**JOB DESCRIPTION & PERSON SPECIFICATION**

**Behaviour Lead – North Chadderton School and Sixth Form**

**Grade 6 SCP 23-27, £32,076 - £35,745 (Salary will be pro-rata)**

**36 hours 40 minutes per week**

**Term Time only plus 1 day**

**Purpose of Post**

To support the Pastoral Teams and Heads of Year in overseeing the general welfare, progress, behaviour and overall pastoral needs of students and to address pastoral needs of students who require assistance in overcoming barriers to learning in order to achieve their full potential.

**Reporting to**

The postholder will report to the SLT lead for Standards and Expectations.

**Responsible for**

None

**Main Areas of Responsibility**

**Supervision and Monitoring:**

* Oversee the daily operation of the Reflection Room, maintaining a secure and controlled environment.
* Supervise all students in the Reflection Room and ensure students are working silently and independently at all times.
* Monitor the behaviour and work of students assigned to the Reflection Room.
* Ensure the schools behaviour systems is implemented effectively.

**Communication:**

* Collaborate with teaching and support staff to gather relevant information about the students placed in the Reflection Room.
* Communicate daily to staff regarding which students are in the Reflection Room that day and why.
* Communicate effectively with parents and carers regarding the reasons for internal exclusion and the expected duration.

**Record Keeping:**

* Maintain accurate and up to date records and registers of students placed in the Reflection Room, including the reasons for internal exclusion and any notable incidents.
* Provide regular reports to the Assistant Head of Key Stage, Head of Year and SLT on internal exclusion trends and patterns.

**Support and Guidance:**

* Offer guidance and support to students during their time in the Reflection Room, fostering a positive and constructive atmosphere.
* Work closely with the school’s pastoral care team to address underlying issues contributing to challenging behaviour.
* Attend Team Around meetings.
* Support students to reflect on their behaviour and ensure restorative meetings and apologies take place with relevant staff members.
* Work to ensure that students are not repeatedly placed in the Reflection Room.

**Reintegration Planning:**

* Collaborate with relevant school staff to plan for the successful reintegration of students into mainstream classes following the internal exclusion period.
* Implement strategies to help students address and learn from their behaviour.

**Training and Development:**

* Participate in relevant training sessions to stay informed about best practices in behaviour management and Reflection Room operation.
* Provide guidance to staff on effective approaches to supporting students in the Reflection Room.

**Administrative Support for the Behaviour Department:**

* Communication with parents via email, phone and letter.
* Work flexibly with all other members of the Behaviour Team to ensure a coherent approach across the school.
* Use data to identify trends in student and parent engagement.
* Assist with the administration of the Behaviour Team.
* Develop relationships with teachers to support students effectively.
* Support information-sharing and the appearance of the Reflection Room by designing, mounting and refreshing relevant displays.

**Leadership of self and others by:**

* Providing an approachable and supportive presence for staff, students, parents and the local community.
* Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy’s intended outcomes.
* Helping to develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy.
* Playing a part in creating a positive, inclusive climate that carries the academy’s vision forward.
* Regularly reviewing own practice, setting personal targets and taking responsibility for own development.
* Maintaining open professional dialogue with the Behaviour Mentor about the identification of academy strengths and weaknesses, ensuring a proactive approach to sharing and solving potential or existing difficulties.
* Being committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.

**Assist in management of the organisation by:**

* Liaising with all academy staff, parents and students where required.
* Liaising with external agencies as appropriate.
* The effective use of ICT.
* Where applicable undertaking additional administrative tasks including stock recording, ordering etc.
* Working within a defined organisation structure which enables effective and efficient ways of working and support the achievement of the academy’s objectives.
* Acting in accordance with policies and legislation affecting the conduct of the academy, particularly those that govern health and safety matters and employment rights.
* Undertaking any other duties commensurate with the post as reasonably delegated by the Headteacher.

**Standards/Quality Assurance and Additional Responsibilities:**

* Participate in staff training and development.
* Develop relationships with governors, LEAs and neighbouring schools/academies.
* Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
* Attend team and staff meetings.
* Compile statistical returns as required.
* Attend and participate in Open Evenings and other events where required.
* Uphold the academy’s behaviour code and uniform regulations.

**Key Organisational Objectives**

The postholder will contribute to the academy’s objectives by:

* Following Health and Safety requirements and initiatives as directed.
* Sharing the Academy’s commitment to safeguarding and promoting the welfare of children and young people.
* Ensuring compliance with Data Protection legislation.
* At all times operating within the school’s Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
* Ensuring customer care and quality assurance initiatives.
* Fulfilling the role of Student Personal Adviser and/or mentor if required.
* Contributing to the maintenance of a caring and stimulating environment for young people

**Culture**

* Responsible for Health & Safety, security and welfare of self and colleagues in accordance with The Oak Trust policies and procedures, reporting all concerns to an appropriate person.
* Responsible for working in accordance with The Oak Trust policy relating to the promotion of Equality, Diversity and Inclusivity.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The job description is current at the date shown, but, in consultation with the postholder, it may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the job title and salary weighting.

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

The academy will endeavour to make any necessary reasonable adjustments for the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

The Oak Trust are committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment. This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

**Behaviour Lead - Person Specification**

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| **E = Essential D = Desirable A = Application I = Interview**  **N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an interview** | Essential or Desirable | Application/Interview |
| Qualifications |  |  |
| GCSE Maths and English minimum grade 4 or equivalent | E | A |
| Degree (or equivalent) | D | A |
| Knowledge |  |  |
| Knowledge of the academy behaviour policy | E | A, I |
| Knowledge of the range of barriers to learning that students face | E | A, I |
| Training in child protection and safeguarding procedures | E | A, I |
| Basic knowledge of first aid e.g., emergency first aid course | E | A, I |
| Experience |  |  |
| Two years’ experience of working in a school or educational establishment | E | A, I |
| Experience of dealing successfully with a range of behaviour issues | E | A, I |
| Experience of working with staff to ensure excellent behaviour for learning | E | A, I |
| Experience of working with families | E | A, I |
| Experience of supervising a group of students for detentions, referral and internal exclusion as appropriate | E | A, I |
| Experience of working with challenging students and finding ways in which we can meet their needs more successfully | E | A, I |
| Skills and Abilities |
| Full working knowledge of relevant policies/codes of practice | E | A, I |
| Understanding of principles of student development and learning processes | E | A, I |
| Ability to plan effective actions for pupils at risk of underachieving | E | A, I |
| Effective use of ICT | E | A, I |
| Understanding of a range of welfare issues that may be affecting students and their families | E | A, I |
| Well developed interpersonal skills to be able to relate well to a wide range of people | E | A, I |
| Effectively manage students’ movement around the academy particularly during break/lunchtimes | E | A, I |
| Work constructively as part of a team whilst being able to demonstrate initiative | E | A, I |
| Good communication skills | E | A, I |
| Personal |  |  |
| Enthusiasm for and commitment to the achievement of the Academy’s overall vision for success at all levels. | E | A, I |
| Motivation to work with children and young people | E | A, I |
| Ability to build and sustain professional standards, relationships and personal boundaries with children and young people | E | A, I |
| Emotional maturity & resilience in dealing with challenging behaviours | E | A, I |
| Ability to contribute towards creating a safe and protective environment | E | A, I |
| Empathy with the aims and objectives of The Oak Trust | E | A, I |
| Willingness to continue professional development | E | A, I |
| Commitment to maintaining high standards and expectations | E | A, I |
| Commitment to contributing to academy life as a whole | E | A, I |
| Commitment to equality of opportunity, valuing diversity, safeguarding and welfare of students | E | A, I |