



Cheney School
Think for yourself; act for others



JOB INFORMATION PACK

**Behaviour Improvement Team
Member**

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities

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TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”

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RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Behaviour Improvement Team Member

Contract Terms:

Full time

Grade:

Grade 8, Pay Scale 18-23

Accountable to:

Head of Behaviour Improvement Team

Job Purpose:

This job description outlines the principal responsibilities, duties, and performance expectations for a Behaviour Improvement Team Member at Cheney School. The post holder will work collaboratively within the team to foster a safe, supportive, and reflective environment for all students.

Main Responsibilities:**On-Call and Site Presence**

- Conduct regular on-call site walks across the school campus to maintain a calm, orderly, and purposeful environment.
- Ensure all students are in their designated lessons and adhering to school behavioural expectations during lesson times.
- Respond promptly to call-outs for difficult situations or to assist with pupils requiring behavioural support in classrooms.

Triage Room Support and De-escalation

- Welcome students into the triage room, rapidly assess their immediate emotional or behavioural needs to determine appropriate next steps.
- Maintain exceptionally high standards of behaviour and a calm learning environment in the triage room.

- Apply specialised skills, emotional literacy, and de-escalation strategies to defuse highly confrontational or challenging situations safely.
- Ensure the triage room is kept tidy, equipment is maintained, and health and safety policies are rigorously followed.

Reflection and Learning Instruction

- Deliver and supervise structured lessons in the Reflection & Learning (R&L) room, serving as an alternative to suspension.
- Guide students through reflective exercises to help them evaluate their behaviour, its root causes, and its wider impact on the school community.
- Support students with academic work and practical problem-solving strategies to ensure they can successfully re-integrate into their regular lessons.

Bullying and Relationship Resolution

- Actively intervene in and address reported incidents of bullying, ensuring student safety and well-being.
- Facilitate conflict resolution and restorative conversations to mend friendship issues and improve interpersonal relationships between students.

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Pastoral Collaboration and Root Cause Analysis

- Partner closely with school pastoral teams to flag and raise repeated behavioural incidents.
- Collaborate to investigate and understand the underlying reasons, triggers, or patterns explaining why specific student behaviours are starting.
- Establish constructive relationships with external agencies, professionals, and parents to support the holistic success of vulnerable students.

Interventions, Restorative Practice and Sanctions

- Arrange and facilitate restorative justice meetings between students, and between students and staff, to rebuild positive dynamics.
- Deliver targeted workshops or small-group lessons focusing on social skills, self-regulation, or behavioural reflection.
- Run and supervise daily behaviour sanctions, including break, lunch, and after-school detentions.

Record Keeping, Data and Administration

- Coordinate the complete and accurate update of student behaviour records, ensuring detailed logging of attendance and outcomes in R&L and the triage room.
- Provide robust, structured feedback and advice to teaching and pastoral staff regarding students causing concern.
- Assist in analysing student behaviour data to identify trends and contribute insights for school policy modifications.

Professional Conduct and Compliance

- Maintain a thorough working knowledge of key school policies, including Safeguarding, Child Protection, Behaviour, Anti-bullying, Positive Handling, and First Aid.
- Complete risk assessments for individual student scenarios or spaces when required.
- Demonstrate flexibility and availability to act decisively during crisis situations during and occasionally outside regular working hours.

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General Responsibilities:

- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos of Cheney School and the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION

(E) Essential

(D) Desirable

Qualifications

- English and Maths GCSE at Grade C/4 or above. (E)
- Active engagement in relevant professional training. (E)
- Commitment to continuous professional development (CPD). (E)
- Relevant qualifications in behaviour support, counselling, or restorative practice. (D)

Experience, Skills and Knowledge

- Effective communicator with proven experience relating professionally to children, adults, and external professionals. (E)
- Working knowledge of behaviour guidance policies, codes of practice, and relevant UK legislation. (E)
- Ability to hold effective restorative conversations between students, and between students and staff. (E)
- Appropriate organisational skills to administer detentions, R&L lessons, and interventions. (E)
- Knowledge of specific strategies for supporting students with SEND (Special Educational Needs and Disabilities) and for supporting EAL (English as an Additional Language) students. (D)
- Ability to support peers in their professional development. (D)
- Experience directly supporting students, staff, and families within a school environment. (E)
- Experience promoting high behavioural expectations and aspirations for students. (E)
- Experience resolving interpersonal peer conflicts (e.g., bullying or friendship issues). (E)
- Confident user of school data management systems to log and track behavioural data. (D)

Personal Attributes

- Ability to promote and maintain a calm learning environment under pressure. (E)
- Strong collaborative skills and ability to be an active team player supporting safeguarding, faculty, and year teams. (E)
- Excellent telephone manners and commitment to stakeholder care. (D)

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation (E)

Safeguarding Statement

Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



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