

Julie Bravo

Queensway Academy




Behaviour Support Mentor/Counsellor



**QUEENSWAY SCHOOL**

**Behaviour Support Mentor/Counsellor**

**Hours: 37 hours/week Term time + 4 weeks**

**Scale: 4 (SCP 7 to 11)**

**Actual Salary: (£23,596 - £25,150)**

**Location: North and South Campuses**

**Permanent**

We are seeking to appoint an innovative and inspiring Behaviour Support Mentor and Counsellor who will play a key role in the development of our Queensway Connect, therapeutic response team. This is a fantastic opportunity to be part of a specialist team that will offer holistic support to our children and young people to enable them to access education through early help and tailored interventions to support emotional health and well-being, build resilience and to help them cope with the daily difficulties they face. This is an exciting time to be part of Queensway Specialist School as we most recently secured a ‘Good’ Ofsted judgment under the new framework, in our June 2022 inspection. Now, we continue our journey to become a ‘leading light’ in specialist provision as we go from Good to Great!

This post is an exciting opportunity for a dynamic, ambitious and energetic individual. It is suitable for someone with experience of working with hard-to-reach children and delivering tailored support programmes. You will have the opportunity to build and maintain strong and productive home-school liaison supporting families to ensure children are given the best possible chance of succeeding both in and out of school. You will offer support to students around building resilience and emotional intelligence, equipping them with the tools they need to access education.

**Queensway School**

Queensway was established as an academy in March 2018 when it became part of the Learning Community Trust. It was the result of a merger of an autistic provision which had been linked to HLC Secondary and a SEMH school that required a sponsor and a new start.

Queensway is across two sites – the North site in Hadley is a school for children with a diagnosis of Autism. The school has a PAN of 60 but due to demand for places always has additional students. It is a modern purpose, self-contained building on a lovely site with sensory and quiet rooms as well as a Sports Hall and good outdoor spaces. Queensway North has achieved Autism Accreditation from the National Autistic Society and our skills and strategies are worthy of their award. The school itself then ‘leads’ on Autism training both with the Local Authority and some external organisations.

The south site, in Dawley, has quiet rooms, teaching spaces and an excellent purpose-built skills centre for practical work which is where our new provision for motor vehicle is to be placed. Queensway South caters mainly for KS3 and KS4 students but on occasion we offer placements to KS2 students where appropriate. The PAN at South is 54 but is also consistently oversubscribed.

Both sites offer an extensive curriculum which includes English, Mathematics, Science, Design Technology, Art and Physical Education, Humanities, Creative iMedia, Product Design, Forest Schools, Land Based Studies, Motor Vehicle, Hair and Beauty, Duke of Edinburgh Performing Arts, Health and Social Care and Photography. We have newly introduced Independent Living and Life Skills. Social skills/education permeates through the curriculum on both sites preparing our students for life as young adults.

All students are encouraged to take a range of examinations which best meet their needs from the differentiated curriculum which is individually designed by the experienced staff team. The outcomes have improved year on year and in 2022 over 90% of students gained five or more GCSEs at Grade 1-9 including English and Maths which was a significant achievement.

Both sites have their individual teaching teams, support staff and highly experienced Pastoral leads who also lead on safeguarding. We are fully staffed but are exploring different staffing models to best support the children.

Queensway prides itself on its close working relationships with parents and good communications between home and school happen on a daily basis.

You will join a Trust steeped in a culture of wanting the very best for our children and that is very ambitious for its schools. As a school, you will be joining a community that will do anything to make their children’s lives successful whilst preparing them for the next steps in their lives.

For more information, have a look at our website [www.queensway.school](http://www.queensway.school)

**Learning Community Trust**

We are very proud to be a part of the LCT. The expertise and skills the staff have across the trust is invaluable in sharing best practice and our experience in working with children and young people with SEND is greatly valued in our mainstream schools. We are the only provision in Telford and Wrekin for students with these needs, all our young people have an EHC plan and we work with the LA over admissions.

The LCT mission is very simple; we are driven to be an outstanding MAT for our community with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.

The Learning Community Trust was established in June 2017 following agreement with the DfE/RSC to establish a MAT in this community. Not only were we approved as a MAT but we are also an academy sponsor.

We keep our aims at the forefront of all we do, they represent our values as well as our intentions:

* To focus, across our schools, on **excellence** by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.
* To drive a **collaborative culture** across our schools which drives and supports improvement and develops all our staff as leading professionals
* To provide the highest levels of **care and support** for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community
* To ensure our schools are at the heart of the community they serve and are truly **inclusive** organisations with equality for everyone across our community
* To engage positively with our families and wider **community**, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

1. Our learners are engaged and successful
2. We have high quality staff across our Trust
3. We have a culture of continuous improvement
4. Our leadership and Governance is exemplary

For more information on Learning Community Trust, please have a look at the website <https://learningcommunitytrust.co.uk>



Julie Bravo

Principal

Queensway School

*The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children’s barred list).*

*References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process.  In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ’s guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.*

 *We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school’s commitment to safeguarding, please see our Child Protection & Safeguarding Policy available on our website: www.queensway.school*

 

|  |  |  |
| --- | --- | --- |
| A picture containing text  Description automatically generated | **Queensway School****Behaviour Support Mentor/School Counsellor****Job Description** |  |
| Name of post holder –  |
| Title of post – Behaviour Support Mentor/School CounsellorSalary scale: Scale 4 Working hours: 37 hours per week term time plus 4 weeksClosing date: Monday 17th March 2025 |
| Terms and ConditionsAll staff may be required to deliver across Queensway to Key Stage 2,3 and 4 learners |
| The School Counsellor reports to the Headteacher and is responsible for providing a confidential counselling service to students.**Key responsibilities:****Students*** To offer a confidential counselling service for students who are referred through
* individual sessions, responding appropriately to their concerns
* To promote a caring and supportive environment where concerns can be explored.
* To develop and use a range of solution focused interventions to support the
* students, with focus on resilience
* To set up a drop-in clinic for students to self-refer
* To attend and present information at meetings regarding students
* To work closely with the Pastoral Teams to ensure the wellbeing of students, acting
* in a consultancy capacity to offer guidance and support to members of staff in
* regards to students
* To ensure good communication with the DSL and DDSL in relation to students at risk

**Administration*** To keep clear and concise records of all sessions, which will remain confidential

unless there is a safeguarding concern* To provide reports as appropriate to support student meetings
* To provide a termly report to Governors around the work being done with students

and staff and the impact**General*** To work within the codes of practice and ethics recommended by the BACP,

UKCP or equivalent professional organisation.* To be aware of, and comply with, policies and procedures relating to safeguarding

and child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person* To attend and participate in relevant meetings as required
* To participate in training and performance development as required
* To provide information on the counselling service and the role of the counsellor to

students, staff, outside agencies and parents* To contribute to the PSHEE programme, as required
* To develop strategies for promotion of emotional resilience within the student body

All staff are responsible for promoting and safeguarding the welfare of students at the Learning Community Trust by ensuring compliance with the school’s Safeguarding and Child Protection Policy at all times. It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.This document summarises the main responsibilities of the post. All staff are required to undertake whatever else may reasonably be requested by the Principal in support of the Aims of the School. Job Descriptions are subject to annual review |
| Personal and Professional Conduct* This post-holder is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.
* All employed staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* treating pupils and their families with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
* having regard for the need to safeguard pupils’ and their family’s well-being, in accordance with statutory provisions.
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* The post-holder must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
* The post-holder must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
 |
| Line Manager (also responsible for appraisal)Senior Mental Health Lead |
| Review arrangementsThis document will be reviewed following end of year Performance Management reviews and in conjunction the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate. |

Person Specification – Behaviour Support Mentor

|  |  |  |
| --- | --- | --- |
| **Qualities** | **Essential**Those qualities which are essential to perform the job. | **Desirable**Those qualities which allow the job to be performed to the optimum level. |
| **Work Experience**Previous experience required to do the job. | Have significant experience in directly supporting people with SEMH and/or autism who have complex needs.Confident and knowledgeable in taking a lead role in supporting children and young people and guiding them through difficult situations.Experience of working collaboratively with external professionals | Experience of producing and implementing PBS plans.Experience of working within a PBS role. |
| **Education/Qualifications**e.g. academic or professional qualifications. | A relevant qualification in behaviour / SEMH support.Evidence of ongoing training with respect to positive behavioursupport, SEND, in particular SEMH and Autism spectrum conditions.A good level of numeracy and literacy | A relevant Diploma / degree inBehaviour Analysis or Positive Behaviour Support.GCSE grade 4/C or above in English and Maths |
| **Skills and Abilities** | Be an ambassador for the people we support, teams and the organisation at professional meetings.Strong understanding of the values and ethos of positive behaviour support, person centred approaches and thinking.Demonstrate hands on support to a high standard when working directly with people we support.Demonstrate a high level of observational skills and evaluation of support outcomes and incidents. |  |
|  | Highly literate and fluent, producing comprehensive documentation and recordsStrong understanding of the values and ethos of positive behaviour support, person centred approaches and thinking, and Active Support.Strong understanding of the needsof students with SEND particularly SEMH and AutismSignificant knowledge of assessment tools and positive support processes including how to construct and implement a behaviour support plan.Hold a full driving licence and be willing to transport students and visit families and alternative venues where required. |  |
| **Personal qualities** | Ability to use experience to work alongside others in modelling good practice and support.Ability to work in both flexible and adaptable waysAbility to remain calm, focused and supportive at all times but particularly during crisis.Ability to express empathy and understanding towards all students and their needs.Demonstrate commitment to improving the lives of children we support and in achieving great outcomes.Ability to challenge in a constructive and professional way to improve outcomes for people we support. |  |

Person Specification – School Counsellor

This post would particularly suit a candidate seeking career development and opportunities

to develop leadership and management skills, in this dynamic and forward-thinking Academy School.

All candidates should have a clear understanding of and a commitment to the aims of a

school environment and be committed to the values and ethos at the heart of the Learning Community Trust as expressed, for example, in the Mission Statement of the Trust.

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Education | * Hold a relevant counselling

qualification* Current membership with British

Association for Counselling andPsychotherapy (BACP) | CBT qualifiedThera play trainedGrief trainedMental Health First Aid Trainer |
| Experience | * Experience working with young
* people
* A minimum of 1 year’s experience
* Experience of collaborative working with external organisations and agencies.
 | A solid understanding of SEMH and autism |
| Skills andAptitudes | * Excellent communication,

organisational and managementskills* Discretion and sensitivity
 |  |
| Dispositionandpersonalqualities | * An understanding of the importance of promoting and safeguarding the welfare of children
* Evidence of excellent verbal and written communication skills and the ability to actively listen.
* An understanding of child adolescent development and youth mental health interventions
* Common sense and initiative
* Ability to relate effectively to students
* Ability to motivate others and build teams
* Flexibility to adjust to change and development
* Approachability, encouraging a supportive environment.
* Warm, empathetic nature
 |  |

|  |
| --- |
| Next StepsIf you wish further information, visits of the school and informal discussions please contact PA to Principal/Office Manager at Queensway Special School on sara.millward1@lct.education, or 01952 951414 – extension 2613.***Closing date for applications: Monday 17th March 2025******Interviews: Thursday 20th March 2025******Please email your application form to:*** sara.millward1@lct.education |

Signed…………………………………………………(Postholder)

Signed………………………………………………… (Head of Queensway)

Date………………………………………...

An electronic copy of this document will be kept with your personnel records.