



BARKING ABBEY SCHOOL

BEHAVIOUR AND INCLUSION MANAGER

RECRUITMENT PACK



WE ARE AN **OUTSTANDING** SCHOOL



BELONG
BARKING

ASPIRE
ABBAY

SUCCEED
SCHOOL

www.barkingabbeyschool.co.uk



GIVE

AND

EXPECT

THE

BEST



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Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Behaviour and Inclusion Manager.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing Date for Applications Friday 14th June 2024

Interviews week commencing TBC

Please note all dates are subject to change.

We warmly welcome visits to the school. To arrange this please email: jobs@barkingabbeyschool.co.uk



Advertisement

Behaviour and Inclusion Manager

Term time only (plus ten days)

Commencing: As soon as possible

Salary Scale: PO2 (Pt 29 – 32, to be pro rata'd for weeks and hours)

Do you want to join a highly successful, committed, student centred pastoral team?

**Are you prepared to work hard with exceptional young people
and staff committed to going the extra mile?**

Do you have the skills and experience to lead our dedicated Pastoral Support Team?

We are seeking to appoint an outstanding, innovative, and committed Pastoral Support Manager who will play a significant part in the pastoral development of the school. The successful candidate will have excellent knowledge and understanding of implementing and embedding pastoral support and interventions.

The successful candidate will be able:

- To work collaboratively and proactively with students and their families to ensure that children and young people can have full access to the educational opportunities offered at Barking Abbey.
- To support and promote the safeguarding, and welfare of all children and young people attending Barking Abbey; working closely to support the DSL's and DDSL's.
- To work in partnership with the Pastoral Teams to improve opportunities and engagement for students.
- To manage the Pastoral Support Team and all staff attached to the PSR.
- To manage the organisation and supervision of the Pastoral Support Room.
- To encourage, enable and, where necessary, enforce the school behaviour policies of all children, working with the wider family, community, and external agencies.
- To promote the welfare, mental wellbeing, appropriate development and protection of children and young people.

In return we can offer:

- A student-centred, progress focused student ethos.
- A welcoming and supportive community.
- The opportunity to work with a passionate, hardworking and supportive staff.
- A commitment to develop your skills through continued professional development.
- A supportive and committed Leadership Team and Governing Body.
- A cohort of students with high aspirations and a willingness to learn.

Barking Abbey is an Ofsted Outstanding heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline

station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history please apply.

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states; "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

Please click here to find out more information about what it is like to work at Barking Abbey:

<https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/>

To find out more about how teachers can secure rented accommodation at a discounted rate of 20% please contact: info@bdsip.co.uk

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



Job Description

Job Title	Pastoral Support Manager
Grade	Scale P02 (Pt 29 – 32, to be pro rata'd for weeks and hours)
Department	Pastoral
Location	Across both Campuses
Line Manager	AHT for Behaviour and Inclusion at Longbridge AHT for Behaviour and Inclusion at Sandringham
Line Management of	Pastoral Co-Ordinators

Purpose of the role

- To oversee the response to any pastoral concerns that come via the Pastoral Support Room. Offering a triage system of support for student.
- To manage the Pastoral Co-Ordinators, and other Pastoral Support.
- To respond to any students who are removed from lessons, ensuring that accurate records are kept, and students have access to work.
- To respond to any students who attend the Pastoral Support Room, ensuring that support is put in place for any pupils experiencing a mental health crisis.
- To respond to any serious incidents, leading any investigations that require statements to be collected from students.
- To work collaboratively and proactively with students and their families to ensure that children and young people can have full access to the educational opportunities offered at Barking Abbey.
- To support and promote the safeguarding, and welfare of all children and young people attending Barking Abbey; working closely to support the DSL's and DDSL's.
- To work in partnership with the Pastoral Teams to manage challenging behaviours but also support vulnerable students.
- To manage the school's caseload of persistently disruptive students, liaising with teachers and departments to reduce consistent offenders.
- To encourage, enable and, where necessary, enforce the school behaviour procedures of all pupils, working with the wider family, community and external agencies.
- To promote the welfare, mental wellbeing, appropriate development and protection of children and young people.

General responsibilities

- To undertake any reasonable duty at the request and discretion of the Head Teacher or Head of Campus.
- To comply with all Barking Abbey policies and procedures, including but not limited to safeguarding of children, data protection and health and safety.
- To be familiar with the school and local authority behaviour, attendance and safeguarding, policies and procedures.
- To liaise with DSL and DDSL when pupil conduct is a cause for safeguarding concerns.
- To liaise with Pastoral Teams when pupil conduct is a cause for concern.
- To communicate and meet with families of students whose conduct is a concern.

Management

- To manage the effective running and organisation of the Pastoral Support Room, managing supervision rotas, and distribution of staff, including break and lunchtime support. Providing challenge and motivation to ensure a calm working environment.
- To monitor and manage the accurate completion of registers.
- To ensure that resources are available for all students and that there are accurate registers and tracking of all students in the Pastoral Support Room.

- To Line Manage and appraise the Pastoral Co-ordinators.
- To work collaboratively with the Student Engagement Officers and any other Pastoral Support Staff, Learning Mentor, Behaviour TA etc.
- To meet regularly with AHTs and Heads of Year with data for students who are regularly attending the PSR, suggesting interventions and strategies to reduce removals from lessons.
- To work with students to identify the source of removals from lesson and suggestion solutions for the future.
- To prepare individual student behaviour reports as necessary.
- Develop restorative practices to modify and improve student behaviour.

Safeguarding

- To be part of the wider Safeguarding Team.
- To meet regularly with the DDSL, to identify the children that need additional support.
- To support with the accurate recording, reporting and responding to safeguarding issues involving children at Barking Abbey.
- To attend appropriate early help meetings involving children.
- To oversee the completion of necessary paperwork that could be submitted to appropriate agencies.
- To work collaboratively and communicate with pastoral teams and relevant staff.

Attendance

- Ensure that school attendance procedures are followed.
- Identifying pupils who do not attend school regularly; speaking to families and pupils about any barriers, ensuring that all information is shared with relevant staff.
- Lead in ensuring that parents and carers are aware of the importance of sending their child to school regularly.
- Liaise with the Attendance and Educational Welfare Officer with supporting vulnerable pupil groups.

Family Engagement

- Establish and encourage good relationships with pupils, their families, and the school.
- Lead on initiatives to improve parental involvement with their child's progress and achievement.
- Lead on the planning of whole school and family learning events, with the aim of increasing the involvement of hard-to-reach parents with regards to their children's education.
- Speak with parents/ families of pupils who are experiencing issues which create barriers to attendance, learning and achievement.
- Identify the issues, design and implement an action plan to resolve / improve the situation.
- Provide a link between home and school by communicating regular with families.
- Negotiate with outside agencies to ensure that the pupils/ families can access the support they need.
- Keep up to date on the range of services, support and agencies in the local area to maintain knowledge.

Student Wellbeing

- To work from a child centred approach, supporting the development of the whole child.
- To support the school's ethos of character education, encouraging students to make the right choices, for the right reasons at the right times.
- Directing students to appropriate outside agencies and support.
- To be approachable to all children, with excellent communication and listening skills.
- To be a Strong Minds Champion, being part of the mental wellbeing steering group, looking at the best ways to support children.

Student Engagement

- To ensure the school's Behaviour Policy is followed.
- Liaise with Assistant Head Teacher for Behaviour and Inclusion, identifying pupils who have received periods of exclusion; speaking to families and pupils about any barriers, ensuring that all information is shared with pastoral teams.

- To work closely with targeted students who are at risk of being disengaged with school; especially those who have received a period of exclusion.
- Oversee and organise targeted group interventions for students who are at risk of exclusion due to non-engagement.
- To offer mentoring and coaching for students at risk of becoming disengaged with school.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Employees Signature		Date	
Line Managers Job Title		Date	



Person Specification

	Criteria	Essential	Desirable	Assessment Method Application A Interview I Task T		
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Knowledge & Skills	Ability to connect with young people and gain their respect and support.	✓		✓	✓	
	Able to establish a boundary with young people beyond which they do not step but to do so in a quiet and confident way retaining their respect.	✓		✓	✓	
	Knowledge of student welfare and behaviour management strategies, skills and techniques.	✓		✓	✓	
	A high level of enthusiasm, commitment, drive and determination to operate both independently and collaboratively at the highest possible standard.	✓			✓	
Qualifications	Current safeguarding training.	✓		✓		
	Designated Safeguarding Lead Training.		✓	✓		
Experience	Experience of working with young people 11-18.	✓		✓	✓	
	Confident ICT skills.	✓		✓		✓
	Confident with using Microsoft 365.	✓		✓		✓
	Proven leadership experience or clear potential to develop high levels of leadership skills.	✓		✓	✓	
	Knowledge of the use of SIMS.	✓		✓	✓	
Attitude & Personal Qualities	Passion for working with young people 11-18.	✓		✓	✓	
	Sensitive to young people's feelings and needs and able to be flexible in implementing policy and strategy in relation to managing their welfare needs.	✓		✓	✓	
	Consistently calm and reflective in pressure situations.	✓		✓	✓	
	Good organiser and administrator, able to meet tight deadlines.	✓		✓		✓
	Ability to build positive relationships with, and gain the confidence of, staff and parents.	✓		✓		
	Honesty and Integrity.	✓			✓	
	Understanding the need to use discretion and respect confidentiality.	✓			✓	✓
	Commitment to safeguarding and promoting the welfare of children and young people	✓		✓	✓	
	Understanding of the requirements of data protection and disclosure of information.	✓		✓		✓
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	✓			✓	
	Ability to work flexibly and outside of normal school hours.		✓	✓	✓	
	Current driving licence and car for travel and transport between Sandringham & Longbridge sites.		✓		✓	

Our Ethos and Values

BRAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING

ASPIRE
ABBEY

SUCCEED
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.

