



JOB DESCRIPTION: ASSISTANT HEAD OF BEHAVIOUR AND LEARNING

At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.

JOB TITLE: ASSISTANT HEAD OF BEHAVIOUR AND LEARNING

JOB PURPOSE

- To manage and support teachers to implement a proactive approach to learning and behaviour and ensure consistency across the school following clear structures and systems agreed in school policy and Team Teach protocols
- To lead on the Induction of new staff, ECTs and Behaviour Training
- To manage data on Behaviour Watch and gather evidence of how interventions have impacted on learning outcomes
- To work with SLT as part of the school's multi-disciplinary approach to problem-solving behaviours and interventions
- To be part of the wellbeing team

KEY ACCOUNTABILITIES

- 1. Strategic direction and development: Support the Heads of School to develop consistent approaches for positive behaviour management and contribute to the whole school development plan.**
 - A. To support and manage pupils to understand and stabilise their own challenging behaviours
 - B. To support teachers with consistent analysis and assessment practice
 - C. To identify relevant school improvement issues and contribute to the school development plan on behaviour and safety
 - D. To provide data on the effectiveness of behaviour strategies from Behaviour Watch and the impact that has on learning and pupil autonomy
 - E. To ensure all staff consistently follow school policy for behaviour and communication
 - F. To report to Governors regarding the impact of behaviour interventions on pupil welfare and learning
 - G. To lead on the training and management of Team Teach
- 2. Teaching and Learning: Support teachers with high expectations, which inspire, motivate and challenge pupils.**
 - A. To demonstrate good knowledge of autism and the learning environment
 - B. To support teachers with organisation of the environment and structures and systems in their classrooms that develop autonomy and independence
 - C. To support with the implementation and analysis of behaviour strategies and question the barriers so all pupils manage their classroom environment effectively
 - D. To support staff in managing pupil behaviour and implementing personalised behaviour programmes through 1:1 work with a pupil and modelling good practice
 - E. To gather evidence from Behaviour Watch to support with the analysis of the data and how interventions have impacted on pupil welfare and their learning

- F. To use the SCERTS framework as a tool and support staff with writing targets and developing transactional supports effectively
- G. Support new teachers with developing their pupil profiles, behaviour support plans and implementing the zones of regulation in their classroom and ensure the quality and consistency of Pupil Education Plans
- H. To monitor and support teachers regularly through drop ins to ensure strategies are consistently followed and teachers are proactive rather than reactive

3. Leading and managing staff: To provide a framework for classroom structure and clear environments and support classroom teams to effectively manage severe challenging behaviours.

- A. To demonstrate consistently high standards of personal and professional conduct and act as a role model of good practice for other teachers, modelling effective ways to structure the classroom, analyse behaviours and implement strategies
- B. To support and manage the induction programme for all new staff, ECTs and student teachers
- C. To manage, organise and lead staff training including Team Teach and positive behaviour support strategies
- D. To lead on behaviour training sessions and workshops for parents and ensure there are good home school links with consistent behaviour strategies in place
- E. To support with the writing of pupil profiles and behaviour support plans
- E. To lead on regular liaison meetings and support staff to problem-solve challenging behaviour and implement specific strategies from the whole school policy including Team Teach and SCERTS
- F. To meet and report back to the Heads of School regarding specific behaviours and interventions and attend SLT meetings
- G. To follow up with staff after an incident has occurred to ensure procedures have been followed and any injuries are dealt with
- H. To be part of the wellbeing team and support wellbeing and personal development

4. Staff and resources deployment: Identify appropriate resources and ensure that they are used efficiently, effectively and safely.

- A. To promote teamwork to ensure effective professional working relationships.
- B. To work with whole teams and run liaison meetings to ensure consistency of approach across the school
- C. To support the Heads of School with identifying resources for supporting behaviours to ensure best value for money

TEACHING

To undertake an appropriate programme of teaching and a curriculum area in accordance with the duties of a class tutor and subject specialist.

ADDITIONAL DUTIES

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and students.

Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade

PERSON SPECIFICATION

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms using an analytical approach to support positive behaviour management

APPLICANTS MUST HAVE:

TRAINING AND QUALIFICATIONS:

1. A relevant qualification
2. Training – special educational needs including experience of autism and behaviour challenges
3. Team Teach tutor is desirable
4. SCERTS knowledge and practical experience

EXPERIENCE AND EVIDENCE OF:

1. Successful classroom experience including collaborative work with teachers and additional adults.
2. Experience of working with autism and behaviours that may challenge
3. Good interpersonal skills
4. Effective tools to analyse and manage behaviours, communication and strategies for emotional regulation, transactional support and self-regulation techniques
5. Empowering teams to question and change practice to meet the needs of the pupils and to effectively analyse and implement behaviour strategies
6. Training groups of parents and professionals on behaviour
7. Effective use of data to support the analysis of behaviour and impact on pupil wellbeing
8. Commitment to obtain relevant training for the role

KNOWLEDGE AND UNDERSTANDING OF:

1. Successful SEN experience within the 3-19 age range
2. Factors that influence the achievement of all pupils
3. Practices to create an inclusive environment that encourages positive behaviour support
4. Developing partnerships with parents to support consistent behaviour strategies that are used in the home
5. Strategies to support parents in stressful situations and signposting to other agencies where needed
6. Managing a budget and advising on resources for supporting positive behaviour management
7. Strategies to support wellbeing for staff and pupils

SKILLS AND ABILITY TO:

1. Work and liaise closely with SLT to monitor behaviour, maintain records and analyse data on Behaviour Watch
2. Support pupils with their behaviour through a range of interventions appropriate to individual need and commit to developing their independence and autonomy
3. Communicate effectively and work as a member of a team
4. Appreciate, respect and support the role of others in the school
5. Be self-motivated, effectively manage time, be able to assess situations and take appropriate action, often under pressure
6. Understand the principles and practices of an effective approach across both Primary and Secondary
7. Implement and promote strategies that are learned through training at Phoenix and follow agreed school policy and procedures across Primary and Secondary

8. Participate in training relevant to the needs of the post and the school
9. Work flexibly and prioritise cases across the whole school and develop a clear structure for managing this
10. Research and stay up to date with current thinking and ideas about effective behaviour support
11. Lead and advise on research projects that may be undertaken as part of practice within the school
12. Mentor ECT teachers and support their understanding of autism