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| **Job Title:** | Behaviour Lead Teacher, Hayle Academy |
|  | Pay Range: Main scale M1-M6 |
| **Responsible to:** | Assistant Headteacher (Engagement and Aspiration) |
| **Direct Supervisory Responsibility for:** | None |
| **Important Functional Relationships: Internal/External** | School staff/cover administrator /HoF/ students/teaching support staff, SENDCo, Head of School and senior leaders |

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| **Main Purpose of Job:** |
| Working with the Assistant Headteacher (Engagement and Aspiration) to promote continued high levels of behaviour and standards at Hayle Academy. As part of the pastoral team, to support high levels of pastoral support, to promote strong school attendance and to facilitate our ongoing culture of excellence in safeguarding. To work with staff, students and parents to resolve any identified issues with individuals, cohorts or year groups. |

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| **Main Duties and Responsibilities:** |
| * To support continuing high levels of behaviour and standards at Hayle Academy. * To monitor behavior of our students and cohorts and identify patterns and students requiring intervention and provide targeted support. * To support and lead on pastoral incidents. * To liaise with parents and staff. * **To oversee the removal room and support in the running of this room.** * **To oversee the on call system and undertake a majority of these duties.** * **To support students finding it difficult to keep to Hayle Academy’s expectations on behaviour.** * To attend meetings, briefings as appropriate, ensuring that knowledge of school systems and procedures remains up to date and that these are consistently implemented. * To liaise with subject leads with regards to the curriculum requirements, lesson planning, resources, marking and assessment of lessons, in order to support the ongoing learning of students in the removal room. * To establish and maintain positive and professional relationships with colleagues to support effective communication and to meet the needs of students. * To build and maintain positive relationships with students, treating all individuals with respect and consideration, in line with school policies. To encourage and support the school’s ethos of inclusion. * Contribute to the wider life of the school by acting as a mentor, role model, and through active participation in school events, extracurricular provision and training. * To manage student behaviour effectively, upholding the school standards and implementing the schools behaviour policy consistently. In doing so, to ensure that lessons are calm and orderly, and that students engage positively with each other and with the lesson. * To be responsible for keeping and maintaining appropriate records, and undertaking administrative tasks, as required by the role. * To pro-actively identify and seek further training and professional development, actively participating in school based training. * To maintain confidentiality of information acquired during the course of undertaking duties within the school. * To undertake the role of First Aider, as part of our bank of school First Aiders. |

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| **General/Other:** |
| * To ensure that students needs are prioritised and to have a clear sight of how this role impacts on the academy’s and the Trust’s students at all times; * To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance; * To be aware of and adhere to all Trust and academy policies and procedures; * To be responsible for your own continuing self-development and attend meetings as appropriate; * To undertake other duties appropriate to the post as required. |

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** | **Recruiting method** |
| **Education and Training** | Degree level qualifications in a national curriculum subject  Qualified Teacher Status.  Evidence of relevant continuing professional development. | Degree/ Masters level qualification in education or a related field.  First aid training | Application |
| **Skills and Experience** | An effective classroom practitioner.  Up to date IT skills including use of email, excel, word and Sims database (or equivalent) in a work setting  Good communication and listening skills.  Knowledge of specific national curriculum subjects  Behaviour management skills  Experience of working with children | Experience of working with children in an educational setting.  Experience of providing specialist support to children in behaviour and mentoring  Experience of engaging with hard to reach families. | Application/Interview/Assessment |
| **Specialist Knowledge and Skills** | Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.  Demonstrates an awareness, understanding and commitment to equal opportunities. | Understanding of curriculum across a range of subjects and qualifications and across primary, secondary and post 16 education.  Practical skills related to support, mentoring  Awareness of SEN Code of Practice and guidance on meeting SEN  Coaching and mentoring skills. | Application/Interview/Assessment |
| **Behaviours and Values** | Self-motivated and able to work constructively as part of a team  Ability to relate well to adults and children  Understanding of the principles of child development and learning  Ability to work to deadlines and methodical approach to work  Well organised |  | Application/Interview/Assessment |
| **Special Conditions related to the post** | | | |
| * Able to work in other TPAT secondary schools within reasonable travel distance   ***The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.*** | | | |