

# Job Description

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**Job Title:** Behaviour Manager

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**Location:** Jane Austen College

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<b>Job title</b>	<b>Behaviour Manager (Fixed term until 31<sup>st</sup> August 2025)</b>
<b>Salary Scale</b>	<b>Scale F</b>
<b>Hours of Work</b>	<b>Full time - 37 hours per week</b>
<b>Weeks Worked</b>	<b>Term Time + 4 weeks (42 weeks)</b>
<b>Responsible to</b>	<b>Vice Principal</b>
<b>Location</b>	<b>Jane Austen College</b>

**Main purpose of the role**

- To support and supervise pupils who have been temporarily removed from lessons in the Academy and have been placed in the Behaviour Room.
- To provide immediate support for behavioural incidents which take place and work with pupils to support a smooth reintegration into the learning environment.

**Organisational relationships**

- Reporting to the Vice Principal
- Works with members of the Behaviour Team and the Assistant Principal - Behaviour & Wellbeing.
- Liaises with the Assistant Principals, the Vice Principal, teachers, and other support staff including education specialists and parents/carers.
- Line Management of the Behaviour Officer in large schools.

**Principal accountabilities and responsibilities**

<b>Overall</b>	<ul style="list-style-type: none"> <li>• To ensure that pupils that have been removed from lessons are supervised and undertake meaningful learning activities whilst in the Behaviour Room.</li> <li>• To ensure that the Behaviour Room has a calm working atmosphere and that incidents of disruption in this area are dealt with swiftly.</li> <li>• To meet with and telephone parents as required discussing the behaviour, or improvements in behaviour, of pupils.</li> <li>• Support pupils to develop their behaviours for learning and improve their attitude to staff and pupils upon their return from time in the Behaviour Room.</li> <li>• Contribute to and monitor the school's internal exclusion records, identifying patterns and alerting staff of any concerns.</li> <li>• Take part in relevant training.</li> <li>• Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required.</li> <li>• Observe and report on individual pupil's behaviours for learning whilst in the Behaviour Room and when requested to do so in lessons by the Assistant Principal Behaviour or the Vice Principal.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Attend regular meetings with the Assistant Principal to report on the number, gender, year, reasons for internal exclusion and behaviour of pupils in the Behaviour Room.</li> <li>• Contribute to the school's behaviour and rewards policies as required.</li> <li>• Commit to embedding equality, diversity and inclusion in all activities.</li> <li>• Communicate with parents/carers as required about behaviour concerns.</li> </ul>
<b>Support for pupils</b>	<ul style="list-style-type: none"> <li>• Support pupils in their reintegration into lessons following periods of removal from class.</li> <li>• Provide academic and behaviour support for individual pupils and small groups as required in the Behaviour Room.</li> <li>• Monitor pupils' behaviour in the Behaviour Room and in lessons within the academy.</li> <li>• Undertake all administrative tasks relating to the behaviour room as directed by the line manager.</li> <li>• Communicate with parents/carers as required.</li> <li>• Investigate reported incidents and implement support for pupils as required</li> </ul>
<b>Support for the Academy</b>	<ul style="list-style-type: none"> <li>• Maintain standards of good behaviour and model expected working practices at all times.</li> <li>• Assist in the development of Academy policies and procedures relating to behaviour when requested to do so.</li> <li>• Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal or line manager.</li> </ul>
<b>Support for Teachers</b>	<ul style="list-style-type: none"> <li>• To ensure that the Academy's procedures and protocols relating to behaviour are promoted and modelled by establishing and maintaining a clear framework and expectations for behaviour and discipline within the Behaviour Room.</li> <li>• Work in lessons with pupils who require additional behaviour support to access their learning.</li> <li>• Update and maintain records of internal exclusions and other sanctions issued by the school.</li> <li>• Undertake analysis of behaviour data as required e.g. detentions, lesson removals etc.</li> <li>• Provide regular reports for pastoral teams and senior leaders as required.</li> <li>• To undertake administrative activities as required that support the Academy's behaviour systems and procedures.</li> </ul>

### Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

## Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

## Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

## Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spend" under the provisions of the Act.**

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>NVQ Level 3 in a relevant discipline or equivalent experience or higher</li><li>Good basic level of education preferably including GCSE (or equivalent) in Maths and English</li></ul>	<ul style="list-style-type: none"><li>DSL training or equivalent</li></ul>

<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children</li> <li>• Experience of problem solving</li> </ul>	
<b>Skills, Knowledge</b>	<ul style="list-style-type: none"> <li>• Able to work on own initiative and with minimal supervision.</li> <li>• Evidence of the ability to build good working relationships with teaching staff and other stakeholders.</li> <li>• IT Literate</li> <li>• Able to work under pressure.</li> <li>• Ability to work constructively and flexibly as a part of a team.</li> <li>• Ability to meet deadlines by effective planning and time management.</li> <li>• Good communication skills, both written and spoken to internal and external customers</li> <li>• Able to work with challenging situations and offer support in a calm manner.</li> <li>• Able to maintain confidentiality and inform staff and external parties on a need-to-know basis.</li> <li>• Ability to work as part of a team to reach agreed targets and outcomes.</li> <li>• Ability to work flexibly</li> </ul>	

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**Signature** .....

**Date** .....

**Name** .....