

# Job Description – Behaviour for Learning Lead

For more general information about working at GWA please refer to the Candidate Information Leaflet and the Information for Applicants issued with this job description.

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| **Job Title** | **Behaviour for Learning Lead**  *39 weeks per year + holiday pay entitlement (an additional 5.85 weeks)*  *8.15am - 4.15pm (37.5 hrs per week)* |
| **Accountable To** | Assistant Principal – Personal Development |
| **Job Purpose** | To support outstanding behaviour for learning amongst our students |
| **Salary** | NJC scale 7-10, £12.59 - £13.24 per hour (Actual salary £21,174 - £22,268) |
| **Start Date** | As soon as possible after 1st January 2024 (or earlier if available) |

*This job description details the responsibilities of the post but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Academy and the Multi Academy Trust (MAT).*

*Great Western Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. All posts within the trust are therefore subject to an enhanced DBS and barred list check.*

1. Key Outcomes

With the support of the Senior Leadership team, and Sixth Form team, who lead the pastoral work at GWA to:

* Promote outstanding behaviour for learning amongst our students
* Oversee and manage our Reflection Base (a safe space for students who may be placed there for a variety of reasons)
* To ensure that accurate daily records of attendance to the Reflection Base are kept and to provide regular summaries of behaviour data to the senior leadership team and others
* To help reduce levels of high-level behaviour, in particular removal from lessons
* Contribute fully to the ethos of Great Western Academy and to promote the Academy’s values
* Be a learner themselves, reviewing and developing their practice and furthering their professional and career development

1. Leadership and Development

* Confidently use data and other information to track the behaviour of students in the cohort, and working with the pastoral and SEND teams, organise appropriate interventions to support the very best possible behaviour for students
* Promote and retain positive and effective links with students, families, the local community and businesses

1. Promoting outstanding behaviour for learning

Work with the Senior Leadership Team, Heads of House and the Sixth Form leadership team to:

* Implement our school behaviour policy
* To provide support with the lesson removal system (On Call) and supervise withdrawn students
* To provide withdrawn students with support in addressing presenting need
* To undertake the supervision of detentions where required
* To undertake supervision duties during the school day as directed
* See students as individuals and apply all developments, improvements and interventions consistently ensuring equality of access for students in target groups, engaging with our SEND team and external agencies as appropriate
* Implement strategies that promote the continuous improvement in behaviour within the school
* Identify and work with individual and groups of students to improve behaviour
* Form positive and productive relationships with students and their families
* Work collaboratively with pastoral leaders to reduce poor behaviour in school
* To undertake mentoring, restorative meetings and conflict resolution as required
* To investigate incidents by taking statements, supporting with carrying out searches, interviewing students and making recommendations to the Heads of House and the Senior Leadership Team (SLT)

1. Professional Development

* To participate in the Academy’s performance management and appraisal arrangements
* In consultation with their line manager, to take responsibility for their continuing professional development and improve their practice and further their own learning and that of the students they work with
* To work with other staff in the Academy to support, challenge and motivate each other and to develop and improve each other’s practice
* To represent the Academy at local network meetings or other similar provision as appropriate
* To communicate and liaise effectively with parents and carers, other education providers and external agencies as required, bringing about positive partnerships between them and the Academy

1. Other responsibilities

* To be part of a staff which develops a culture that promotes personal development and independent learning with an ethos of challenge and support, enhancing students’ resilience and confidence
* To actively promote the inclusive nature of Great Western Academy and contribute to the Academy’s pastoral care and safeguarding of students
* To attend open evenings, parents’ evenings and other events where appropriate
* To act as an advocate for the Academy within the local community
* To carry out other such duties as are reasonably required by their line manager

**Person Specification**

Behaviour for Learning Lead

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|  | **Essential** | **Desirable** | **Assessment** |
| **Qualifications** | | | |
| Good qualifications at GCSE (or higher) including C/4 in English and Maths | **** |  | **Application** |
| Evidence of recent professional development |  | **** | **Application** |
| **Experience** | | | |
| Experience of supporting the education or development of young people in a school or community setting | **** |  | **Application** |
| Evidence of successful impact when working to support young people |  | **** | **Application/**  **Interview** |
| Experience of supporting secondary or upper primary students in a school setting |  | **** | **Application** |
| Knowledge and understanding of how secondary schools are organised and how students can make best progress |  | **** | **Application/ Interview** |
| Evidence of effective sharing of a particular area of expertise with other adults working with young people |  | **** | **Application / Interview** |
| Ability to promote parental engagement and develop positive relationships with parents/carers | **** |  | **Interview /**  **Reference** |
| Experience of working in more than one secondary school or academy |  | **** | **Application** |
| **Knowledge and understanding** | | | |
| Good knowledge of the current behaviour guidance and laws | **** |  | **Interview** |
| Able to effectively analyse student data to monitor and improve behaviour |  | **** | **Application/ Interview** |
| Sound knowledge and understanding of all aspects of Safeguarding | **** |  | **Interview /**  **Reference** |
| Self-aware with a good understanding of own personal strengths and weaknesses | **** |  | **Interview /**  **Reference** |
| **Personal Qualities** | | | |
| Ability to build and maintain quality relationships through effective communication, professional integrity and strong teamwork | **** |  | **Interview** |
| Able to inspire trust and confidence | **** |  | **Interview /**  **Reference** |
| Strong written and oral communication skills | **** |  | **Interview /**  **Reference** |
| Possess strong personal presence and able to act as a successful ambassador for the Academy | **** |  | **Interview /**  **Reference** |
| Demonstrate enthusiasm and a capacity for sustained hard work with energy, vigour and resilience | **** |  | **Interview /**  **Reference** |
| A good sense of humour | **** |  | **Interview** |
| High levels of integrity, compassion and trust | **** |  | **Interview /**  **Reference** |