**Job Description**

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| Job Title: | Behaviour and Thrive Lead | Department: | Pastoral |
| Level/Salary Range: | Grade G (points 23-27) | Reporting to: | Deputy Head Pastoral  |
| Contract term: | Term time plus 1 day  | Hours per week: | 37 (Mon-Thu 8.00am-4pm, 8am-3.30pm Fri) |
| Safer Recruitment Statement |
| The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |
| Vision statement |
| *“To allow all children to experience ‘life in all its fullness’, no matter what their starting point” by:** Offering a high quality, inclusive and distinctive education
* A caring and nurturing environment based on our Christian values
* Recognising the unique nature of each child.
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| All staff employed by the Bishop Fraser Trust are required to |
| * uphold and promote the Trust’s vision
* uphold and promote the Christian ethos of all schools in the Trust
* support and contribute to the achievement of all students academically and pastorally
* support and contribute to the Trust’s responsibility for safeguarding all students
* undertake professional training to enhance personal development and job performance;
* Comply with all Trust and individual school policies and procedures including safeguarding, child protection, health, safety and security, confidentiality and data protection
* maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members; treating everyone with dignity and respect
* share best practice, expertise and skills with others
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| Main Objectives of Role: |
| * To lead and manage the day to day running of Thrive within the Academy
* To lead/ manage therapeutic support including behaviour, emotional and social support to students by modelling/coaching appropriate approaches/interventions.
* To be the link for Alternative Provision providers
* To support parents with parenting approaches.
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| Job Description |
| * To lead and manage the day to day operation of Thrive using the Thrive approach.
* To lead/ manage therapeutic support including behaviour, emotional and social support to students by modelling/coaching appropriate approaches/interventions such as :
	+ In-class support focusing on supporting behaviour & emotion (SEMH)
	+ Emotional coaching/ literacy (SEMH)
	+ Executive functioning (ALL)
	+ Mindfulness (SEMH)
	+ Anger Management (SEMH/CIN)
	+ Curriculum Entitlement/ personalised curriculum
	+ Forest Schools (SEMH/CIN)
* To support pupils before, during and after their re-entry into the classroom following interventions.
* To develop the knowledge, skills and expertise to help with the learning and behaviour development of individuals or groups of students.
* To attend and contribute to Professional meetings and Raising standards meetings.
* To act as lead professional on EHA as needed.
* To work alongside families/carers of students to promote cohesive strategies for supporting students and their families using approaches such as Who’s in Charge?
* To liaise with relevant outside agencies to further support development of students.
* To line manage a TA4 assigned to Thrive
* Develop family and community support packages
* To be the link with all AP providers and ensure all statutory duties are fulfilled.
* To monitor attendance of students on AP and complete half termly reviews and ensure weekly updates.
* To act as a central resource for staff, students and parents for information and resources related to inclusion and achievement.
* To devise and coordinate suitable individualised programmes for all students based either for long-term or short-term placement in inclusion.
* To provide Heads of Year with weekly reports on attendance, punctuality and behaviour of students in Thrive and on AP.
* To promote the Thrive and its vision of inclusion for the whole school.
* To model/coach school-based support staff including the pastoral team in appropriate approaches/interventions in relation to children/young people with BESD.
* To work with independence, initiative and be able to generate positive solutions for children/young people with BESD where there may be conflict/challenge.
* To undertake further duties in agreement with the line manager commensurate with the nature of the post.

General responsibilities* Work collaboratively with a range of internal and external partners, demonstrating a positive ‘can do’ attitude and working as one team for the wider ‘team BFT’
* Limited flexibility with working hours on occasion beyond the usual working day, recognising the variable nature of workloads and deadlines. It must also be noted that the Trust strongly recognises the fundamental importance of a private and family life, and of adequate rest and recreation.
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| All Staff employed by the Bishop Fraser Trust will: |
| * Seek to be positive and build up the common good through their own individual contribution to the life of their school
* Offer ideas and suggestions for making things better
* Engage actively in the appraisal and performance review process
* Seek to develop a better work/life balance
* Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description
* Work within the Trust and individual school’s Health & Safety Policies to ensure a safe working environment for all staff and pupils.
* Follow any reasonable request from the Headteacher or SLT to undertake work of a similar level that is not specified in this job description.
* Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

If appointed, the successful applicant must be aware that the principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher or SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment. |
| Last Updated: | Jan 2022 |

**Person Specification**

|  | **Behaviour and Thrive Lead - CRITERIA** | **E**ssential / **D**esirable |
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| **Work related circumstances – professional values and practices of The Bishop Fraser Trust** | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | E |
| Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E |
| Commitment to the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work | E |
| Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | E |
| Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | E |
| Able to improve their own practice through evaluations and discussion with colleagues. | E |
| Flexible with an ability to be able to embrace and generate change | E |
| **Personal Qualities** | Self-motivated and personally resilient | E |
| High levels of personal integrity, discretion, honesty, reliability and self-awareness | E |
| Conscientious and diligent work ethic | E |
| High standard of personal presentation with an excellent attendance and time-keeping record | E |
| Exacting standards, with high levels of attention to detail and accuracy | E |
| Demonstrates an enjoyment of working with young people | E |
| Approachable, patient, courteous, kind and understanding | E |
| **Professional Dispositions**  | Pro-active in using initiative  | E |
| The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focussed on meeting customer needs and satisfaction | E |
| Maintains a positive outlook at work | E |
| Willingness to take a hands-on approach as necessary | E |
| Ability to work under pressure to meet specified deadlines, in a situation with frequent interruptions | E |
| Flexibility, on occasions and within reason, in approach to working hours | E |
| **Qualifications** | 5 GCSEs or equivalent A\*-C, including Maths and English at C grade or higher. | E |
| Educated to A level standard or equivalent | E  |
| Degree/related qualification or training or relevant experience  | E |
| Willingness to train as a Thrive practitioner  | E |
| **Experience** | Experience of working with young people | E |
|  | Experience of leading and supporting the implementation of strategic objectives in relevant field and within specified framework and guidelines | D |
|  | Ability to demonstrate a knowledge of the issues and challenges involved in managing young people effectively | E |
|  | Minimum of 2 years’ experience of working with secondary aged children in an educational setting | D |
| Effective counselling skills | E |
|  | Experience of youth work | D |
| **Skills and Knowledge** | Excellent communication, time management and organisational skills and the ability to work on own initiative | E |
| High standard of literacy, numeracy and ICT skills | E |
| Experience of using SIMS, CPOMS  | D |
| Ability to gather, interpret and analyse data effectively and produce reports to a high standard of accuracy and detail for a wide range of audiences | E |
| Approachable, patient, courteous  | E |
| Willingness to network with external establishments to observe and share best practice | D |
| Ability to develop creative and innovate strategies  | E |
| Friendly, professional, and able to communicate effectively, confidently and accurately both orally and in writing | E |
| Follows procedures and policies | E |
| An awareness and ability to work within the rules of relevant policies, legislation and good practice relating to schools, particularly Child Protection and Safeguarding | E |
| Excellent levels of literacy & numeracy | E |
| The ability to manage highly confidential material in an appropriately sensitive way | E |
| Evidence of managing, organising and maintaining information systems. | E |
| Willingness to participate in relevant training and development opportunities | E |
| Willingness to network with colleagues across the Trust to share good practice and inform improvements in own area of expertise | E |
| Evidence of continuous professional development. | D |
| **Safeguarding of Children and Young People** | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | E |