

GLF Schools Job Description

Interest in this role is being managed via The Spencer Group. For further information please contact Matt Collins via matt.collins@spencergroup.com

Job Title	GLF Behaviour Lead (Cross Phase)	Job Reference	
Location	GLF Schools	Salary	Up to £70,000
Core purpose			
<ul style="list-style-type: none"> To ensure all students, in all their diversity, are enabled to experience the joy of learning, know they belong and feel valued in their school community. To lead a Trust-wide strategy for positive behaviour and attitudes, ensuring inclusive, high-expectation policies that promote a safe and engaging learning environment. To create a supportive, inclusive and effective approach to improving behaviour and attitudes of individual student as needed, recognising that some students and families may need a bespoke, supportive, restorative approach. To oversee and advise on the appropriate use of suspensions, Alternative Provision, and exclusions, ensuring positive outcomes and compliance with statutory guidance 			
Principle Responsibilities			
<ul style="list-style-type: none"> Secure measurable improvement in behaviour in priority schools through the delivery of high-quality, focused school improvement activities. Lead GLF's behaviour strategy, principles and policies ensuring they include the latest statutory guidance and evidence-based practice including: DfE 'Behaviour in Schools: Advice for Headteachers and school staff'; DfE Statutory Guidance on School Suspensions and permanent exclusions'; DfE 'Use of Reasonable force in schools', Equality Act (2010) and EEF recommendations. Lead a team of school-based Team Teach Tutors to deliver school-based Team Teach training and refreshers for school staff, promoting a positive culture that enabling leaders to safeguard others. To liaise with the School Support Team / Inclusion Team to ensure that advice and guidance to schools is aligned and support is coordinated and manageable for schools. 			
Main Duties			
Leadership Support and Strategic Development			
<ul style="list-style-type: none"> Undertake targeted school improvement work with priority schools, developing leaders and school capacity to sustain improvements. Monitor closely school behaviour trends and patterns using trust data dashboards and school MIS systems, providing forensic scrutiny and hypothesis, and holding leaders to account. Analyse data from School Behaviour Reports to SSBs to recognise trends as an aid to strategic decision making. Help promote educational outcomes by sharing information and strategies for improving behaviour, reducing suspensions and to minimise the use of restrictive physical interventions. 			
Professional Development and Capacity Building			
<ul style="list-style-type: none"> Use knowledge of effective behaviour practices to develop leaders, teachers, and support staff in improving the behaviour and attitudes of groups and individual students. 			

- Ensure every Headteacher and senior behaviour leads have access to and understand the Trust's behaviour policies and procedures including the Trust's Exclusions and Physical Intervention policy.
- Ensure that the Trust's Behaviour / Team Teach training reflects the latest national and regional guidance and is adapted appropriately for:
 - School leaders
 - Home School Link Workers / Pastoral Leads / Behaviour Leads
 - Non-teaching support staff (e.g. lunchtime supervisors)
 - SSB members and Trustees
- Facilitate termly Team Teach Tutor supervision
- Co-lead half-termly pastoral and wellbeing networks with other Pastoral and Wellbeing Leads.

Quality Assurance and Policy Development

- Review and update annually all policies related to attendance across the primary and secondary phase
 - Behaviour Principles
 - Exclusions Policy
 - Physical Interventions Policy
- Develop a dynamic 'Pastoral and Wellbeing Review' process that is responsive to national and local contextual changes, coordinating a review in every Trust school on alternative years, developing these as an opportunity for peer reviews and professional development opportunities.

Provision and Resource Management

- Maintains database of behaviour contacts and approved Alternative Provision providers within each LA to support schools to make best use of Local Offer.
- Ensure that relevant behaviour information is disseminated to school Leadership Teams through the Trust bulletin, briefings and SharePoint resources.

Complex Case Support

- Assist school leaders, including Headteachers, Behaviour Leads and SENCOs, with complex cases including development and quality assurance of individual pupil behaviour support plans, Pastoral Support Plans and Risk Assessments, including providing guidance on when and how to escalate concerns to County Inclusion/Behaviour support teams and/or other external agencies.
- Be the first point of contact for schools with behaviour queries – responds to behaviour 'help desk' requests.

Complaints

- To support in the timely investigation of complaints.

Research and Best Practice

- Stay abreast of research and developments in behaviour and family partnerships, disseminate relevant information to improve practices.
- Continually review and refine behaviour practices to improve outcomes for all students, ensuring that our provision is evidence-based, innovative, forward-thinking, and impactful.

Accountability

- Report on behaviour trends and developments to Exec as required including through school strategy packs, and provide a formal behaviour report to the Education Committee every term to reflect the current attendance context of the Trust including common themes and issues, attendance of priority groups, complaints with an attendance element etc
- Line managed by the Director of Inclusion

Safeguarding

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion