



**EGGBUCKLAND**  
COMMUNITY COLLEGE  
*Everyone can*



**Recruitment**

**Behaviour Support  
Coordinator**

*Everyone can...  
be exceptional.*

# Dear Candidate

I am delighted that you are interested in applying for the role of Behaviour Support Coordinator at Egguckland Community College.

Egguckland is a wonderfully caring and positive College who put students at the centre of everything we do. We have extremely high expectations of our students and pride ourselves in our 'Everyone Can' ethos. We firmly believe that every student deserves a great education, regardless of their starting point and are committed to enabling all students to flourish academically and develop into exceptional young people.

At Egguckland, we have extremely strong systems and routines, coupled with excellent pastoral care; this enables our students to thrive. In lessons, students are encouraged to develop a love of learning, to think for themselves and to work hard so they maximise their full potential. As part of Westcountry Schools Trust, we work collaboratively within our family of schools to ensure that all students and staff have to best possible experiences and opportunities. I look forward to reading your application.

Yours faithfully

Heather Lilley



*Heather Lilley*  
*Principal*



# Our Mission, Vision and Values

## Our Mission

At Eggbuckland, we will foster:

A climate where *effort* prevails, above all else;

A curriculum which inspires *curiosity*: accessible and ambitious for all;

A community where *difference* is celebrated and *character* is shaped.

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## Our Vision

***To be recognised as a great school where students receive a great education, regardless of their starting point.***

***Graduates of Eggbuckland will have the power to understand themselves and the world around them and have the confidence to realise their ambitions; they will be exceptional.***

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## Our Values



### Tenacity

*"I have a goal and work hard to achieve it"*

*"I seek challenges to improve myself"*

*"I view setbacks as an opportunity for learning"*



### Integrity

*"I am strong and stand up for what is right"*

*"I am honest"*

*"I am guided by strong moral principles"*



### Compassion

*"I allow the voice of others to be heard"*

*"I accept people for who they are"*

*"I relish opportunities to improve the fortune of others"*



### Knowledge

*"I am committed to instilling knowledge to my long term memory"*

*"I value the link between knowledge and increasing my learning and life chances"*

*"I utilise all opportunities to increase my wider knowledge"*



# From the Trust

Welcome to Westcountry Schools Trust (WeST); a tight-knit family of schools based around natural geographical proximity in the South West.

Initially formed as a small multi academy trust of only two schools in 2011, the Trust has experienced several iterations of growth and change.

In essence, WeST as we recognise it today, was launched in September 2017 with the ambition of delivering exceptional education for 2-19 years olds with the additional ability to provide postgraduate study through The WeST Training Institute (WTI).

The WeST family now extends to 31 schools of which 8 are secondary and 23 primary. All 23 primary schools naturally transition children into a WeST secondary school, an area of work we wish to further strengthen as our work matures.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do.



Nat Parnell

Chief Executive Officer

Westcountry Schools Trust

Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.

# Trust Vision, Mission and Values

While all our schools retain their own identity, we are a united family who share a common Vision, Mission, and Values. We believe that by working collectively, we are stronger and can provide the very best education for our children.



## Vision

Every child in a great school



## Mission

Empowering children to impact positively on society



## Values

Collaboration, Aspiration,  
Integrity, Compassion



**WESTCOUNTRY**  
SCHOOLS TRUST

# Job Description

## Job title

Behaviour Support Coordinator

## Responsible to

Behaviour Manager

## Grade

Plymouth Legacy Grade D points 8—14

FTE Salary: £26,824—£29,540

Actual Salary: £22,974.50—£25,300.73

## Hours

37 hours per week x 39 weeks per year

The following is only an outline of the duties and responsibilities of the post which may change from time to time. The job description will be reviewed at least every two years and may be altered following consultation with the postholder, in line with the changing needs of the College. In all its activities the College follows a policy of continuous improvement.

### **Main purpose of the job:**

Under the direction of the Behaviour Manager, within an agreed system of supervision, the post holder is responsible for the effective day-to-day organisation, coordination, supervision of students and support of The Compass. Implementing agreed work programmes with individuals and groups, in or out of the classroom/CORE rooms.

The role of the Behaviour Support Coordinator is to ensure the smooth running of The Compass through accurate record keeping and communications with stakeholders at all levels, which is both timely and effective.

### **Duties and Responsibilities to include:**

#### **Main Duties**

1. Support with the implementation and adherence of expectations in The Compass which is part of our the Behaviour Policy.
2. Liaise and communicate with parents/carers, providing information and advice on the established protocols.
3. Input and collate information to monitor and review those students in The Compass
4. Liaise with administration colleagues daily to ensure communication with parents/carers is timely and accurate.
5. Liaise with key stakeholders daily, including: The Senior Leadership Team, Curriculum Team Leaders, Heads of Phase, Pastoral Leaders, The Inclusion Team, and others to review and support the effective day-to-day implementation and arrangements in The Compass.
6. Prepare and produce a daily log of students, which is to be shared with staff at the end of the day. Process sensitive student information in accordance with the established protocols.
7. Produce regular reports to share with the Behaviour Manager, Heads of Phase Pastoral Leaders, The Inclusion Team and the Senior Leadership Team.
8. Identify trends in student referrals to The Compass and communicate these trends with the wider Team, Curriculum Team Leaders, Pastoral Leaders and Heads of Phase.

9. Facilitate the implementation of support strategies to reduce repeat behaviour. This will involve liaising with stakeholders, including; Heads of Phase, Pastoral Leaders, The Inclusion Team, Tutors, the Senior Leadership Team, as well as parents/carers.
10. Keep the Heads of Phase, Pastoral Leaders, The Inclusion Team and Senior Leadership Team informed of any concerns with specific students.
11. Monitor and evaluate student responses to learning activities through observation and make a record of achievement against pre-determined learning objectives.
12. Ensure students have been provided with the appropriate work.
13. Prepare and where required, print work for students to complete in the room (if applicable). Implement learning activities and adjust these to suit student needs and ability.
14. Support students with their work and access to learning activities through specialist support strategies.
15. Work under the direction of the Senior Leadership link for 'Curriculum' and the Curriculum Team Leaders, class teachers, to plan, evaluate, and adjust work plans as appropriate.
16. Follow up on all non-attendeo students to ensure their attendance in the rooms.
17. Supervise students in The Compass rooms, including during break 1 and 2.
18. Support students to reflect upon the reason for being in The Compass. This will involve working on a 1-1 basis with students, to encourage them to reflect on why and how their behaviour has not met the College expectations and why it should not be repeated.
19. Challenge and support students to reinforce the College expectations, both in the classroom and outside of the classroom.

**General**

To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.

To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).

Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.

To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

**Safeguarding**

Eggbuckland Community College is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. This post is subject to satisfactory Disclosure and Barring Service (DBS) Enhanced Disclosure Certificate and satisfactory references before commencing the post.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

Signed: \_\_\_\_\_ Date \_\_\_\_\_

Signed: \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_

# Person Specification

E = Essential, D = Desirable

<b>Method of Assessment</b> The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview or other selection Activity
<b>Qualifications:</b>			
GCSE (or equivalent) Grade C or above in Mathematics and English	E	✓	
Level 3 Safeguarding or willingness to work towards	E	✓	
<b>Experience:</b>			
General knowledge and understanding of the College curriculum	D	✓	✓
General IT skills, with standard keyboard skills, and an advanced knowledge of MS Office and Excel	E	✓	✓
Use of School systems (such as Class Charts, SIMS and CPOMS)	D	✓	
Experience of writing detailed reports	D	✓	✓
Evidenced data analysis and analytical skills	D	✓	✓
Experience of working in an educational setting with small groups of students, experience of designing and delivering interventions/ learning programmes	D	✓	✓
<b>Knowledge, Skills and Abilities:</b>			
Ability to present solutions	E	✓	✓
Excellent communications skills, both verbal and written, including the effective communication skills with stakeholders of all levels from students, parents/carers, through to the Senior Leadership Team	E	✓	✓
Ability to organise and prioritise workload to meet deadlines	E	✓	✓
Able to maintain confidentiality and use discretion at all times	E	✓	✓
Enthusiastic and committed to meeting the needs of students	E	✓	✓
<b>Further Requirements:</b>			
Work effectively as part of the School Team while also having the ability to work independently	E	✓	✓
Ability to identify and engage in training/CPD opportunities for role requirements	D	✓	✓

<b>VALUES-BASED BEHAVIOURS:</b>			
<b>Compassion:</b>			
Recognising need in others and acting with positive intention to promote wellbeing and improve outcomes	E		✓
<b>Aspiration:</b>			
Working to high expectations, modelling the delivery of high quality outcomes	E		✓
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		✓
<b>Integrity:</b>			
Acting always in the interests of children and young people	E		✓
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		✓
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		✓
<b>Collaboration:</b>			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skillfully influence and engage others	E		✓

# Additional Information

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

## Equal Opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

## Procedures

All appointments are subject to pre-employment checks. That means:

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our Child Protection Policy & Safeguarding Policy is available at: <https://www.westst.org.uk/attachments/download.asp?file=2101&type=pdf>
- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc. in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up and these references will be requested before the interview. References should cover the last 3-5 years' work history, as a minimum
- An online search of shortlisted candidates will be conducted in accordance with Part Three 'Safer Recruitment' of Keeping Children Safe in Education statutory guidance.
- The identity of referees and information relating to disclosures will be verified
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986
- An enhanced Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children. Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks. Westcountry Schools Trust will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.
- For information of how we use your data please click on this link— [Westcountry Schools Trust Recruitment information](#).



