



KEN STIMPSON
ACADEMY

Seclusion Room Lead in Behaviour

Ken Stimpson Academy
Applicant Information Pack

Dear colleague,

It is my pleasure to welcome you to Ken Stimpson Academy.

KSA is a school that sits in the heart of its community. The very layout of Werrington links together many different aspects of community life. This theme is something we are keen to develop, and we welcome as many opportunities as possible to help our students grow to become valuable members of society.

The journey through secondary education has one of the greatest impacts on our lives. This experience, as we move through education, is something that stays with us for the rest of our life. Equally, the choices we make during this period, and how hard we study, will have long lasting consequences. We want to be clear that we are here to help shape those experiences and guide students to make the most of this period of their lives.

The passage through teenage years is challenging for all young people; we change and mature at such speed. Anyone with children who has experienced secondary school will know and understand the changes that occur in the first year alone. The most effective education is built around partnerships.

At KSA we have two aspirations. Firstly, to ensure that we do everything in our power to return your child to the community as a well-rounded and responsible young adult. Secondly, to create a high achieving environment where all students leave with the highest possible academic results. Results that open doors, build futures, and provide amazing opportunities.

My commitment is that we will always do what we consider to be right for the children in our care and ensure they have everything they need to succeed in their journey with us and beyond.

We look forward to receiving your application.

Damien Whales
Headteacher





What's it like to work at KSA?

“The mentoring from staff is of the highest quality with all staff willing to provide resources, support and advice. Everyone always has time to listen to you and help you in any way they can.”

ECT, Year 1, Science

“My first year has been both exciting and challenging, helping me build on what I had learnt in my teacher training and develop my pedagogy further. Coming to the end of my first year at KSA I feel like I have built positive relationships in my department and with students I teach, making me feel prepared for next year.”

ECT Year 1, PE

“Throughout my time at Ken Stimpson, I have always felt supported by my colleagues; nothing is ever too big or too small. I believe my teaching has considerably improved thanks to the guidance of others, continued CPD, and the invaluable experience and challenge of providing quality-first teaching to our students.”

English Teacher at KSA since NQT

“There is always support available, a friendly ear, learning and CPD opportunities and an inclusive environment in which to develop practice and nurture student relationships. No two days are the same, but there is always something good in every day.”

History RQT

“Working at KSA I have found that the community of staff are highly supportive. During my time teaching here, talking to other staff to gain support, advice and new strategies has been the best asset. Staff are approachable and willing to give their time to help share their knowledge and skills. My advice is don't ever feel ashamed to ask for that support.”

Computing Teacher at KSA since NQT

The Behaviour Team



Our Behaviour Team is supported by the Senior Leadership Team and has key staff leading specific elements across the school. Our Behaviour Unit is led by a Manager, offering adaptive provision and support to meet the individual needs of the students in our care. Our Behaviour Team aim to provide a scaffolded curriculum to students throughout Years 7 to 11 when they find mainstream lessons challenging. The team have a broad range of experience to offer and there are on-going training opportunities to ensure development in our roles. The Behaviour Team consists of Learning & Behaviour Assistants, an Inclusion Mentor, a dedicated Teaching Assistant, and a Daytime Supervisor. The team work closely with and are supported by the pastoral staff within the school.

We are based primarily within one key area of the school where our main rooms are located; an exit room for removal from lessons, an internal exclusion unit for longer placements out of lessons, an alternate provision and de-escalation room for adaptive provision, and a sensory room to help students regulate. However, each of these spaces are dual-use and flexible as we see the behaviour unit as a concept rather than designated spaces. Our team provide support across all areas of the school to ensure our students reach their full potential. We know that our team are vital to the success of our students. We are determined to give our students the best possible education and a memorable experience of secondary school. We want them to be well equipped to make both positive life choices and to become well rounded members of society.

Ongoing professional development is given to the team, enabling career progression for those who seek it. Flexible working is in place to enable completion of additional studies and attendance to courses that facilitate progress towards your chosen career goals.

A photograph showing two staff members in a classroom or office setting. One person is seated at a desk, looking at a computer monitor. Another person is leaning over their shoulder, looking at the screen. The scene is lit by natural light from a window in the background.

Support for Our Staff

We know that for our students to excel and reach their potential, our staff need to thrive professionally. We value teamwork and provide opportunities for our staff to work collaboratively. As teachers, we believe that we never stop learning and we support each other with our professional development. We share examples of good practice regularly throughout the year and enable teachers to visit other classrooms and see their colleagues in action.

Our senior and middle leaders have benefited from participating in a range of highly regarded professional development courses; several have completed NPQ qualifications and Masters qualifications with varying areas of specialism.

Initial Teacher Training is a high profile area of quality at Ken Stimpson Academy. We work with a range of ITT providers from the surrounding areas and welcome trainee teachers in a broad range of subject areas. Our skilled staff deliver training sessions at local ITT providers, sharing their expertise wider.

Early Career Teachers benefit from a strong and well established programme of development and support. The induction team have even been recognised by the Local Authority as an example of excellence and continue to offer personalised and impactful support, mentoring and coaching to those new to the profession.

Job Description

Responsible to: Leadership Team Link

To support the leadership of Behaviour both within the behaviour unit and across the wider school. Holding responsibility for ensuring the highest standards of behaviour are adhered to consistently and support colleagues within school to do the same. Working closely with students who find school challenging and display challenging behaviours, ensuring that barriers are removed and academic outcomes are increased.

Main Duties and Responsibilities

- Take a leading role in the running and management of the behaviour unit.
- Working as a key part of the school's team to ensure all students' emotional needs are supported, reducing the impact on their behaviour.
- Take a leading role in implementing and reviewing the school behaviour policy.
- Help to shape the vision and strategy for raising standards of behaviour across the school, in conjunction with the Behaviour Manager and Senior Leadership Team.
- Provide targeted pastoral support and guidance to students and assist in their behavioural, emotional, and social development.
- Be responsible for undertaking comprehensive assessments of students to
 - (i) determine those in need of support and
 - (ii) to target personalised interventions.
- Support the school in managing the speedy and effective transfer of students across all phases relating to behaviour, emotional, and social related reasons.
- Target students who may be involved with external influences that may be having an impact on their education in school.
- Provide information and advice to enable students to make positive choices about their own behaviour.
- Establish productive positive working relationships with students, acting as a role model.

- Providing proactive Break time supervision and managing behaviour at social times.
- Attending meetings with parents/carers of students who have been suspended to ensure a smooth reintegration into school, when required.
- Challenge and support students to promote and reinforce self-esteem.
- Oversee the adjustment to need for students experiencing behavioural difficulties, assessing student anxieties, and understanding the factors influencing student behaviour.
- Provide effective challenge to students in relation to their progress, achievement, behaviour, and attendance.
- Liaise with partner schools and other relevant bodies to gather learner information for those students with behaviour issues.
- Support students' in continuing their learning providing essential guidance and resources while they are in the behaviour unit.
- Provide objective, accurate feedback and reports as required to enable staff to support students' achievement, and progress through the availability of appropriate strategies.
- Manage effective record keeping systems reporting the impact of interventions and improvement of behaviour.
- Implement agreed learning activities/teaching programmes, adjusting activities according to learner responses/needs.
- Use specialist knowledge and/or experience to be responsible for the preparation of plans, resources, and equipment to support students with behavioural needs.
- Act as the safeguarding colleague within the Behaviour Team and support management of safeguarding concerns.
- Provide training and development for colleagues within the school on behaviour management.
- Deputise for the Behaviour Manager in their absence.
- Any other reasonable duties as requested by the Headteacher.

EQUALITY OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

SAFEGUARDING CHILDREN

The Four Cs MAT is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments involve regulated activity and are subject to an Enhanced DBS disclosure, Barred Check List and two successful references. Online searches are carried out on all shortlisted candidates.



How to Apply

Applicants are required to submit a letter of application and complete an application form.

When completing your application please note the following important points:

1. Letters of application should be no more than 2 sides of A4.
2. Letters should outline clear educational philosophy and link it to the requirements of the post.
3. Letters should address the criteria identified in the person specification.
4. The application form must be completed clearly and in full, handwritten or typed is acceptable.
5. We are unable to process any applications stating "see CV".
6. The declaration on the application form must be signed.
7. Informal enquiries should be directed to Pauline Greenwood on 01733 383658 or via email p.greenwood@kenstimpson.org.uk
8. Completed applications can be e mailed to p.greenwood@kenstimpson.org.uk
9. Closing Date for Applications: as detailed on the job advert.

Please note that due to the high cost of postage we are unable to reply to all applicants.

The successful candidate will be expected to have good organisational skills, be competent in all areas of IT and most importantly be able to command the respect and co-operation of both adults and young people.

Ken Stimpson Academy is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children, in line with Keeping Children Safe in Education statutory guidance for schools and colleges.

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Please see our Safeguarding Policy:

<https://www.kenstimpson.org.uk/information/policies/mat-safeguarding-policy>



Please see our Recruitment of Ex Offenders Policy:

<https://www.kenstimpson.org.uk/information/policies/mat-recruitment-ex-offenders-policy>



Visit our website to find out more
WWW.KENSTIMPSON.ORG.UK



Headteacher: Damien Whales, Ken Stimpson Academy is a school within the Four Cs Multi-Academy Trust (MAT)

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