

Job title:	Behaviour Improvement Centre (BIC) Coordinator
Reporting to:	Deputy Headteacher
Salary:	Grade 5 £24,982 - £27,041 per annum FTE Actual Salary £21,393 - £23,156 per annum
Working hours:	37 hours per week (8.30-4.30 and 4.00 on a Friday), 39 weeks per year
Core purpose:	<p>To co-ordinate the daily operations of our Behaviour Improvement Centre which houses students for internal exclusions.</p> <p>Co-ordinating the whole college internal seclusion unit, the development of our reflective and restorative practice and working to support students who display behaviour that disrupts teaching and learning.</p> <p>To work with the Pastoral Team to respond and assist in implementing student and family engagement strategies to improve the behaviour of students.</p>

CORPORATE RESPONSIBILITIES:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

KEY RESPONSIBILITIES:

- To be responsible for the college's Behaviour Improvement Centre (BIC) and ensure that student behaviour meets the high expectations we have.
- To co-ordinate and manage the college's internal exclusion for students whose behaviour does not meet our high expectations.
- To develop reflective practice within the BIC so that students are able to address the underlying causes of their poor behaviour and choices.
- To reduce the number of students who receive repeat internal exclusions.
- To ensure the college's internal exclusion data is kept accurately and is up to date.
- To manage the college's internal exclusion systems including communicating with parents/carers.
- To liaise with form tutors, Student Progress Leaders and the Senior Leadership Team about individual student behaviour concerns.
- To work alongside some students in order to improve their behaviour within college through formal and informal mentoring.
- Challenge and motivate students, promote and reinforce self-esteem.
- To develop the college's commitment to restorative practice.
- To use the college's MIS systems to record internal exclusion data and produce analysis when requested.
- To support the college in ensuring the safety and security of the site.
- To work alongside the Student Progress Leaders and Senior Leaders to ensure that the student management structures at Springwell Community College are monitored and developed as appropriate.



- To be a member of the first aid team and take appropriate training as required.
- To support the work of the Student Support Co-ordinator (On Call) in delivering supervision when required alongside targeted work for individual students.
- Assist in the development of the college ethos, values and the importance of positive behaviour within the college.
- To assist the college to safeguard students through joint work and partner agencies.
- To be up to date with Ofsted criteria and judgments associated with student behaviour.
- To mediate between the college, parents and students. This would include initiating and participating in meetings to discuss ways of resolving presenting problems and producing termly summary reports of actions taken to improve behaviour across the college.
- To attend case reviews and /or case conferences for students where behaviour is a cause of concern and to prepare reports as necessary.
- To contribute pro-actively and with a preventative emphasis to relevant areas of college policy.
- Provide information on behaviour issues and/or concerns and report to outside agencies as requested within the college sharing information guidelines.
- To have an understanding of and ability to work with students from different cultures.
- To endorse, uphold and promote the Trust's equal opportunities policy.
- To undertake any other duties and responsibilities as directed by the Deputy Headteacher with responsibility for behaviour.

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

Core Values:

Respect for individuals:	We work together to create a culture based on trust, respect and dignity.
Integrity:	We are open, honest and direct in our dealings.
Collaboration:	We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives.
Continual improvement:	We are a learning organisation that strives always to 'make our best better'.
Accountability:	We hold ourselves accountable and take ownership.



PERSON SPECIFICATION

Role: Behaviour Improvement Centre Coordinator		E/D	A	I
Qualifications and Training				
1	Educated to at least level 3 with English and Maths at level 2	E	✓	
2	Child Protection and Safeguarding Training	D	✓	
Experience				
3	Experience of tracking behaviour within an educational setting	E	✓	✓
4	Has experience updating and maintaining accurate records and systems	E	✓	✓
5	Has experience of using reflective practice with young people	D		✓
6	Experience working within an educational environment	E	✓	
Knowledge and understanding				
7	Understanding of Safeguarding and Keeping Children Safe in Education	E	✓	✓
8	Understanding of the barriers to positive behaviour within education settings faced by children and young people and how they can be overcome	E	✓	✓
9	Knowledge of up-to-date education initiatives surrounding improving behaviour	D	✓	✓
Skills and abilities				
10	Clear and accurate written and verbal communication skills	E	✓	✓
11	Has the ability to form effective relationships with students, colleagues and parents	E		✓
12	Has the ability to make decisions within the parameters of the role and consult the relevant people for advice	E		✓
13	Confident IT skills with an interest in learning new IT skills and systems	E	✓	✓
14	Has the ability to show initiative and prioritise and plan their own workload	E	✓	✓
Personal attributes				
15	Shows resilience when dealing with unexpected or challenging situations	E		✓
16	Helpful, positive and collaborative	E		✓
17	Can actively engage with people and remain diplomatic	E		✓
18	Will actively engage in professional development and training activities and take responsibility for his/her own professional development.	E	✓	✓
19	Takes responsibility for completing the task at hand to a high standard	E		✓
20	Discreet and able to maintain confidentiality when working with sensitive information	E		✓
Other				
21	Appropriate First Aid qualification	D	✓	
22	A commitment to uphold and promote equality of opportunity	E		✓
23	Demonstrates an understanding of Safeguarding issues relevant to the post.	E		✓

KEY: ✓

E	Essential
D	Desirable
A	Assessed by Application Form
I	Assessed by Interview

Date: May 2021

