



Education  
Partnership  
Trust

High Expectations • Commitment • Ambition

# Candidate Information Pack

**Behaviour & Inclusion Manager**

**Atherton High School**





## **A message from the Headteacher**

Thank you for expressing an interest in the position of Behaviour & Inclusion Manager at Atherton High School.

This is an exciting opportunity for an outstanding, ambitious and dynamic Behaviour & Inclusion Manager to join an outstanding school at an exciting stage of its journey.

We are a smaller than average secondary school, part of Education Partnership Trust (EPT), situated on the Wigan, Bolton and Salford corridor. Our school community is made up of 550 pupils and 60 staff and has a culture built around our values of 'respect, responsibility and ambition'; with our aims clearly being driven by decisions that if our education is not good enough for our own families then it is simply not good enough. Something we call the 'Law of EVE' (Everyone Values Education).

In October 2021, the school was judged as requires improvement for Quality of Education but good in leadership & management, good in personal development and good for behaviour & attitudes. This result epitomised the hard work and school improvements made since our last Ofsted in 2018. A copy of the report can be downloaded from the School's website. Inspectors found our school to have a "an ambitious curriculum" and parents stated that their children 'have never been happier'.

We promote our values of respect, responsibility and ambition through a strong, knowledge rich curriculum, which is built around our expectations that all pupils develop their depth of understanding across a wide range of subjects, to secure an ambitious education for all.

We aim high at Atherton and expect high standards of behaviour and academic effort from all our pupils. We believe in encouraging our pupils to take responsibility for their actions, decisions and their future education to foster a culture of commitment to lifelong learning. We believe every pupil is an individual that can achieve extraordinary goals and we work hard for them to achieve these; however, we expect our pupils to work even harder for their future. This is their responsibility that we will support them with every step of the way.

We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

We expose our pupils to culture beyond their experience to build opportunities and develop a strong sense of self-worth and humility to make positive contributions now, and in the future, to the communities to which they belong.

Atherton High is a successful 11 – 16 school and over the past three years has achieved the following:

- Judged as 'Good' for Leadership and management, Behaviour and attitudes and Personal Development in October 2021.
- Established as the 'school of choice' in the local area and oversubscribed in every year group.

To apply for this post, please follow the instructions on the Vacancies page on our website. For visits to the school or any other information, please contact [rwilson@athertonhigh.com](mailto:rwilson@athertonhigh.com)



**B. Layzell**  
Headteacher



**Education  
Partnership  
Trust**



I am delighted that you are considering a role within the EPT.

The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

Wishing you all the best with your application.



**Sharon Roscoe**  
Chief Executive

### **Our Vision**

Creating outstanding schools which transform learning, lives and communities

### **Our Values**

#### **High Expectations**

of ourselves, our pupils and our school community

#### **Commitment**

we are dedicated to raising standards and improving opportunities

#### **Ambition**

we constantly strive to improve by setting ourselves challenging goals

## **Job Advertisement**

### **Behaviour & Inclusion Manager**

<b>Hours:</b>	<b>37 Hours</b>
<b>Weeks Worked:</b>	<b>Term Time + 2 weeks (41 weeks)</b>
<b>Start Date:</b>	<b>1<sup>st</sup> January 2024</b>
<b>Salary:</b>	<b>SCP 24 – 28 – (£30,534 - £33,885 pa - Actual Salary)</b>

Atherton High School wishes to appoint a hardworking, enthusiastic and committed Behaviour & Inclusion Manager. If you are experienced, enthusiastic, open to new ideas and have a flexible 'can do' approach, we would welcome an application from you.

### **The Job:**

- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life.
- To complement the professional work of teachers by ensuring that the behaviour related policies of the school are carried out and provision for children with behaviour needs is of a good quality.
- To implement agreed work programmes with individuals or groups, in and out of the classroom.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning and positive behaviour development and make recommendations relating to this.
- Lead and implement intervention work in relation to behaviour in conjunction with senior leaders.
- Work closely with Headteacher, Senior Leadership Team, and Teachers to ensure continuity of behaviour provision throughout the school.

### **What are the job requirements?**

- Experience of child protection/safeguarding with up to date training or willingness to undertake training.
- Experience of working with pupils with SEN and behaviour needs
- Understanding of principles of child development and learning processes.
- Ability to organise the classroom activities e.g. preparing and setting out resources.
- Ability to lead and manage an effective team, challenging and developing staff and pupils.
- Ability to lead, motivate and inspire others and to promote a positive school ethos.

**Amongst the many benefits of working within the Trust you will receive:**

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to government pension schemes.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

**Safeguarding**

The Education Partnership Trust is committed to safeguarding its children; therefore, an enhanced DBS clearance will be undertaken for the successful applicant(s). The Trust (and its schools) are legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team [HR@ept-uk.com](mailto:HR@ept-uk.com)

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

## Job Description

<b>Job Title:</b>	Behaviour & Inclusion Manager
<b>School:</b>	Atherton High School
<b>Reports to:</b>	Head of KS4 & Assistant Headteacher
<b>Grade</b>	Grade G – SCP 24 - 28

## Job Purpose:

- To deal with attendance, behavioural, pastoral and welfare issues and be responsible for the induction of new arrivals.
- Leading on and liaising with pupils and families to maximise learning for individual pupils.
- Act as HOY 11 in conjunction with the Head of KS4.
- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life.
- To complement the professional work of teachers by ensuring that the behaviour related policies of the school are carried out and provision for children with behaviour needs is of a good quality.
- To implement agreed work programmes with individuals or groups, in and out of the classroom.
- To support teachers and support staff in addressing the needs of all pupils but especially those pupils who need particular help to overcome barriers to learning. Establishing and maintaining productive working relationships with pupils, acting as a role model and mentor. All the duties outlined are carried out under the general direction of the Assistant Headteacher.
- To raise attendance, improve punctuality and reduce unauthorised absence
- To work with key stakeholders to support attendance, reduce levels of unauthorized absence and promote school attendance and punctuality strategies
- Deputy - Designated safeguarding lead.
- Leading on the provision for behaviour management throughout the school.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning and positive behaviour development and make recommendations relating to this.
- Lead and implement intervention work in relation to behaviour in conjunction with senior leaders.
- Work closely with Headteacher, Senior Leadership Team, and Teachers to ensure continuity of behaviour provision throughout the school.
- Undertake support for Teaching Assistants working with individual pupil support.

- Provide levels of individual pastoral support to pupils including those with special needs.
- Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social care, health and hygiene development.
- Delivering and undertaking a comprehensive assessment of pupils to determine those in need of particular help.
- Develop and implement individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.
- Lead one to one mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Work closely with teachers and support staff offering support, advice and strategies to classroom behaviour.
- Challenge and motivate pupils, promoting and reinforcing self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- Liaise with schools and other relevant bodies to gather pupil information and compile necessary reports.
- Develop the plan to support pupils' access to learning using appropriate strategies and resources.
- Liaise with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupil's responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports to other staff on pupil's achievement, progress and other matters as requested.
- Responsible for keeping and updating records as agreed, contributing to review systems/records as requested.
- Establish constructive relationships with parents and carers including the exchanging of information and facilitating their support for their child's attendance.
- Manage appropriate clerical/administration support e.g. phones calls; dealing with correspondence and the compilation of data/
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Take a role in assessing a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
- Prepare and use specialist equipment, plans and resources to support pupils.
- Supervise pupils on visits, trips and out of school activities as required.
- Lead constructive relationships and communicate with other agencies/professionals, in liaison with the classroom teacher, to support achievement and progress of pupils.

- Ensure consistent compliance of policies and procedures relating to child protection, health, safety, confidentiality and data protection throughout the setting, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Direct line management responsibility for the Pastoral Manager & Welfare Manager but available to all HOYs for day-to-day operational management support.
- Being aware of and updating statutory policy to meet the needs of the school.
- Responsible for advising and guiding staff members to ensure statutory compliance
- Directing employees' daily activities to ensure safeguarding is a priority
- Lead on restorative practice
- Delivers CPD training for staff
- Delivers Anger Management programme for pupils
- Responsible for parent meetings for post exclusion and behaviour discussions
- Counselling support for the pupils and parents
- Day to day operational planning and cover missing shifts as required
- Day to day staff briefing
- Responsible for the care and control logs / internal exclusions / trackers etc.
- CPOMS sign off as required
- Responsible for data managements including, behaviour incidents, exclusions, detentions, internal exclusions, interventions, H&S incidents, medical, attendance
- Maintain a link with families through first day calls and ensure all records are kept.
- Encourage all staff to adopt consistently the school attendance and punctuality policies.
- In collaboration with others, set and regularly review targets for the whole school, and individual students.
- Produce spreadsheets and data for meetings, record interventions with students and issue certificates.
- In conjunction with the Designated senior person, carry out welfare calls for looked after students as required.
- Communicate effectively with staff, students, parents and outside organisations
- Encourage positive responses between parents and students with regard to the attendance policy.
- Respond to requests for data from the SLT, SENCO and support with the interpretation of data.
- Prepare data for all groups and categories of students and attend review meetings when required.
- Attend weekly meetings with the Assistant Head teacher responsible for Behaviour.
- Attend SLT Meetings and middle leader meetings when required.
- Any other reasonable duties as instructed by Headteacher
- To promote the safeguarding of children

- To carry out the duties of the post, in accordance with the school's' Health and Safety policy and other relevant Health and Safety Guidance and Legislation.

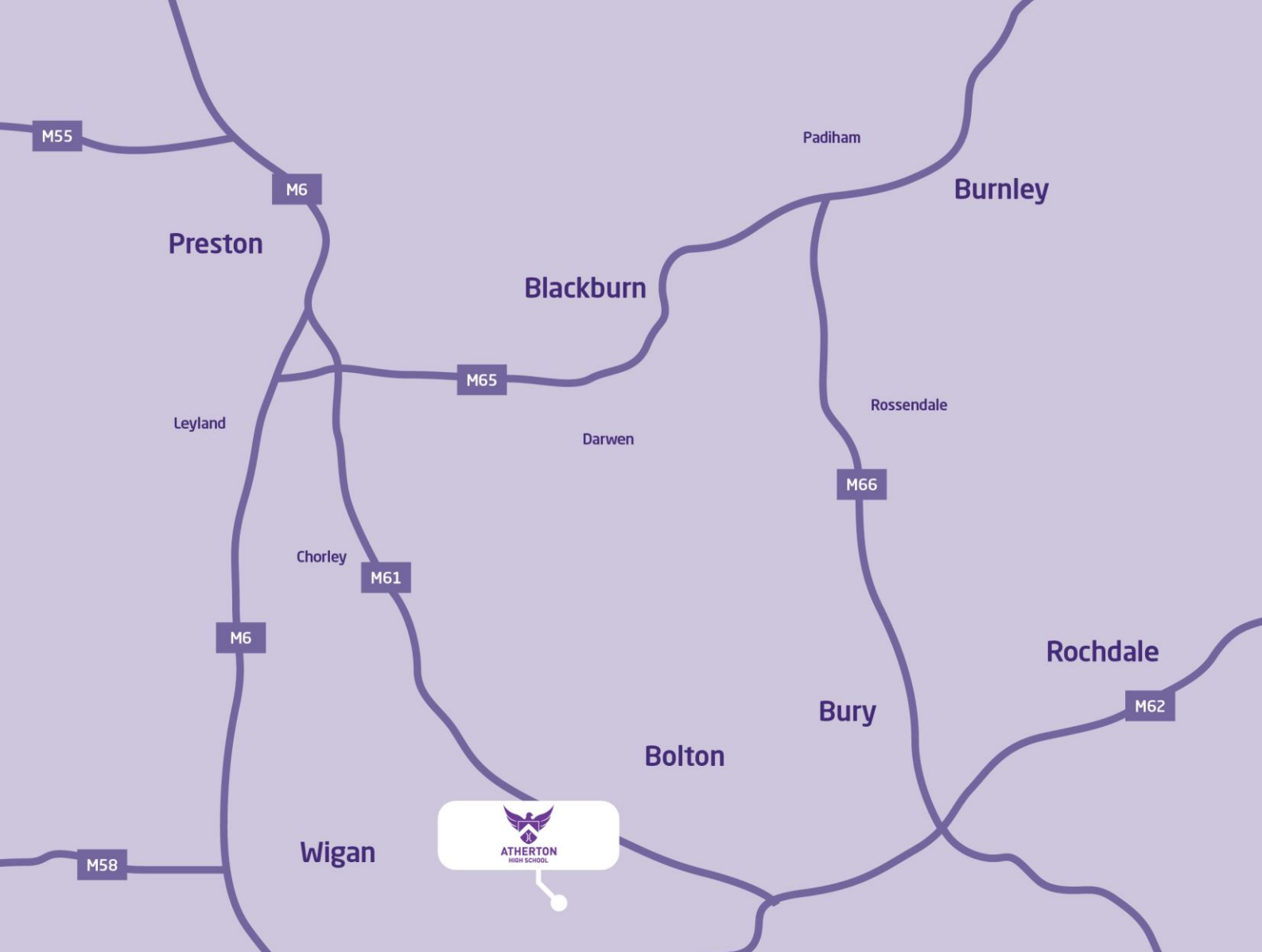
**Note:**

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only, and may be changed at management's discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content, or may require the post holder to undertake other duties, at any location in the Trust's service, provided that such changes are appropriate to the employee's remuneration and status. As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your "typical working arrangements" specified in your Statement of Particulars. The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

## Person Specification

<b>Job Title:</b>	Behaviour & Inclusion Manager			
<b>School:</b>	Atherton High School			
<b>Reports to:</b>	Head of KS4 & Assistant Headteacher			
<b>Grade</b>	Grade G – SCP 24 - 28			
				<b>Assessed by:</b>
No	CATEGORIES	Essential / Desirable	App Form	Interview /Task
<b>QUALIFICATIONS</b>				
1.	5+ GCSEs A*to C or equivalent	E	✓	
2.	Evidence of Continuous Professional Development.	E	✓	
3.	Hold relevant qualifications at a level equivalent to at least NVQ level 3.	E	✓	
4.	Meet HLTA standards or equivalent qualification or experience.	E	✓	
<b>EXPERIENCE</b>				
5.	Experience of leading and managing a team, and of performance management.	E	✓	
6.	Experience of child protection/safeguarding with up to date training or willingness to undertake training.	E	✓	
7.	Experience of working with pupils with SEN and behaviour needs.	E	✓	
8.	Understanding of principles of child development and learning processes.	E	✓	
9.	Experience of leading a core curriculum area.	D	✓	
10.	Ability to organise the classroom activities e.g. preparing and setting out resources.	E	✓	

<b>KNOWLEDGE, SKILLS and COMPETENCIES</b>				
11.	Ability to communicate effectively with all members of the school community.	E	✓	
12.	Ability to lead and manage an effective team, challenging and developing staff and pupils.	E	✓	
13.	Ability to lead, motivate and inspire others and to promote a positive school ethos.	E	✓	
14.	Ability to accurately grade lessons, identify targets and support teacher development.	D	✓	
15.	Ability to identify and implement successful inclusion strategies for all children.	D	✓	
16.	Ability to plan, organize and priorities work in order to meet deadlines.	E	✓	
17.	Work with core leaders and class teachers setting appropriate targets for the children with behaviour, emotional and SEN needs.	E	✓	
<b>PERSONAL QUALITIES</b>				
18.	Commitment to the values of the school, particularly to raising student achievement.	E	✓	
19.	Team player and excellent interpersonal skills.	E	✓	
20.	Willingness to work flexible hours as required.	E	✓	
21.	To be committed to safeguarding and promoting the welfare of children and young people and follow the safeguarding policy.	E	✓	



# Contact

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An Education Partnership Trust School