

Secondary

Academy
Transformation
Trust

Behaviour Improvement
Officer / Cover Supervisor

Application Pack

The Dukeries Academy
New Ollerton, Newark,
Nottinghamshire

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01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.



Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.



Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.



Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.



Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.



To learn more about our story/journey, please read our [ATT Magazine](#)

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Our Priorities: Big Moves

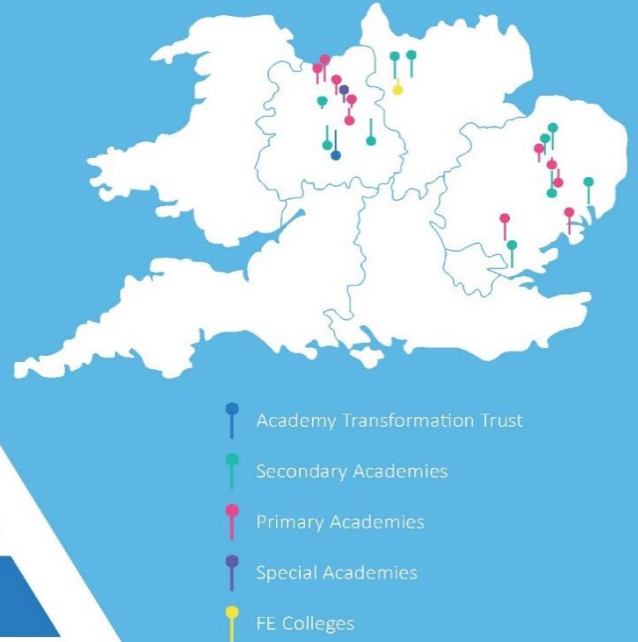
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

Finance

£78 million in funding and other income

ATT Institute | Offering the very best PD opportunities for all our colleagues.

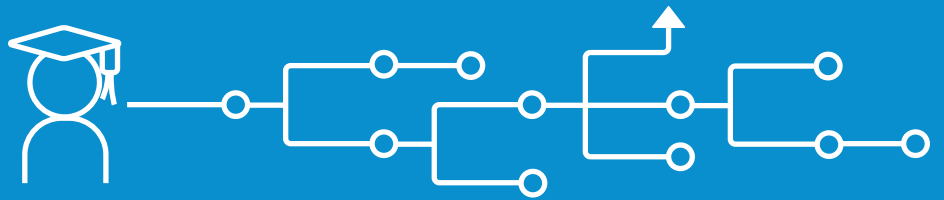


1 Outstanding

19 Good

1 Requires Improvement

02.Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Selena Marshall | Pastoral Leader The Dukeries Academy

I first began my journey with ATT in 2008 as a cleaner at The Dukeries Academy. Once my youngest daughter started nursery I wanted a job that would work around my family. In 2016, I began working as part-time administration assistant, this soon increased to full-time and now I am a Casual Exam Invigilator. I have made the most of every opportunity given to me, which has included studying for a degree with the Open University. ATT have given me lots of opportunities to progress and develop myself.

Emma Summerfield | Faculty Leader, English & Modern Foreign Language The Dukeries Academy

"As a Teach First participant, I have been so fortunate to start my career at The Dukeries Academy; professional development and quality ECT training has been prioritised, and my teaching has gone from strength to strength under the tutelage of my colleagues. I have been promoted to Subject Specialist Leader in English in my NQT year, something I would never have thought possible were it not for the support and encouragement my department has given me throughout my time here. I am excited to explore further leadership opportunities in the future whilst continuing to learn from the experienced and dedicated practitioners here in the academy."

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. The Dukeries Academy



THE DUKERIES
ACADEMY

Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'

Andy Hargreaves

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.

To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit www.dukeries.attrust.org.uk/



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

Professional Development at ATT:

04. The ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

Behaviour Improvement Officer / Cover Supervisor

Purpose of the Role:

Embed the Academy's values of Integrity, Ambition and Excellence whilst supporting students to demonstrate the highest standards of work, behaviour and conduct.

Manage all aspects of the Academy Internal Exclusion Provision including the design and implementation of behaviour modification programmes

Act as a behaviour coach and/or mentor to individual and small groups of students

Provide effective cover supervision for absent teachers, to ensure continuity of student education, as well as providing additional support for other activities, including invigilation and administration assistant.

Key Responsibilities and Duties:

- Keep up to date records of all meetings with students, parents/carers and outside agencies.
- Provide support to the Administration Team and Pastoral Teams as required.
- Attend staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required by the Principal.
- Complete AM, Break, Lunch and PM duties as required by the Principal.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Specific Duties are:

- Be accountable for the safe, effective, and efficient management of the Academy Internal Exclusion Provision.
- Ensure exemplary standards of work, behaviour and conduct in the Academy Internal Exclusion Provision.
- Work with Senior and Faculty leaders to ensure high quality curriculum resources are available for students in the Internal Exclusion Provision.
- Support students, in the Internal Exclusion Provision, to reflect on negative behaviours and develop strategies to make more positive choices in the future.
- Act as a coach/mentor to support individual students and small groups of students, following time in Internal Exclusion or on return from suspension, to display positive learning behaviours.
- Develop and apply entry and exit criteria to the Behaviour and Intervention Officer caseload.
- Create individual Behaviour Support Plans to record planned interventions and monitor the impact of coaching and mentoring work.
- To source or develop and deliver bespoke behaviour modification programmes. Support other staff to deliver these programmes and measure success against agreed success criteria

- Build positive relationships with students, their families, Academy colleagues and relevant agencies through effective communication and implementation of support strategies.
- To assist in the collection of and supervision students in lunch time and after school detentions.
- Work with Senior Leaders to provide regular data and to evaluate and demonstrate the impact of the Internal Exclusion Provision.
- Supervise and instruct students in line with teachers' guidance, to help maintain curriculum requirements.
- Assist in preparing as well as clearing the learning environment and materials used to maximise the available time for teaching to meet student progress standards.
- Manage student behaviour in accordance with policies to maintain a constructive working environment, including the supervision of student entry and exit from classrooms.
- Respond and assist students with set work to continue towards achievement targets, and ensuring all work is returned to the relevant person.
- Record and report lesson attendance to ensure the accurate analysis of attendance data by the relevant people.
- Support pastoral and learning issues associated with individual students in order to maximise their potential, making referrals as necessary in line with Academy procedures.
- Provide various administrative support to departments, including preparation of display work, maintenance of inventories, ordering, record keeping and collection of monies, invigilating, allowing the Teachers to focus on student learning.
- To be responsible for own health and safety and that of pupils and staff, in accordance with the Academy Health and Safety policies to ensure wellbeing of all people on site
- Actively promote and comply with all Academy policies and procedures.
- To undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.

Job Context

- Works to rigid procedures within office.
- In addition to daily contact with students, interacts with all levels of staff as well as regular contact with external organisations and visitors.

Academy Ethos

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The job holder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This role must reflect the expectations within KCSIE (latest version).

The principle responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

06. Person Specification

Behaviour Improvement Officer / Cover Supervisor

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE grade 4/C+ in a range of subjects including English and maths. Strong literacy and numeracy skills 	<ul style="list-style-type: none"> Evidence of recent and relevant continuing professional development.
Experience	<ul style="list-style-type: none"> Competent use of Microsoft Office as well as the ability to work with bespoke systems. Experience of working in a secondary school or working with young people. Experience of working as part of a team and liaising with colleagues. Understanding of relevant policies, codes of practice and legislation 	<ul style="list-style-type: none"> Experience of a secondary school environment. Experience of working with young people who have barriers to learning. Experience of working with BROMCOM
Competencies	<ul style="list-style-type: none"> Excellent interpersonal and organisational skills. Knowledge and understanding of strategies needed to help and support students with behavioural, emotional and social development needs. Able to work in an independent way Able to show flexibility and resilience in working practice. Able to demonstrate unconditional positive regard. Ability to multi task and carry out a variety of work activities. Can motivate, enthuse and inspire students to achieve. Has a patient, caring and sympathetic personality. Must have excellent verbal and written communication skills. Ability to form good working relationships with a wide range of site personnel. 	<ul style="list-style-type: none"> Willingness to continually develop knowledge and learn new skills to respond to the varied needs of the Academy.

Values	<ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	
Other	<ul style="list-style-type: none"> • Ability to work calmly under pressure and adapt quickly and effectively to changing circumstances/situations • Competent and confident in the use of ICT. • Commitment to improving the lives and learning opportunities of young people. 	<ul style="list-style-type: none"> • Flexible working • Current full driving licence

07. How to Apply

Behaviour Improvement Officer / Cover Supervisor

Applying:

Please apply by visiting
www.academytransformationtrust.co.uk/vacancies



Status: Permanent

- 37 Hours per week
- Term Time Only (39 weeks)

Salary:

NJC Pt 8 – 13

Actual Salary: £21,246 to £23,113

FTE Salary: £24,702 to £26,873



Closing Date:

Thursday 18 July 2024, 09:00am

Start Date:

01 September 2024



Interviews:

To be confirmed




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