

## Behaviour Intervention Manager – The Bridge

Grade 6, SCP 23-27 salary £32,076 - £35,745 FTE (£28,172-£32,390 pro rata and dependent on length of service.)

36.66 hours per week, term time plus 2 weeks

Monday-Friday 8am till 3.50pm

### Job Description

#### Core purpose

1. To contribute actively to building, communicating and implementing the Trust's vision of Ambition, Excellence and Community and the school's commitment to all young people to 'Let your light Shine'.
2. To actively model and promote the values, vision and ethos of this Christian school which serves a multi-faith, multi-ethnic community.
3. To work strategically with members of the Senior Leadership team to establish the long term vision for the operation of the Bridge as a facility that supports the school's approach for behaviour for learning.
4. To support the graduated response process by developing and delivering behaviour and wellbeing interventions.
5. To have a clear understanding of what makes outstanding pastoral provision and have the drive and ability to work with a team of people to realise this for our young people and their families.

#### Specific responsibilities

- To work with the Senior Leadership Team to identify students who may need extra support, intervention or alternative programmes and liaising with relevant internal and external staff to facilitate this provision.
- To work with the Senior Leadership team and relevant external agencies and providers organise bespoke timetables for students using the Bridge for short periods of time.
- To implement agreed work programmes with individuals and small groups of students who have been removed from the school community for a short period of time.
- To ensure the highest expectations of behaviour in the Bridge and to work with supporting supervising staff to ensure standards are maintained.
- To develop a culture of self-reflection and relevant resources to help students to understand the impact of their behaviour and to avoid repeated incidents.
- To effectively liaise and communicate with all relevant stakeholders to ensure students are effectively reintegrated back into the school community.

## **Communications**

- To provide a point of reference for staff concerned by a student's behaviour by offering support and guidance including the sharing of pastoral support plans.
- When appropriate; facilitate restorative conversations between students and staff.
- To engage parents and nurture excellent home/school relationships by encouraging parents to actively support the school routines and expectations.
- To make referrals to external agencies where relevant.
- To attend relevant meetings when required with the wider pastoral team, parents/carers and outside external agencies

## **Data Management, Analysis and Report Writing**

- Use data and the school MIS (Bromcom) to support the monitoring and tracking of progress, welfare information and attendance of students using the Bridge.
- To evaluate the effectiveness of the Bridge interventions and write relevant reports for SLT
- To liaise with colleagues to write/contribute to pastoral support plans for identified students and contribute to timely reviews of effectiveness and next steps.
- To contribute as appropriate to pastoral improvement planning and priorities.
- To be evidence informed keeping abreast of best practice in relation to developing the role of pastoral provision in the school.
- Analyse transition information and support with transition arrangements for new students into the school who are identified as needing extra support.

## **General Pastoral Responsibilities**

- Provide an initial response to child protection and safeguarding issues.
- To support where appropriate to investigate allegations of bullying and other poor behaviour, take statements and work with senior members of staff to provide effective resolutions including Restorative Practice.
- To contribute to the school response if a student is identified as absent and/or missing.
- Support and comply with school policies and risk management procedures, e.g. Child Protection, e-Safety, Health & Safety, Data Protection, Performance Management, etc.
- To undertake suitable first aid training including mental health first aid, to support the needs of students and administer first aid as appropriate.
- Carry out other duties from time to time as directed by the Headteacher.

## **Other responsibilities**

- To model, implement and champion consistently the 'Brian Clarke Way' across the school so that effective learning can take place.
- To contribute to the school liaison and marketing activities – e.g. providing news for social media, the website, contributing to newsletters to parents.
- To contribute to the effective promotion of pastoral provision at Open Days / Evenings/ Information Evenings and other events.
- Undertake training and staff development sessions to establish common working practices.
- To actively promote the development of effective links with external agencies and organisations.
- To understand the importance of inclusion, equality and diversity, when working with students and with colleagues, and to promote equal opportunities for all.

- Implement and uphold the policies, procedures and codes of practice of the school, including customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises.

**Reporting to:**

Assistant Headteacher

The principal responsibilities set out in the job description are not intended to be exhaustive. The need for flexibility, accountability and teamwork is required.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**

Person Specification – Senior Pastoral Officer	Essential / Desirable	How identified Application (A) Interview (I)
<b>Qualifications</b>		
NVQ Level 3 in education, youth work, social work or equivalent qualification up to degree level or relevant experience	E	A
Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	E	A
Currently holds or willingness to obtain First Aid certificate and undertake mental health first aid training	E	A/I
Degree	D	A
Counselling	D	A
<b>Professional Experience and Knowledge</b>		
Experience of working with children/young people to improve outcomes	E	A/I
Work experience in school/education settings	D	A/I
Knowledge, understanding and experience of child protection and wider safeguarding remit	E	A/I
Experience and success in working with external agencies	E	A/I
High expectations	E	A/I
Partnership working and collaboration	E	A/I
Evidence of impact upon outcomes in working with children /young people in pastoral settings	D	A/I
Knowledge of SEND and or barriers to learning	E	A/I
Evidence of safeguarding experience in the widest of settings	D	A/I
<b>Professional Skills</b>		
The ability to learn quickly, assimilate ideas, generate understanding, be challenged, and be flexible	E	A/I
The ability to support coherent, manageable, systems and policy	E	I
High-level communication skills, including an understanding of the need, and the skills to build relationships and to keep people informed	E	I
An understanding of school and academy policy, systems and procedure	D	A/I
The ability to create coherent, manageable, sustainable systems and ensure all stakeholders are involved	D	A/I
The ability to lead, manage, influence, and challenge others	D	A/I
Evidence of having used data to bring about real, impactful improvement	D	A/I
Counselling skills/abilities	D	A/I
<b>Professional Qualities</b>		
Passion for the best possible provision and continuous improvement of attendance, behaviour and learning	E	A/I
Emotional intelligence and self-awareness	E	I
Excellent time management and prioritisation skills and flexibility	E	A/I

The ability to be positive in the face of challenges and adversity	E	I
Presence and credibility	E	I
Management ability and experience	D	A/I
A team player and networker who collaborates with, involves and informs others and who can shape discussion	D	A/I
Ability to communicate verbally with and write coherent and literate reports for a range of stakeholders, including external agencies	D	A/I
Personal resilience, persistence and perseverance with students, staff, parents, governors	E	I
Flexibility with working hours and ability to cope with a wide range of tasks in a busy and changing environment	E	I
Creativity – curiosity, imagination, the ability to question, think, research and develop solutions	D	I
Excellent timekeeping and attendance record with an enthusiastic and positive attitude	E	a/i
<b>Ethos</b>		
Support and model the school's Christian ethos with integrity	E	A/I
<b>Safeguarding</b>		
Displays commitment to the protection and safeguarding of children and young people	E	A/I

**N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an interview**