

Behaviour/Internal Exclusion Manager

Job Title:	Behaviour / Internal Exclusion Manager
Responsible for:	Daily supervision of students in the Internal Exclusion Room. Oversight of students in External Exclusion (other schools) Leading the Behaviour Intervention Assistant Update of record systems. Support for behaviour improvement across the school.
Responsible to:	Academy Councillors, Headteacher, Assistant Headteacher i/c Behaviour and welfare and relevant senior managers, Pastoral manager.
Liaises with:	Deputy Headteacher i/c of behaviour and discipline; the Senior Leadership Team, Heads of Year, Pastoral Managers and Team; Teaching staff. All staff within the school environment to ensure effective delivery of service. Outside agencies including the local authority when appropriate.
Salary/Grade:	G6 (SCP 20-24)
Working hours:	37 hours per week, Term time only plus one week (working 39 weeks per year)

Job Purpose

To work, under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

- ✦ To provide daily supervision of students in the Internal Exclusion Room.
- ✦ To improve the behaviour of students by providing a proactive approach and immediate response to any behavioural issues.
- ✦ To effectively lead and ensure the consistent smooth running of the school's internal exclusion room, exercising highly developed negotiating and interpersonal skills to ensure the appropriate behaviour of potentially demanding students.
- ✦ To lead the Internal Exclusion Support Assistant, creating an effective team to support and run the Internal Exclusion Room.
- ✦ To provide appropriate pastoral support to all students, parents/carers and staff within the school.
- ✦ To develop and implement appropriate behaviour management strategies and interventions.
- ✦ To develop, implement and monitor systems relating to behaviour, integration and restorative strategies and share good practice with relevant colleagues, as and when required.

- ✦ To lead the implementation of therapeutic interventions for students who are repeatedly isolated due to poor behaviour.
- ✦ To liaise with other schools regarding students placed in External I.E rooms, ensuring appropriate work is set and provided and support offered, if required.

Support to the School

- ✦ To provide SLT with daily and weekly data analysis on Internal Exclusion attendance, repeatedly isolated students and the impact of pastoral attendance.
- ✦ To improve student behaviour using a variety of strategies and techniques.
- ✦ To support students and parents to improve student behaviour.
- ✦ In accordance with school policies, assist the SLT and Pastoral Manager to follow up behaviour incidents in the first instance, gathering information, resolving matters and notifying parents where appropriate in conjunction with the relevant SLT line manager.
- ✦ To deal with incidents, maintain good behaviour and provide support. This includes unstructured times of the day including before registration, break times, lunch times and after the end of the school day.
- ✦ To ensure the smooth running of the internal exclusion room, with direct responsibility for the behaviour and well-being of students in the exclusion room including the leadership of relevant support staff.
- ✦ To maintain the behaviour management monitoring of each student and provide individual reports when requested.
- ✦ To assist with the preparation of reports pertinent to groups of and individual students.
- ✦ To update and maintain all records pertaining to students who are in internal exclusion.
- ✦ To contact parents/ carers or members of the public in relation to student behaviour, both in school and the surrounding community as required.
- ✦ To track the progress of individual students and specific defined groups, providing relevant intervention and to maintain up-to-date relevant records.
- ✦ To attend training that is identified as essential professional development.
- ✦ To update record systems and follow processes in line with Child Protection Policies.
- ✦ To assist in the completion of the Early Help procedures for students and families.
- ✦ To support the pastoral team with wider pastoral issues, monitoring and evaluating student responses providing objective and accurate feedback.
- ✦ To ensure that students within the exclusion room continue to learn effectively.

- ✦ To liaise with school staff to ensure that suitable learning material is provided for students when in the exclusion room.
- ✦ To work proactively with students identified as having behavioural needs and concerns.
- ✦ To provide routine administrative support within the pastoral team.
- ✦ To plan an exit strategy and monitor identified students following their return to classes from the exclusion room.
- ✦ To undertake any duties that might be reasonably requested by the Headteacher and within the scope and capability of the Inclusion Assistant.

PERSON SPECIFICATION

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for subject leaders in this core subject. Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implications to our school.

Professional Knowledge, Qualifications and Abilities

Training and Qualifications :	Essential	Desirable	Source A-Application I- Interview R- Reference
Nationally recognised qualifications: minimum of 5 A* – C grades include English and Maths or relevant Level 2 (NVQ) qualification or relevant experience.	√		A I
Commitment to extended formal training in specialist area of behaviour and attendance	√		A I
NVQ Teaching Assistant (or appropriate qualification)		√	A I
Training in further relevant strategies (eg, dyslexia)		√	A I
Experience :	Essential	Desirable	Source
Experience of working with young people.	√		A I R
Experience of working with pupils with additional needs (more than one year)		√	A I
3 -5 years of working to support children's learning, gained in a relevant environment.	√		A I
Knowledge / Skill/ Abilities :	Essential	Desirable	Source
Understanding of the main challenges for pupils in the secondary sector.	√		A I R
Ability to adapt and deal with a wide range of situations and varying pupil behaviours.	√		A I R

Knowledge and understanding of safeguarding issues.	√		A I R
Knowledge of the Authority's relevant procedures and practices regarding the behaviour of school pupils.		√	A I R
Awareness of inclusion within a school setting.		√	A I R

Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post.

Personal Qualities and Abilities

Skills, Abilities :	Essential	Desirable	Source
Excellent communication skills.	√		I R
Excellent literacy, numeracy and ICT skills.	√		A I R
Proven organisational skills.	√		A I R
Ability to work pro-actively on own initiative and as part of a team.	√		A I R
Ability to monitor systems to evaluate and improve the activities of pastoral care.	√		A I R
Ability to manage time effectively.	√		A I R
Enhanced levels of concentration.	√		A I R
Ability to work sensitively and effectively and be able to build relationships with pupils, parents/carers, staff and external agencies.	√		A I R
Patience and tolerance.	√		A I R
Ability to promote a positive school ethos.	√		A I R
Ability to remain calm when faced with stressful/difficult situations.	√		A I R
A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy.	√		A I R
To deal effectively with parents and pupils in the context of complex and contentious issues on behalf of the school.	√		A I R
Ability to work as part of a team	√		A I R
Willingness to work outside normal school hours when required	√		A I R
Personal Qualities :			
Professional appearance, conduct and attitude.	√		A I R
To be an exemplary leader in dealings with staff, parents, pupils and outside agencies.	√		A I R
A committed life-long learner, willing to undertake further training.	√		A I R
Empathy with young people.	√		A I R
Assertive manner and presence.	√		A I R
Ability to command respect and deal with pupils authoritatively.	√		A I R
Firm, but approachable manner.	√		A I R
Ability to deal with pupils in a fair and consistent way.	√		A I R
The ability to deal calmly with emotionally demanding young people and parents who may exhibit anger, distress or frustration.	√		A I R

Strengthening the Community

	Essential	Desirable	Source A-Application I- Interview R- Reference
Support and seek to develop the distinctive ethos of the school.		√	I R
Collaborate and network with other schools.	√		A I R
Recognise and take account of the richness and diversity of the school's communities.	√		1
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils.	√		A I R

Other Requirements

	Essential	Desirable	Source A-Application I- Interview R- Reference
	√		
Application forms should be completed in full.	√		
Personal Statement should be clear and concise.			
Personal Statement should address the criteria identified in			
the person specification.	√		
Professional appearance and demeanour. Excellent role model.	√		
Working outside of school hours will be required.	√		

Confidential References and Reports

	Essential	Desirable	Source A-Application I- Interview R- Reference
Written reference(s) only will be considered.	√		
References will confirm professional and personal			
knowledge, skills and abilities as referred to above.	√		
Positive recommendation from current employer.	√		