

Job Description	Support Staff
Role:	Behaviour Manager
Salary/Grade:	Band 8 SCP 17-22

Introduction & Prime Objectives of the Post:

The Behaviour Manager is expected to;

- To take a lead role within the school over the two school sites to address the needs of pupils who need particular help to overcome barriers to learning that supports and promotes an inclusive culture throughout the school, enabling all pupils to achieve their best, through learning and participation
- To take a lead role, in conjunction with the class Teacher, in planning, preparing and delivering learning activities for individuals/groups or short term for whole classes.
- To take a lead role in monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development in relation to accessing learning over both sites.
- To take a lead role in co-ordinating appropriate provision and interventions for children with special needs and liaising with colleagues, parents/carers and outside agencies, and provide guidance and assistance for teachers in identifying pupils with behavioural barriers to learning or emotional difficulties.
- To be responsible for the management and development of a specialist area within the school and/or line management, training and appraisal of other support staff (e.g. The Haven team) students on work experience, trainees and voluntary helpers with whom the postholder is working.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties & Responsibilities:

- To lead a team of behaviour/intervention support workers to ensure access and inclusion to the school, classes, the curriculum and learning opportunities. The provision of a range of appropriate interventions to ensure that individual pupil progress from their starting points is made and where possible accelerated.
- To provide supervision and appraisal to staff within their team.
- Undertake comprehensive assessments of pupils over both sites to determine those in need of particular help and take a lead role in arranging an appropriate provision of support, implementing agreed learning activities/teaching programmes and adjusting activities according to pupil responses/needs.
- Build and establish productive working relationships with pupils that challenges and motivates, and promotes appropriate behaviour, and that encourages self-awareness in relation to learning and the interaction with others, providing information and advice to enable pupils to make choices about their own learning and behaviour.
- Arrange and develop 1:1 mentoring/ intervention arrangements with pupils identified as requiring such support in relation to learning and/or emotional issues.
- Ensure appropriate liaison and management of pupils transferring across phases and the integration of those who have been absent or are new to school to ensure full inclusion within the class and school. Where required, gather pupil information from feeder schools and other relevant bodies to ensure a smooth transition into school.

- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance, producing reports where required.
- Work with other staff in planning, evaluating and adjusting activities as appropriate, ensuring pupils access to learning using appropriate strategies, resources etc.
- Manage record keeping systems and processes to ensure the effective monitoring and evaluation of pupils' responses and progress against action plans through observation and planned recording, and reporting where required to class Teachers, the Director of Interventions or other Senior Leaders and governors.
- Provide objective and accurate feedback and reports from the monitoring information gathered to other class Teachers and other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Take lead role in the development and implementation of appropriate behaviour management strategies that supports the integration of pupils in class and encourages their learning and attendance in school.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable, ensuring the implementation and delivery of individual learning plans in line with school curriculum.
- Administrative duties in relation to dealing with correspondence and/or telephone calls from outside agencies, parents/carers and compilation/analysis/reporting on attendance, exclusions when required.
- Actively seek and utilise information regarding the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- To ensure appropriate line management and performance management of the Behaviour Support workers through formal channels. * (if required).

Effort Demands:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Will be willing to work over two school sites.

Environmental Demands/Working Conditions:

- Will have long periods of sitting or standing.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their practice meets the Health and Safety Duty of care that all staff have for each other, the pupils and other visitors within the school or when conducting off site visits
- To ensure their professional practice meets the requirements of the Equalities Act at all times.
- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow; policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- Safeguarding including child protection, Keeping Children Safe in Education and PREVENT
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos
- Behaviour (including anti bullying) policy and principles
- Policies and procedure linked to the Equalities Act
- Manual handling.
- Report all concerns to an appropriate person.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
- This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
- This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Special Conditions of Service: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English in School.

Date: September 2023



PERSONNEL SPECIFICATION:

	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> GCSE Mathematics and English (A-C) or equivalent Recognised relevant qualifications or able to demonstrate high level of experience in an SEMH/ Special School setting. HLTA Status 	<ul style="list-style-type: none"> Relevant NVQ or equivalent or the ability to demonstrate high level of experience. Awareness and training in specific needs for Autism, Attachment Disorder, ADHD and Tourette's syndrome.
Experience	<ul style="list-style-type: none"> At least one year positive experience of working with SEMH pupils in a support role Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging. Experience of cross curricular collaborative approaches to education. Experience of cross curricular collaborative approaches to education. Experience and understanding of the benefit of Early Years practice to this setting. Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level 	<ul style="list-style-type: none"> Training in cross curriculum planning and approaches to learning and key areas of need e.g. Autism, ADHA, and Tourette's.
Knowledge, Skills & Ability	<ul style="list-style-type: none"> A familiarity with Early Years approaches. The ability and tenacity to manage pupils who have social, emotional and behavioural difficulties. The ability to communicate effectively with a range of adults and students. The ability to work as part of a team. The willingness to carry out a range of non-teaching and welfare tasks. The ability to produce comprehensive action plans and reports and maintain appropriate records. 	



	<ul style="list-style-type: none"> • High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders. • Understanding of the ethos behind cross curricular teaching approaches. • Knowledge of the development of children and their needs. • An understanding and depth of knowledge of the many factors that contribute to emotional and social development. • Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions. • Ability to identify existing and potential barriers to learning.
Character & Values	<ul style="list-style-type: none"> • A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations. • Willingness to continue to review own professional development
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 <p>In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level.</p>