

<b>Salary:</b>	NJC Pay Scale, Grade F
<b>Responsible to:</b>	Assistant Headteacher: Pastoral/Transition
<b>Date of Job Description:</b>	March 2022

## Purpose of the Role:

To manage the behaviour of pupils and work effectively with other staff, families and carers to overcome behavioural obstacles to learning within the framework of the schools Behaviour Policy.

## Main Tasks and Responsibilities

### General Duties:

- To work flexibly to accommodate meetings with early or late start/finish times as required.
- To act in accordance with FCAT's policies and procedures.
- To act as a role model and work in accordance with the Trust values: pride, ambition, respect, resilience, integrity and excellence.
- To encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within FCAT and our academies.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
- To ensure compliance with FCAT's Health and Safety Policy at all times.
- To adhere to FCAT's Safeguarding policy and procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- Any other tasks and responsibilities reasonably appropriate to this post and grade.

### Key duties:

1. Liaise with Assistant Headteacher: Pastoral/Transition in managing pupil behaviour.
2. Undertake the assessment of the needs of individual pupils.

3. Work with staff to produce and implement whole school plans, initiatives and strategies to improve pupil behaviour.
4. Support a caseload of pupils in improving their behaviour and learning via their Pastoral Support Plans.
5. Securely maintain case files of excluded pupils, recording contact with the pupil and their families/carers.
6. Report pupil behaviour issues in line with school behaviour policy.
7. Support the monitoring and evaluation of pupil progress, including production of assessment reports.
8. Liaise with external agencies to improve pupil behaviour and communicate with pupils, parents/carers.
9. Manage the supervision of pupils excluded from school or following a different timetable.
10. Liaise with parents / carers of excluded pupils, either from school or in the Internal Fixed Term Exclusion Unit, to explain the reasons for exclusion and be responsible for agreeing a way forward, including procedures for return to school.
11. Responsible for the day to day running of the Isolation Unit, working unsupervised, arranging work for students.
12. Provide advice and support to parents / carers of excluded pupils.
13. Support the re-integration of pupils back to school to help prevent future exclusions.
14. Responsible for the supervision of individual or groups of pupils to provide advice, motivation and support on behaviour and welfare issues.
15. Work normally in a school/Children's Centres environment, but may sometimes involve accompanied home visits.
16. Organise and attend meetings of concern in school e.g. TAF, CAF etc to represent the school, supported by a member of the Senior Leadership Team as appropriate.
17. Preparing all paperwork for e.g. managed moves; exclusion appeals; court hearings.
18. Liaise with AP providers; link between school and ongoing external provision.
19. Assist with patrol and isolation at the direction of the HT/AHT Pastoral.
20. To support Assistant Headteacher: Pastoral/Transition with the implementation of the behaviour policy.

21. As appropriate to need support in the writing of EHCP and PEP; supporting school caseworkers.
22. Attend Serious Case Reviews as required to represent the school, supported by a member of the Senior Leadership Team as appropriate.

### **Individuals in this role may also**

1. Work with feeder school to ensure a smooth transition of pupils between phases.
2. Organise and deliver training sessions on behaviour management to other staff.
3. Assist in the supervision of pupils during out of school activities.
4. Demonstrate own duties to new or less experienced staff.
5. Model and deliver CPD; best practice in terms of pastoral care and support with ECTs.

### **Qualifications**

- Relevant Level 3 or above qualification (Desirable) and/or equivalent experience.

### **Experience**

- Previous experience of working with primary and/or Secondary age children (3 – 19) in Education, Health or Social Services.
- Experience of working with children, families/carers accessing available support services and referral route.
- Experience of working with a range of multi - agencies.
- Knowledge of procedures, practices, techniques for behaviour management.
- Experience of dealing with emotional situations where students may become distressed.