

Assistant Behaviour Lead

Non-Teaching

Job Description

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| Job Title: | Assistant Behaviour Lead |
| Location: | Isca Academy |
| Responsible to: | Behaviour Lead |
| Salary Grade: | E |

Key Purpose of Job

The main purpose of this post is to work within the Pastoral Team to lead, manage and supervise students in the reflection room, promoting excellent behaviour to improve learning through:

- Having the highest expectations of all students, using effective resources and methods to achieve the highest standards of behaviour for learning
- Providing support for students and staff through the behaviour procedures at the academy.
- Providing and ensuring significant capacity in implementing the school's Behaviour Policy.
- Ensuring learning gaps are closed within the reflection room so students are successful in returning to lesson.
- Managing the pastoral assistant so that the reflection room is a purposeful, supportive and effective environment to enable children to reflect and rebuild successful relationships.

Assist the Behaviour Lead in the overall behaviour management across Isca Academy as a member of the pastoral team.

Key Duties and Accountabilities

- To contribute to the excellent pastoral care of all students in the academy.
- To supervise the students in the reflection room with the highest of expectations.
- Establish strong positive relationships with students placed in reflection.
- To provide challenge and motivation to ensure a calm purposeful working environment.
- To organise all work for students in reflection by liaising with teachers and support staff.
- To ensure that all students have access to all the equipment and scaffolded resources they need to work in silence in reflection.
- To manage, oversee and complete the appropriate tracking of students through Bromcom, Classcharts and other data streams.
- To liaise and consult with the pastoral team, teachers and inclusion staff to effectively manage and support children with their behaviour, maintaining the highest of expectations
- To be the main point of contact for the management and co-ordination of our host school provision.
- To keep parents and families up to date and informed on their child's progress and how we can best support them collaboratively.

- To manage, oversee and complete the duty rota's for reflection, ensuring all appropriate staff support the effective functioning of the room
- To identify patterns of behaviour and contribute towards effective pro-active interventions for students.
- Supervise after school detentions as required including monitoring attendance at detentions
- Manage the performance, professional development and conduct of individuals you line manage, including the completion of the appraisal management process.

Supervision/ Line Management Responsibilities of the Post

- The postholder will be responsible for the supervision and line management of the pastoral assistant.

Working Environment and Conditions of the Post

- In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and work within any school in the Ted Wragg Trust.

Other Duties

- Identify personal training needs and participate in training and performance development whenever required.
- Actively participate in the performance management processes.
- Attend and participate in relevant meetings and training as required.
- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all scholars at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activities and staff appraisal procedures.
- Maintain respectful and effective communication with scholars and staff, including attendance at briefings, deliberate practice and inclusion meetings.
- Maintain respectful, positive and effective communication with our families, including phone calls, emails, letters home and meetings, as appropriate.
- Maintain respectful, positive and effective communication with partner schools, external stakeholders and the wider community, as appropriate.
- Act as an advocate of the Academy and its pupils in all circumstances, ensuring every opportunity is taken to celebrate our success.
- Undertake any other duties appropriate to the grade of the post.

Other Information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

This job description is subject to review by consultation.

| Person Specification | ESSENTIAL/ DESIRABLE | How Assessed* |
|---|--|--------------------------|
| Qualifications and Professional Development | | |
| An appropriate, good honours degree (2:2 or higher) | D | A, C |
| QTS or equivalent | D | A, C |
| Evidence of further professional study | D | A, C, R |
| Qualifications and training | | |
| Relevant recent professional development | E | A, I, R |
| Experience of leading a team within an educational setting | D | A, I, R |
| Proven experience of successful working relationships and positive impact of this | D | A, I, R |
| Proven record of innovation and leading change successfully | E | A, I, R |
| Previous experience of working with young people who have emotional and/or behaviour difficulties. | D | A, I, R |
| Knowledge | | |
| Leading on behavioural change within an educational setting | D | A, I, R |
| Working within an education setting | D | A, I, R |
| Evidence of successful experience in parental engagement | D | A, I, R |
| An up to date understanding of behaviour and attitudes within the Ofsted and DfE guidance | E | A, I, R |
| An up to date understanding of current educational developments and initiatives | E | A, I, R |
| An ability to evaluate work of other team members and enable their development through consultation, coaching & support | E | A, I, R |
| Skills | | |
| Evidence of strong communication skills both oral and written | E | A, I, R |
| Evidence of effective team work and collaboration | E | A, I, R |
| Ability to inspire and motivate students | E | A, I, R |
| An ability to analyse data and information, identify patterns and trends | E | A, I, R |
| The ability to gain the confidence and respect of students, staff and parents | E | A, I, R |
| Ability to prioritise, plan and organise own work | E | A, I, R |
| Other | | |
| Committed to equality of opportunity and the safeguarding and welfare of all pupils | E | I, R |
| Effective use of the ICT packages e.g. Word, Excel or equivalent | E | A, I, R |
| Ability to fulfil all spoken aspects of the role with confidence and fluency in English | E | A, I, R |
| Commitment to being involved in the wider life of the school through participation in extra-curricular activities. | E | A, I, R |
| Must pass <i>all</i> relevant safeguarding of children checks *AF= Application Form; C = Certificate; R= References; I= Interview | DBS checks, self-declaration and interview | |