



Behaviour Support Assistant

together resilient ambitious caring



Welcome from the Headteacher

Dear Candidate

Thank you for responding to our advert for the position of Behaviour Support Assistant at Titus Salt School, I hope you find all the information you need in this booklet to support your application.



I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued and cared for, and I am incredibly proud to lead such a wonderful institution.

I passionately believe that education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Behaviour Support Assistant to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher





Introduction to the School

Titus Salt School is a large, dynamic, mixed comprehensive of 1480 pupils situated at the foot of Shipley Glen, and serving the communities of Baildon, Shipley, Saltaire, Wrose and surrounding areas. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive

ideas to the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Our leadership structure consists of the core SLT and an additional team of Senior Leaders. The School is then organised around ten faculties, each with its own leadership team. Linked to this is the Pastoral Leadership Team. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all.

Our Operations Leadership Team encompassing Business Operations, Human Resources, Data, IT and Administration has been increased over the past five years and will continue as we respond to the needs of our children and young people.





Our Ethos and Values

Inclusion is at the heart of everything that we do at Titus Salt School and we are proud of the achievements of all our pupils and staff. Visitors to the school comment on the friendly ethos and OFSTED noted that 'staff build warm relationships with pupils' (OFSTED March 2026).

We are a larger than average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and difficulties. In addition, there are 100 pupils in mainstream school with an EHCP with the highest level of need being ASD. We also have a popular and thriving Sixth Form of around 250 students. On average, 75% of our Sixth Form pupils apply to university while others choose to pursue high quality apprenticeship and employment routes.



The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures are consistently low and below national average. Success at Titus Salt School is for all children and young people to achieve.

Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - resilient - ambitious - caring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals"



together resilient ambitious caring



Key Stage 3



The Key Stage 3 curriculum is organised around core concepts and is designed as a three-year programme of knowledge acquisition and skills development in preparation for learning at Key Stage 4. Through the work of Faculty Leaders there is a focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralised curriculum.

We are committed to a broad and balanced curriculum which gives pupils opportunities to develop their talents. At Key Stage 3 all pupils study: Science,

English, Mathematics, History, Geography, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development. Many of our pupils arrive with low levels of literacy and there is a developing programme of interventions to support reading, vocabulary development and transcription in order to close these gaps.

Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.



The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to those able to cope with the challenge. Pupils are encouraged to take at least one foreign language.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science, Hospitality and Catering, and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, DT, Spanish, German, Psychology and PE. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we have introduced unitised certification and Entry Level Qualifications throughout the curriculum to meet the needs of all learners.





STEM

STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.



Sixth Form – Denys Salt Sixth Form Centre



At Key Stage 5 our students consistently make excellent progress as recognised by our ALPS achievement awards. There is an experienced Sixth Form Leadership Team who are committed to providing the best opportunities for pupils in and out of the classroom. There is a strong development and careers programme with input from external providers and university representatives.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Engineering, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Criminology, Performing Arts Dance, Health & Social Care, Mental Health, Performing Arts Music, Applied Science, IT and Sports Science.





Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Recent annual productions include Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals, Annie and Matilda. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing.

Our PE Faculty includes Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we have been a DofE Direct Licensed Centre since 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.





Application Process

Post: Behaviour Support Assistant

Scale: Band 5 (SCP 6) 37 hours per week, term time only + 5 days

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Friday 16 October 2026

Please return all applications to:

Jane Collett
HR Operations Manager
col@titussaltschool.co.uk

Selection Process: on Friday 16 October 2026

Interviews will take place on Thursday 22 October 2026

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application



together resilient ambitious caring



Job Description

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The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors.
- Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters.
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

Prime Objectives of the Post

To work as part of the Behaviour Support Team, working with a range of pupils who find it difficult to meet our behaviour expectations, via mentoring, interventions and support when pupils become emotionally heightened, to ensure that they have every opportunity to be successful. Supporting the running of our Time Away from School Community room and responding to incidents during the school day via the on call system.

Supervisory/Managerial Responsibilities

Responsible for individual pupils and groups of pupils both within and outside school, within the scope of the duties of the post. To take delegated responsibility in the supervision of pupils on work experience, trainees, and voluntary helpers with whom the postholder is working.

Supervision and Guidance

- To work under the guidance of the Behaviour Support Leader and senior staff within an agreed system of supervision
- Ultimately responsible to the Headteacher but managed by the Assistant Headteacher for Behaviour and Attitudes or person with delegated responsibility





Job Description

- Working under the direction of the Behaviour Support Leader on a day-to-day basis.
- Use initiative in the pursuance of school policies, procedures and programmes.

Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The postholder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes.
- The correct use and care of materials by individual and small groups of pupils.
- The safety and wellbeing of the pupils.

Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers
- To be responsible for the care of all equipment and materials within the Behaviour Support Team bases in conjunction with other members of staff
- The provision, use and storage of equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working
- A general responsibility for the care of all equipment and materials within the department in conjunction with other members of staff.

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties

Support for Pupils

- Provide behaviour support and intervention for pupils by establishing productive working relationships, acting as a role model and raising their aspirations
- To assist with the running of our Time Away from School Community room
- To facilitate 1:1 or small group workshops with pupils with a range of needs
- To support pupils to reintegrate back into lessons where there have been previous issues
- Use de-escalation strategies and trauma-informed approaches to support pupils during periods of heightened behaviour or emotional crisis
- Refer concerns regarding pupils' mental health and wellbeing to appropriate internal or external professionals, in line with safeguarding and referral protocols
- Support pupils' emotional wellbeing and mental health, including recognising signs of anxiety, trauma, distress or dysregulation and responding appropriately in line with school procedures
- To support anti-bullying work including meeting with pupils who have displayed bully behaviours and those who have been the target
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance





Job Description

- Challenge and motivate pupils, whilst promoting and reinforcing self-esteem
- Provide comprehensive feedback on attendance, participation and engagement in specific interventions
- Attend meetings with pastoral staff and/or senior leaders where required to plan pupil support
- To facilitate restorative practices between pupils and between pupils and staff
- Support provision for pupils with special needs, primarily SEMH and neurodiversity, including those in the Caroline Salt Centre (CSC)
- Liaise with local schools to coordinate the sending and receiving of pupils who require a behaviour placement
- Ensure that all relevant paperwork and documentation relating to behaviour placements is accurately completed, sent, received and stored in line with school policies, safeguarding requirements and data protection regulations
- Undertake ICT based tasks using relevant packages such as SIMS

Support for the Teacher

- Support pupils' access to learning using appropriate strategies, resources etc.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links

Supporting the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos / work / aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with teaching and support staff, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required
- Act as a vigilant and proactive member of staff in identifying, recording and reporting safeguarding concerns, working closely with the Designated Safeguarding Lead and pastoral teams
- Maintain accurate safeguarding records in line with school procedures
- Support strategies to improve attendance and punctuality, including targeted work with pupils and liaison with families and relevant staff where concerns are identified
- Maintain professional boundaries and seek appropriate support or supervision when managing complex or emotionally demanding cases
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community





Job Description

Appraisal and CPD

To support Appraisal and CPD monitoring of individuals/groups within the Behaviour Support Team by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the Faculty Review/Development Plan and with regard to individual needs and aspirations.
- Involvement in the Professional Development Review systems and processes.
- Participating in staff development schemes as implemented by the area of Technology or the school.
- Exploring opportunities to extend own personal development.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Intermediate Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.





Personnel Specification

Post: Behaviour Support Assistant
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Key:

D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Qualifications and Training	D or E	How Assessed
• GCSE or equivalent in English and Maths	E	A, P
• Good standard of IT skills	E	A, P
• Willingness to participate in development and training opportunities	E	A, I
• Willingness to cascade training to colleagues within school policy and practice	E	A, I
• Qualifications relating to Learning Support, Health, Social Work, Childcare, Youth Work	D	A, P

Experience	D or E	How Assessed
• Recent relevant experience of working with pupils who demonstrate challenging behaviours	E	A, I
• Experience of working on own initiative and contributing to systems and procedures in a developmental way	E	A, P
• Experience of working with pupils of the relevant age, (eg voluntary organisation, work experience or parental caring responsibility)	E	A, I
• Experience of working closely with young people	E	A, P
• Experience of working as part of a team	E	A, P
• Experience of working in a secondary school	D	A, P
• Experience of assisting pupils with social, health and hygiene development	D	A, I



Personnel Specification

Specialist Knowledge and Skills	D or E	How Assessed
• Knowledge of a range of Special Educational Needs and/or pupils who display challenging behaviours	E	A,P
• An understanding of the needs of children in a multi-cultural society	E	A, I
• Knowledge of how children develop skills working at a range of ability levels	E	I
• Some working knowledge of relevant policies/codes of practice and awareness of relevant legislation	E	A, I
• Strong written, verbal and presentation skills to communicate effectively with all stakeholders	E	A, P
• Knowledge and understanding of Child Protection and Safeguarding legislation	D	A, I
• Working knowledge of National Curriculum and other relevant learning programmes	D	A, I
• Understanding of characteristics of pupils with Learning Difficulties and Disabilities	D	A, I

Personal Qualities	D or E	How Assessed
• Abides by the framework for the Seven Principles of Public Life (The Nolan Principles)	E	A, I
• Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
• Committed to safeguarding, inclusion and promoting the welfare of all stakeholders	E	I
• Make a significant contribution to promote good behaviour and a positive school ethos	E	I
• Excellent time management, ability to prioritise effectively and handle tasks under pressure in a demanding environment	E	I
• High standards of professionalism with regards to confidentiality and discretion	E	I, P
• Ability to support colleagues to achieve shared goals	E	I
• Proactive nature with knowledge of when to consult line manager	D	A, I
• Ability to work as part of a team and also unsupervised when required	D	A, I



Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment through a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020) provides that when applying for certain jobs, certain spent convictions and cautions are protected so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Headteacher

Phil Temple

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