

George Stephenson High School

Appointment of
Behaviour Support Assistant

APT&C Grade 6 (£24,238,487-£25,447)
37 hours per week
193 days - Term time only

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website (www.gshs.org.uk) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1204 students, 112 of whom are in the Sixth Form. We also have 36 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community.

The level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum and a wide range of evening Parental Engagement events are held. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

Our most recent Ofsted inspection was in November 2019 and we are delighted to report that they judged our school to be Good overall, and indeed Good in every single category. We believe that this is a real testament to our students and staff and to how hard we have all worked and how committed we are to providing the best possible educational experience for all of our students. Staff, students, parents, carers and governors all play their part and this report is a reflection of the effort, enthusiasm and determination that they display every day. In the report, Ofsted say that **"staff have high expectations for pupils and each other. This is a key ingredient of the school community. During lesson visits, pupils were attentive and respectful. There are strong relationships between teachers and pupils. As a result, pupils have achieved better examination results in a wide range of subjects since the previous inspection".** The care, guidance and support that we provide for our young people was again praised, with Ofsted saying that **"staff are well trained to look after and care for pupils. They understand the school's safeguarding procedures. They are aware of the need to share any concerns with appropriate people. They do so in a timely manner. Pupils know there is always somebody to talk to when they need help. Pupils know how to keep themselves safe."**

They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct well, both inside and outside of the classroom and that they know what is expected of them. As we have always said, our students are a credit to us all and we continue to be immensely proud of them. Inspectors also stated that the care and guidance we offer our students is strong and that we prepare students well for life after school. As a result, the percentage of students going onto successful careers or further education is well above the national average. Personal development, behaviour and welfare were all identified as real strengths of the school. Indeed Care, Guidance and Support at George Stephenson High School have been graded as good or outstanding in our last four Ofsted inspections. This is a result of our pastoral guidance systems in school, the aim of which is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students' life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities. The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students' welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

This is a demanding post, but one which will give the right candidate an opportunity to play a key role in supporting students within our behaviour and inclusion provision. The successful candidate will create and maintain a calm, purposeful and respectful learning environment where students can continue their education while reflecting on their behaviour. You will have a proven ability to establish authority and maintain high standards of behaviour, alongside experience of working successfully with challenging or vulnerable young people. You will be skilled in building positive relationships with young people whilst maintaining clear boundaries, consistently high expectations and a firm commitment to the highest standards of conduct, effort and respect.

The role requires excellent interpersonal and de-escalation skills, high levels of resilience and emotional intelligence, and the confidence to challenge poor behaviour, remain calm, confident and professional under pressure, and support students to make positive choices. Above all, you will be committed to consistency, fairness and positive approaches to behaviour, helping students to succeed both academically and personally. George Stephenson High School is a great place to work, with fantastic staff and talented students. If you are someone who loves learning, is committed to working with students who need your encouragement to succeed and would like to work with colleagues who are friendly, committed and very hard working, then we would be delighted to receive your application.

We have made real progress recently and are proud of what we have achieved so far. However, we know that we have the capacity to improve still further and our work continues to focus on improving practice in the classroom. We are a forward looking school, committed to giving our

students the best possible educational experience. Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I took on the Headship of this wonderful school in September 2022 and am truly very excited about the future. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Angela Cowen (Headteacher's PA) by noon Monday 9th November 2026

May I take this opportunity to thank you for your interest in our school.

PETER DOUTHWAITE
Headteacher

Behaviour Support Assistant

GRADE/SALARY: APT&C Grade 6 (£24,238-£25,447)
WORKING HOURS: 37 hours per week 8.30am to 4.30pm (4.00pm on a Friday)

RESPONSIBLE TO: Headteacher or designated member of staff

Job Description

To take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.

Main Duties:

Support for Pupils

- Establish and maintain high standards of behaviour, setting clear expectations and boundaries whilst promoting a culture of respect, responsibility and positive conduct.
- Supervise students removed from mainstream lessons and support them to engage positively with learning whilst reflecting on their behaviour and making appropriate choices.
- Create and maintain a calm, purposeful and inclusive learning environment that enables all students to succeed.
- Build positive and constructive relationships with students whilst maintaining professional boundaries, authority and consistently high expectations.
- Use effective behaviour management, de-escalation and restorative approaches to support students presenting challenging behaviour.
- Support vulnerable students and those experiencing social, emotional, behavioural or learning difficulties, ensuring appropriate support and access to education.
- Promote students' self-esteem, resilience, independence and engagement in learning.
- Support students in accessing learning activities by explaining, clarifying and reinforcing learning tasks as directed by teaching staff.
- Encourage positive interactions between students and promote inclusion, acceptance and respect for others.
- Provide constructive feedback to students regarding their learning, behaviour, attendance and personal development.
- Safeguard the welfare of all students and contribute to a safe and supportive learning environment.

Support for Teachers

- Supervise students completing work set by teaching staff in accordance with school policies and procedures.
- Support students' access to learning through the effective use of resources, strategies and intervention programmes.

- Work collaboratively with teaching and pastoral staff to plan, evaluate and adapt learning and support activities.

Support for the Curriculum

- Support the delivery of learning activities and intervention programmes, adapting approaches appropriately in response to students' needs.
- Reinforce learning objectives and encourage students to achieve their full potential.
- Support the development of students' literacy, numeracy, social and emotional skills where appropriate.
- Prepare, maintain and organise resources and equipment required for learning activities.
- Promote positive behaviour for learning and ensure students remain engaged and productive throughout learning sessions.

Support for the School

- Support and contribute to the school's values, ethos and commitment to inclusion, safeguarding and student achievement.
- Comply with all policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection.
- Promote equality, diversity and inclusion, ensuring all students have equitable access to learning and development opportunities.
- Work effectively with colleagues, external agencies, parents/carers and other professionals to support student outcomes.
- Attend and contribute to meetings, training events, professional development activities and performance review processes.
- Undertake supervisory duties, including breaktimes, lunchtimes, educational visits, enrichment activities and off-site provision as required.
- Support extracurricular activities and wider school initiatives that contribute to students' personal development and wellbeing.
- Undertake any other duties commensurate with the grade and responsibilities of the post.

General
To undertake any other duties appropriate to the grade of the post as requested by line manager or Headteacher.

Additional Requirements

1. Enhanced DBS check from the Disclosure and Barring Service
2. Two references from current and previous employers (or education establishment if applicant not in employment)
3. Children’s Barred persons list Check
4.

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced Disclosure from the Disclosure & Barring Service.

Employees will be expected to comply with any reasonable request from Line Manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

PERSON SPECIFICATION
Behaviour Support Assistant

Person Specification			
Area	**Criteria - Requirement - E = Essential - D= Desirable** **Assessment by Application =A Interview process = I**	**R**	**A**
Skills **Knowledge** **Aptitudes**	• Good understanding of safeguarding, child protection and related statutory guidance. • Full working knowledge of relevant school policies, codes of practice and procedures, together with an awareness of current education legislation. • Understanding of child development, adolescent behaviour and the factors that can create barriers to learning and achievement. • Knowledge of effective behaviour management, restorative practice and de-escalation strategies. • Understanding of the needs of vulnerable students, including those with SEND, social, emotional and mental health needs (SEMH), and students at risk of disengagement. • Knowledge of strategies to promote attendance, engagement, positive behaviour and inclusion. • Understanding of the role of behaviour and inclusion provision in supporting student progress and successful reintegration into mainstream lessons. • Experience of working with children or young people in an educational, youth work, pastoral or similar setting. • Experience of supporting young people who display challenging behaviour or who may be vulnerable or at risk of underachievement. • Experience of maintaining high expectations of behaviour and supporting students to make positive choices. • Experience of working effectively as part of a multi-disciplinary team.	E D E E E E E E D E E	A I A I A I A I A I A I A I AI AI AI AI
Qualifications and Training	• Very good numeracy/literacy skills • Teaching Assistant or equivalent qualification or experience • GCSE (A-C or equivalent) in English, Maths and Science	E E E	A A A
Experience	• Experience of working with children of relevant age • Experience of working with pupils with additional needs	E E	A I A I