
% SEN	10%
% EAL	84.89%



## Our geographical area

We are situated in Westtown, Dewsbury about 1 mile from the town centre. The car park is on Cemetery Road.



# About The Focus-Trust

## Introduction

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at [www.focus-trust.co.uk](http://www.focus-trust.co.uk)

## The Focus-Trust Charter

It is the purpose of the Focus-Trust to continually strive to be a learning organisation, where the learning of all children and adults is valued and promoted. The Focus-Trust Charter outlines the behaviours and expectations for everyone.

## Commitment

'Learning together – making the difference'

## The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

**Care** for children, adults and the learning environment

**Share** expertise and best practice for the benefit of all learners

Be **fair**, honest and inclusive – demonstrating integrity

**Dare** to do things differently and have a go

We expect **learners** to:

- **achieve** well;
- **feel safe and secure** to **take risks** and make mistakes;
- **want to improve** and know how to improve;
- have **high aspirations** and be ready for the next steps in learning and life;
- have **high expectations** of self;
- be **independent, resilient** and **respectful** of self and others;
- be **tolerant** and **open-minded**;
- be **happy** and **confident**;
- have both **independent** and **collaborative learning skills**; and
- be **proud of their community** and know how to contribute to it.

# 'Learning together – making the difference'



We expect **teaching** and the **curriculum** to:

- challenge, excite and engage;
- be based on prior assessment and use well-judged teaching strategies in order match individual needs accurately;
- provide constructive feedback to ensure that all children make significant gains in their learning;
- promote independent and collaborative learning;
- promote British values and prepare pupils for life in modern Britain; and
- embed basic skills which are used and applied.

We expect **parents and carers** to:

- ensure that their child has excellent attendance;
- ensure that their child arrives at school on time and is collected on time;
- support their child with home learning;
- attend meetings with their child's teacher; and
- support the ethos and work of the academy.

We expect **staff** to:

- take responsibility for pupil outcomes;
- demonstrate high expectations of behaviour, personal development and academic progress;
- create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
- value and reward both effort and excellence;
- model respect and tolerance;
- enjoy working with children;
- want every child to be the best they can be;
- adopt an aspirational, no excuse, approach to their work;
- ensure learning is challenging for all pupils;
- ensure that parents and carers are respected and treated as partners in learning;
- be proactive, take responsibility and keep up to date; and
- make a difference to the academy.

We expect **leaders** to:

- be ambitious for the success of the academy and the Trust, showing relentless determination;
- model Focus-Trust behaviours and values;
- ensure that teaching maximises progress;
- hold staff to account for their practice and the outcomes the children achieve;
- take responsibility for the success of the academy;
- take responsibility for the wider success of the Trust and all its children;
- strategically deploy resources to maximise progress;
- challenge, support and develop people;
- work with integrity and respect;
- value diversity and equality;
- work in partnership with the community; and
- value both effort and excellence.

## Professional development opportunities with the Focus-Trust

All the academies within the Trust are willing partners who have actively chosen to join the Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group. Each of the academies within the Trust is autonomous and has their own distinctive ethos which meets the need of their community.

From the outset, a half termly Leaders' Forum (attended by Principals and their Deputies) has met. The purpose of the Leaders Forum is to deal swiftly with operational issues and focus mainly on pedagogical/educational issues. This has enabled a great deal of sharing of best practice from within the academies. Staff benefit from the opportunity to link across a wider community of diverse academies.

A range of other forum groups are in place and have received overwhelmingly positive feedback and support. These include:

- English Leaders – externally facilitated
- Mathematics Leaders – externally facilitated
- Science Leaders – externally facilitated
- Early Years Leaders – externally facilitated
- Governors
- SENCOs
- Business Managers
- Y2 teachers
- Y4 teachers
- Y6 teachers
- Phonic leaders

All of the above forums have enabled staff at all levels to benefit from enhanced professional development and mutual support.

The Trust runs its own programme for the induction of newly qualified teachers. It welcomes School Direct students and has successfully recruited them into permanent teaching positions in our academies.

For more information about how Focus Trust develops its staff, please go to the Focus Trust website [www.focus-trust.co.uk](http://www.focus-trust.co.uk)

## What you might need to know before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

### Terms and conditions

Terms and conditions at the Focus Trust reflect those found nationally.

### Pensions

The Focus Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

### Continuous Service

The Focus Trust recognises continuous service with local authorities

### Employer Relations

The Focus Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

## **Equality of opportunity**

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

## **Safeguarding**

The Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

## **Dress code**

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

## **Policies**

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

## **Making an application**

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile– no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Complete the Disqualification by Association form
7. Return your (i) application form, (ii) knowledge and skills profile, (iii) equal opportunity monitoring form and (iv) Disqualification by Association form by the closing date and time.

## **Completion of application**

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

## **Short listing**

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

## **Person specification**

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

## **Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

### **References**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

### **Previous employment section**

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

### **Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

### **Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

### **Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

### **Declaration – relatives and other interests**

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

### **Equal opportunities monitoring form**

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements.

### **Disqualification by Association form**

All job applicants are expected to complete the form to assist us in complying with statutory requirements.

**Thank you for taking the time to read this information pack.  
We wish you every success in any application you may make.**