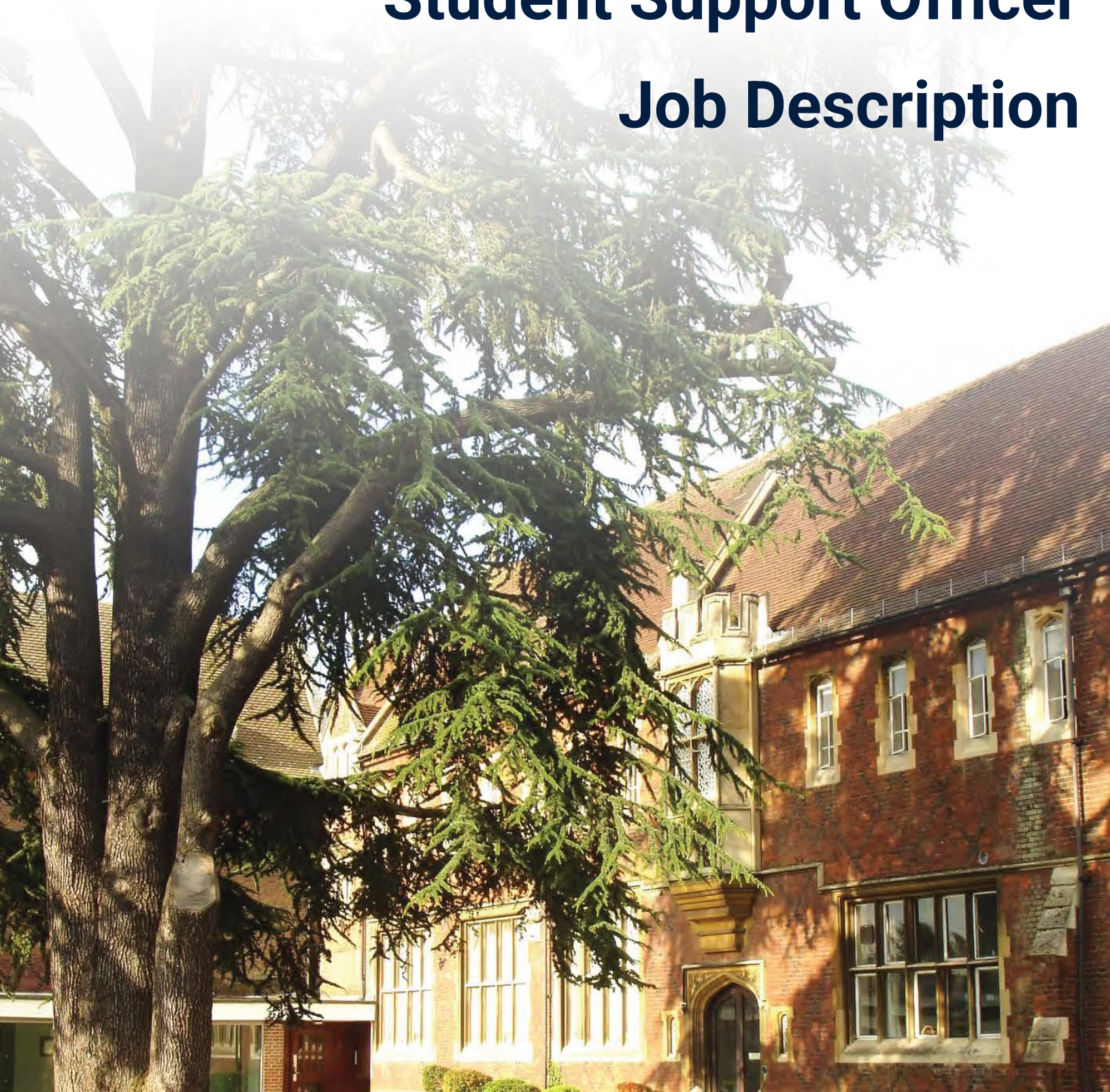




**Hockerill**

# **Behaviour Intervention and Student Support Officer Job Description**



Hockerill is a co-educational 11–18 state school, set in a leafy parkland campus in the market town of Bishop's Stortford. Hockerill is an International Baccalaureate (IB) World School, a thriving and caring academic community, which places a very strong emphasis on international outlook and global citizenship. From September 2027, the College will broaden its post-16 provision to offer A Levels alongside the IB Diploma, ensuring that all students can access the pathway best suited to their strengths, aspirations and future plans.

The College currently has 905 students, over 40% of whom are boarders. As a 24-hour community, the College offers a wealth of extra-curricular activities and an unstinting commitment to pastoral care. With a vibrant international ethos, it attracts students from both the UK and overseas, and values the diversity, cultural richness and global perspective this brings. The College timetable reflects the boarding nature of the school, with lessons on some Saturday mornings.

Hockerill is committed to engaging and motivating its students through high academic standards, innovation and diversity, and we offer a wide-ranging and exciting provision.

### **The Curriculum**

The College is academically strong, both in terms of GCSE and International Baccalaureate (IB) Diploma results. The IB Diploma Programme has been the cornerstone of our Sixth Form for many



years, and remains central to the College's identity and international outlook. From September 2027, Hockerill will offer A Levels alongside the IB Diploma Programme, broadening our Sixth Form curriculum so that every student can follow the pathway best suited to their individual profile, ambitions and preferred style of learning.

The College specialises in Languages and Music, and there is a historical and continuing commitment to immersive language provision. All students study two Modern Foreign Languages at Key Stage 3, with most students continuing to study two languages through to GCSE.

The College has a long-standing reputation for academic excellence and strong outcomes, combined with an inclusive, supportive ethos. Ranked 16 in The Sunday Times Parent Power

Schools Guide for 2026, Hockerill continues to be recognised nationally as one of the country's leading state schools.

Students follow a broad and academic curriculum. Students also study at least one humanity subject to GCSE alongside English, Mathematics and Sciences, with most students studying three separate sciences to GCSE. Additionally, Hockerill offers Art, Business Studies, Computer Science, Design Technology, Drama, Food and Nutrition, Japanese, Mandarin, PE, and Religious Education to at least GCSE level.

To support students in preparing for life after Hockerill, there is a Careers Programme which supports all age groups and University Admissions Co-ordination. Around 70% of UK students go on to Russell Group universities, and some progress to leading international universities across the world, including Ivy League institutions in the United States. Some students also have the opportunity to undertake work experience abroad. The College's Sixth Form pathways will continue to support excellent progression to Russell Group universities, competitive apprenticeships and international destinations.

### **Extra-Curricular Activities**

The sport, music and wider co-curricular provision at Hockerill is extensive and underpins the College's philosophy of educating the whole person. Hockerill's musical provision is passionate and diverse, and students can access tuition for a wide range of instruments. There are a number of ensembles and groups for communal music-making, including the prestigious College Big Band. Students perform regularly in musical events and drama productions throughout the year.



Sports on offer at Hockerill include hockey, rugby, football, basketball, netball, golf, cross country, cricket and athletics. For a relatively small College, Hockerill performs at a high standard and regularly achieves success in district competitions.

The wider co-curricular programme includes additional sports clubs, debating and public speaking, chess, Eco club, Model United Nations, Amnesty International, Duke of Edinburgh and a well-established and highly respected Combined Cadet Force (CCF). The co-curricular programme is a central part of life in a 24-hour international community, enabling students to develop confidence, leadership and character.

### **Exchanges and Trips**

Students are strongly encouraged to participate in trips and exchanges abroad. By the end of Year 11, almost all students will have experienced school and family life in a different language and country, and many will have taken part in more than one such experience.

The College has a long-standing commitment to international opportunities, including residential visits and exchanges across Europe and further afield. Recent and planned destinations include France, Belgium, Italy, Spain and Germany, as well as Zimbabwe, the United States, China and Japan. Domestic opportunities begin with the Year 7 team-building residential and continue through to Duke of Edinburgh Gold expeditions in the Sixth Form.



### **The Site**

Located in the centre of Bishop's Stortford in Hertfordshire, the College occupies a distinctive campus with buildings ranging from Victorian to modern, set within tranquil landscaped grounds and mature trees. The site includes five boarding houses, all located on campus, as well as a Health Centre and Chapel.

Hockerill's Sports Hall opened in 2019, followed by the Science Centre in 2020. A new Sixth Form space was completed at the beginning of 2024, further enhancing the facilities available to students in our 11–18 community.

### **History**

Hockerill has a distinctive history, originally established in the early 1850s as a teacher training college. It remained in this role until 1978 and continues to maintain links with former trainees. The College re-opened in 1980 as a co-educational boarding school and became grant maintained in 1994.

Hockerill completed its transformation into Hockerill Anglo-European College in 1998, becoming one of the UK's first specialist Language Colleges and adopting the International Baccalaureate Diploma Programme as the cornerstone of Sixth Form study. Hockerill gained Academy status in February 2011.

For further information about the College, please visit the website: [www.hockerill.com](http://www.hockerill.com).

## **Job Description**

### **Responsible to:**

Senior Leader (Behaviour, Attendance and Standards)

### **Working closely with:**

Heads of Year, SENDCos, Assistant Principal (DSL), Pastoral Manager and Deputy Safeguarding Lead, Learning Support Team and other pastoral and safeguarding colleagues.

### **Induction, Training and Development**

Appropriate induction, training and development is valued by the College, is the responsibility of the line manager and is an entitlement of the post holder whether new to the College or to the post.

### **Main Purpose of this Role**

To support the College's work in promoting and maintaining high standards of behaviour, conduct, attendance and inclusion across the school community.

The postholder will work closely with Heads of Year and pastoral leaders to support students in overcoming barriers to learning, reinforce the College's expectations and contribute to calm, purposeful and productive learning environments across the school.

The role will involve working closely with students whose behaviour and social, emotional or additional needs may impact upon their engagement with school. Through effective intervention, restorative practice and consistent implementation of College systems, the postholder will support students in developing positive behaviours, strong relationships and successful engagement with learning whilst upholding the College's high expectations and standards.

### **Key Responsibilities**

- Work closely with Heads of Year, pastoral leaders and safeguarding staff to maintain high standards of behaviour, conduct, attendance and engagement across the College.
- Support students whose behaviour, emotional needs or personal circumstances may create barriers to successful learning and participation in school life.
- Build positive and professional relationships with students whilst maintaining clear expectations, routines and boundaries.
- Reinforce the College's behaviour systems, expectations and routines consistently across the school day.
- Support the reduction of lesson disruption and low-level behaviour which negatively impacts teaching and learning.
- Support teaching staff in maintaining calm, purposeful and productive learning environments.
- Participate in the classroom support and student removal rota, responding to incidents professionally, calmly and consistently in line with College policy.
- Organise the Support Room and associated intervention spaces, ensuring that students are supported to reflect, regulate and successfully reintegrate into lessons.

- Facilitate restorative meetings and reflective conversations to repair relationships, improve behaviour and support successful reintegration into learning.
- Assist colleagues with investigations relating to behavioural incidents, including gathering statements, reviewing evidence and preparing reports for Heads of Year and senior staff.
- Work closely with students with SEND or other additional needs ensuring that appropriate support and reasonable adjustments are implemented consistently.
- Implement and monitor targeted interventions, behaviour plans and support strategies in collaboration with pastoral, SEND and safeguarding colleagues.
- Maintain accurate and confidential records using College systems including Bromcom and CPOMS.
- Liaise effectively with parents, carers, external agencies and alternative provision providers to support student wellbeing, behaviour, safeguarding and successful engagement with learning.
- Support the implementation of College policies relating to behaviour, safeguarding, attendance and inclusion.
- Maintain a visible presence around the school site during social times, lesson changeovers and key points of the school day.
- Support the College detention rota and undertake supervision duties as required.
- Contribute positively to the wider pastoral, safeguarding and inclusion work of the College.
- Undertake any other duties reasonably requested by the Principal, Senior Leadership Team or line manager which are consistent with the nature and responsibilities of the post.

### **Safeguarding Responsibilities**

- Understand and implement safeguarding procedures in line with Keeping Children Safe in Education (KCSIE) and College policies.
- Undertake regular safeguarding and child protection training.
- Report concerns promptly and appropriately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Maintain professional confidentiality and safeguard sensitive student information appropriately.

## **Confidentiality**

During the course of employment the post holder may see, hear or have access to information on matters of a confidential nature relating to the work of Hockerill Anglo-European College or to the health and personal affairs of students, staff and parents. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

## **Data Protection**

During the course of employment the post holder will have access to data and personal information which must be processed in accordance with the terms and conditions of the Data Protection Act 2018. Employees are required to act in accordance with the College's Online Safety policy.

## **Safeguarding Children**

In accordance with the College's commitment to follow and adhere to the Department for Education guidance entitled 'Keeping Children Safe in Education' and all other relevant guidance and legislation in respect of safeguarding children, the post holder is required to demonstrate a commitment to promoting and safeguarding the welfare of students in the College.

Enhanced Disclosure and Barring Service (DBS) clearance is essential.

## **Health and Safety**

The post holder will comply with the College's Health and Safety policy at all times.

*Hockerill Anglo-European College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## Person Specification

### Essential

#### Qualifications and Training

- Educated to GCSE level, including English and Mathematics, or equivalent.
- Commitment to safeguarding training and ongoing professional development.

#### Experience

- Experience of working with young people in an educational, pastoral, support or mentoring capacity.
- Experience of implementing systems, processes or interventions to support positive outcomes in such a setting.
- Experience of maintaining accurate records and managing sensitive information.

#### Skills and Knowledge

- Strong organisational and administrative skills.
- Excellent written, verbal and interpersonal communication skills.
- Ability to remain calm, resilient and professional under pressure.
- Ability to build positive relationships whilst maintaining high expectations and clear boundaries.
- Ability to de-escalate challenging situations and support restorative approaches.
- Good understanding of safeguarding, behaviour, inclusion and student wellbeing.
- Good IT skills and ability to use school information systems effectively.

#### Personal Qualities

- Commitment to high standards and positive relationships.
- Professional integrity, confidentiality and discretion.
- High attention to detail and ability to maintain accurate, clear and professional records.
- Flexible, reliable and solution-focused approach.
- Commitment to inclusion, equality and the values of the College.

#### Desirable

- Experience of working with young people with behavioural, pastoral or additional needs.
- Experience of working in a school or other educational setting.
- Experience of supporting vulnerable young people or families.
- Relevant safeguarding, behaviour, SEND or pastoral training.