



JOHN F KENNEDY
CATHOLIC SCHOOL

INSPIRE • ACHIEVE • SERVE



Behaviour Support Practitioner

Information for applicants



Diocese of Westminster

Headteacher Mr Paul Neves BSc (Hons), MA, PGCE, NPQH
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Job Title: Behaviour Support Practitioner
Responsible to: SLT Behaviour Lead
Grade: H6 (SCP 14 - 19, £25,088 - £27,177)
Hours: 37 hours per week, term time plus INSET days
(Mon-Thurs 8.30am-4.30pm; Fri 8.30am-4pm)

Introduction

Thank you for your interest in this post at John F Kennedy Catholic School (JFK).

The Governors and I are seeking to appoint an experienced colleague to lead the day-to-day management of the school's Reintegration Room, providing targeted behaviour support and pastoral care to students.

The role involves working closely with students who have displayed challenging behaviour, supporting them in restorative practices, helping them reflect on their actions, and guiding them toward making positive choices that enable successful reintegration into the school community.

We welcome applications from candidates of all faiths and none, though support for our Catholic ethos is expected.

I hope that you find the following details useful and informative. They are intended to help you to decide whether or not JFK is the school in which you would be happy, be able to make a positive contribution and prepare yourself for the next stage of your career.

John F Kennedy Catholic School

JFK is a mixed 11-18 comprehensive, part of All Saints Catholic Academy Trust, located in the suburban environment of Hemel Hempstead. It is a voluntary academy with approximately 1100 students on roll. The school enjoys an excellent reputation and is always over-subscribed; for the 2024-25 intake of 180 places there were 530 applicants, with 206 putting JFK as first choice. The intake has, in recent years, been almost entirely Catholic - currently 83% of students. JFK serves the Catholic communities of Hemel Hempstead and a very wide surrounding area, including parts of Hertfordshire, Luton and Bedfordshire; in addition to seven main feeder primary schools, it regularly takes children from over twenty other schools. Unsurprisingly, its students come from a diverse socio-economic background, ranging from a very affluent commuter town to an area with high social deprivation. Overall, however, the school deprivation factor is just below the national average. Currently 15% of students are eligible for Free School Meals. The number of students from minority ethnic backgrounds has increased over the past ten years and is now above the national average. The prior attainment of students is significantly higher than the national average. Additionally the profile of current cohorts is generally skewed towards the 'middle' and 'high' prior attainment categories. The local parish church, St Mark's, is on the school site and the Parish Priest of the Hemel West Parish supports the liturgical life of the school.

JFK's most recent inspections were: Section 8 in March 2017 and Section 48 in February 2024. The headline outcomes for these inspections were all judgements of 'good'. In terms

of results our most recent Progress 8 scores were: 0.09 in 2017, 0.25 in 2018, 0.05 in 2019, 0.01 in 2022, 0.15 in 2023 and 0.15 in 2024.

At A level, our results have been stable in recent years, and have been broadly average compared with national figures. Our most recent L3VA scores were -0.05 in 2017, -0.17 in 2018, -0.07 in 2019, -0.69 in 2023 and -0.27 in 2024.

Visitors to the school frequently comment on the ethos and atmosphere they sense as they come to the school for the first time. This friendliness and sense of community is part of something wider; it is rooted in the fact that we are a Catholic school. As such, everything that we do is based on our Mission Statement, summarised by words: Inspire • Achieve • Serve. We are an inclusive school that values the uniqueness of each member of our community. In this way we uphold the Gospel values and ensure that everyone has the opportunity to fulfil their potential.

Outside the formal curriculum there have always been numerous opportunities for students to take part in a very wide range of activities. These include drama, sport, music, retreats, trips at home and abroad and the Duke of Edinburgh Award Scheme. All the opportunities offered for students' personal development are summarised by the 'JFK Journey' that is displayed throughout the school.

JFK, now and in the future: ASCAT

JFK was opened in 1967, so it is over 50 years old. There is a great tradition here of several generations from families attending the school. Many teachers and support staff over the years were students at the school and currently one of the students in the first intake is working on the support staff. I believe there are many features that make JFK a great school but I also recognise there are areas needing development. We must never be complacent and we must embrace new ideas that will benefit the educational opportunities of the students in our care. We made a bold decision seven years ago to become a 'Google school', introducing Chromebooks for use in and out of school. This has been phased in, one year at a time, and is complete in the main school - all students in Years 7 to 11 have their own device. Google Classroom has been embraced by staff as well as students and is now an integral part of school life.

JFK joined All Saints Catholic Academy Trust (ASCAT) on 1st June 2023. The trust currently comprises 11 schools and JFK is one of only two secondary school members. Within the trust, JFK sits in a regional hub, with other Dacorum Catholic schools: 'St Mark's Hub'. Joining ASCAT has opened up many opportunities for cross-school and cross-phase developments, making this a very exciting time for JFK's future development.

Next steps

I hope that having read this letter and the information about the school that you will choose to apply for this position via the ETeach platform. Please use the Supporting Statement section (in the online application) to detail your reasons for applying, what makes you suitable and any key experience you have that fits the job description/person specification. In this, you should also outline your personal educational philosophy, your vision and the contribution that you can make to John F Kennedy Catholic School.

I am always happy to welcome visitors to the school and I would strongly encourage you to come and visit us to see the school for yourself. If you would like more information about the school please visit our website www.jfk.herts.sch.uk where you will find our online prospectus and other information. If you would like to know more about the post itself or to arrange a visit, please do not hesitate to contact my PA, Ms Eva Final (email: efinal@jfk.herts.sch.uk), who will be very happy to help you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'P. Neves'. The signature is fluid and cursive, with the first letter 'P' being large and prominent.

Mr Paul Neves
Headteacher

This job description is not necessarily a comprehensive definition of the post. It may be modified by the Headteacher, with the post holder's agreement to reflect changes which are commensurate with the salary, the role title and the school development plan.

This job description will be reviewed every two years or sooner if required.

Purpose of the Role:

- To lead the day-to-day management of the school's Reintegration Room, providing targeted behaviour support and pastoral care to students. The role involves working closely with students who have displayed challenging behaviour, supporting them in restorative practices, helping them reflect on their actions, and guiding them toward making positive choices that enable successful reintegration into the school community.
- To provide support for the school's behaviour management systems

Personal and Professional Standards

- To support the aims of the school
- To fully support the Catholic ethos of the school
- To be a role model in terms of professional dress and appearance, punctuality and attendance
- To use the performance appraisal process for support staff to take responsibility for own personal and professional development
- To share the school's commitment to safeguarding and promoting the welfare of children and young people
- To be aware and comply with all relevant policies and procedures within the school
- To participate in training and other learning activities commensurate with the post
- To attend and participate in meetings as required

Responsibilities include:

- Manage and oversee the daily operation of the Reintegration Room.
- Support students in completing reflective and restorative tasks as part of their reintegration process.
- Develop and deliver individualised behaviour reflection activities and resources tailored to students' needs (supported by SLT link).
- Challenge and motivate students, supporting them to reflect on their behaviour choices and prepare for reintegration into lessons. Promote and reinforce positive self-esteem
- Facilitate structured conversations and restorative sessions to help students understand the impact of their behaviour.
- Coordinate opportunities for restorative justice with relevant members of staff
- Maintain accurate records for each student, including records of work from time spent in the Reintegration Room to present to SLT on a termly basis
- Work within the school's behaviour policy to anticipate and manage behaviour

constructively, ensuring a safe and calm working environment

- Be aware of and ensure all students have equal access to opportunities to learn and develop
- Promote positive behaviour and attitudes by modelling respectful and restorative interactions.
- Provide guidance to enable students to make choices about their own learning, personal development, behaviour and attendance and where appropriate facilitate access to specialist support services
- Liaise with the Learning Support department to arrange assessment of students to determine those in need of extra academic support
- Provide administrative support for the school's behaviour platform (Class Charts).
- Support the administration and coordination of centralised detentions, ensuring records are accurate and communicated to staff, students, and parents/carers.
- Supervision of after school detentions (Mon-Thurs)
- To carry out any other task as requested by the line manager or Headteacher

Personal Characteristics

- A genuine passion for supporting young people and helping them make positive choices.
- The interpersonal skills needed to deal effectively with challenging behaviours
- Ability to work under pressure, whilst continuing to prioritise and perform effectively
- Firm discipline but with the emotional intelligence to know how to respond successfully in different situations
- Kindness and care for students who may have very challenging personal circumstances
- Strong behaviour management skills and a calm, consistent approach.
- Ability to work accurately and to deadlines
- Have a can-do approach to all aspects of the post
- Demonstrate a willingness and competency to work using own initiative
- Ability to develop and maintain positive working relationships with students, staff and parents/carers
- Ability to work with individuals and small groups of students
- Ability to identify own training, be reflective and committed to continuous professional development
- Empathetic and non-judgmental
- Resilient and adaptable
- Reflective and committed to continuous professional development.

Key Competencies

- Confident in managing a diverse range of student behaviours and needs
- Excellent administrative and organisational skills
- Excellent record keeping
- Excellent written and verbal communication
- Excellent Microsoft Office skills including Google for Education
- Ability to handle sensitive information and maintain confidentiality
- Good understanding of e-safety and the Data Protection legislation

Other

The school is committed to providing necessary training needed to upskill the Behaviour Support Practitioner in order to enhance their work with the students with whom they will be dealing.