



JOB DESCRIPTION

Job Title: Behaviour Leader
Grade: SO2 SCP 26-28
Reporting to: Senior Assistant Principal (Behaviour & Safety)

Job Purpose:

Under the direction of the Senior Assistant Principal for Behaviour & Safety, fully manage the day to day behaviour systems and processes across the Academy, ensuring total consistency and efficiency in approach. Rigorously enforce the requirements of the Positive Discipline Behaviour Policy. Lead the Behaviour Team, including Pastoral Support Officers and other key pastoral colleagues in the execution of their roles.

Key Responsibilities:

- Execute in full the requirements of the Positive Discipline Behaviour policy within the Academy, ensuring that all policies, procedures and protocols are adhered to by all colleagues, in full.
- Relentlessly seek to improve the behaviour of young people at The Ruth Gorse Academy in order to meet targets set by the Principal and Local Governing Body.
- Quality assure all Behaviour Systems in the Academy, ensuring that there is total consistency of approach in dealing with behaviour concerns. Enforce the very highest of expectations at all times.
- Provide strong leadership and CPD for the Pastoral Support Officers and other colleagues in the behaviour team, resulting in high standards of behaviour, minimum exclusion rates and ensures excellent outcomes for young people.
- Assess the needs of students and use detailed knowledge and specialist skills to support student's learning and positive behaviour development. Put in place actions which support students but do not undermine the Positive Discipline policy.
- Develop relationships with students identified as needing particular support in order that academic and behaviour progress targets are met.
- Liaise with parents and staff on student behaviour and welfare matters keeping them informed regarding disciplinary issues and actions.
- Communicate positive and negative concerns to parents and carers working with them to ensure improvement where there are concerns.
- Ensure all student records are kept up to date both electronic and hard copy and that all relevant information is disseminated to staff.
- Liaise with and organise support as require with external agencies and partners.
- Fully manage the processes and procedures surrounding after school detentions.
- Lead the behaviour team in coordinating the re-integration of pupils back into mainstream lessons after exclusions.
- Lead on all aspects of the coordination of Monday morning form tutor briefings, ensuring that materials are quality assured for consistency purposes and that sessions are delivered to the very highest quality.
- Monitor the school hallways throughout the day challenging where required any student who is out of lesson.
- Support the 'On Call Manager' where required with requests for support across the Academy, visiting classrooms and removing students where required by the classroom teacher, allowing learning of other students not to be impacted by behaviour.
- Cover breaks and periods of illness in the school isolation unit where required.

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- Implement strategies to support pupils with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence.
- Work collaboratively with the Inclusion and Safeguarding Leader and Attendance Leader to ensure that all students are safe.
- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills.
- Monitor carefully behaviour trends, ensuring that a preventative approach is taken to managing student behaviour.
- Visit lessons regularly to support students who have had a history of not meeting academy expectations.
- Provide training to colleagues across the Academy as directed by the Principal / Senior Assistant Principal (Behaviour & Safety).
- Work as a Child Protection Designated Officer (training will be provided if required).

General Duties:

- Provide the Senior Assistant Principal (Behaviour & Safety) and Principal with regular comprehensive updates on behaviour within the Academy, seeking advice and guidance where required.
- Keep up to date records of all behaviour incidents. Follow up on all reported incidents.
- Provide reports to the Senior Leadership Team & Governors as required.
- Provide support to the Inclusion and Attendance team as required.
- Provide support to the Administration Team as required.
- Attend key after school events and fully participate in training days.
- Attend staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required by the Principal.
- Complete AM, Break, Lunch and PM duties as required by the Principal.

Accountability

Key Performance Indicators:

- Accountable for ensuring that Positive Discipline is implemented fully and consistently across the Academy.
- Accountable for a reduction in fixed term exclusions to a level below the national average and Isolation numbers to levels in line with targets set by the Principal.
- Accountable for delivering a reduction in the number of lesson removals through early intervention work.
- Accountable for ensuring that on call requests are actioned within an agreed timescale.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

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Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Person Specification Behaviour Leader

Criteria	Essential/ Desirable
Qualifications	
5+ GCSE C/4 and above (or equivalent) including English and Mathematics.	E
A degree or higher-level qualification in a relevant subject.	E
Knowledge and Skills	
Knowledge of behaviour modification techniques.	E
Knowledge of the social, emotional and mental health needs of young people.	E
Knowledge of how to de-escalate behaviour incidents.	E
Good ICT skills.	E
A good understanding of Positive Discipline.	D
Knowledge of EHCP & SEMH processes.	D
Experience	
Recent experience working in a secondary school.	E
Experience supporting students to improve behaviours.	E
Experience managing behaviour in a secondary school.	E
Experience leading a team of behaviour colleagues.	E
Experience providing training to others.	E
Experience supporting students to overcome personal barriers to academic success.	D
Experience working with a variety of external agencies to support young people.	D
Experience working within the Behaviour Team of a large secondary school.	D
Experience managing behaviour in a secondary school.	D
Experience leading a team of behaviour colleagues.	D
Personal Qualities	
A passion for education and making a difference.	E
Excellent communicator.	E
Effective team member.	E
Drive and determination.	E
Ambition.	E
Energy, enthusiasm	E
Continuous Professional Development	
Evidence of commitment to Continuing Professional Development	E
Other Conditions	
Enhanced DBS Clearance	E

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