

Job title: Behaviour Manager – Term time only
Responsible to: Vice Principal – Teaching and Learning
Grade: 8
Band: Point 30 - 33

Job purpose:

Working collaboratively as part of the Learner Support Team, the Behaviour Manager will contribute to excellent outcomes for learners by leading on all elements of operational behaviour management.

Main Duties:

The Behaviour Manager will undertake the following responsibilities directly in relation to behaviour management:

Policy and Procedure

1. To contribute to the development of policies.
2. To develop associated procedures which enable the effective implementation of agreed policies.
3. To monitor the impact of procedures and make recommendations for amendment and/or development.
4. To ensure procedures are applied appropriately and consistently.
5. To provide training, support and guidance for staff in relation to procedures which support behaviour management.

Data Analysis, Reporting and Recording

1. Analyse data in order to:
 - Identify those learners who require intervention.
 - Measure the impact of any implemented intervention.
 - Identify trends and hotspots.
2. Develop, produce and present a variety of reports in order to:
 - Highlight areas of concern which facilitate intervention at the earliest opportunity.
 - Provide senior and middle leaders with information to take preventative action within their area(s) of responsibility.
 - Evidence impact of any work undertaken.
 - Provide evidence for meetings including learner meetings and those which may relate to exclusions.
3. To record and input information accurately ensuring:
 - It meets legal and statutory obligations.
 - It is in line with standard operating procedures.
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Intervention

1. To respond to behaviour incidents.
2. To support staff to deal effectively with behaviour incidents.

3. To develop and implement a range of intervention strategies for those learners who are cause for concern in terms of their behaviour.
4. To monitor the impact of any intervention.
5. To liaise with staff, parents, carers and where appropriate, external agencies.
6. To put in place strategies and intervention measures in response to identified trends and hotspots for unacceptable behaviour.
7. To manage internal seclusion through 'supporting expectations' processes.
8. To manage the on-call system.
9. To manage the detention system.
10. To provide training, support and guidance for staff in relation to intervention strategies.
11. To take a lead role in the exclusions process.

The Behaviour Manager will undertake the following responsibilities as a member of the Learner Support Team:

1. Represent the school in the absence of the Assistant Principal at external panel meetings and reviews. This will include delegated decision making as appropriate on behalf of the Assistant Principal.
2. To be the only designated member of staff authorised to operate, access and monitor CCTV systems, ensuring all work undertaken complies with legislation, policy and procedures (including those relating to data protection).
3. Act as a model of best practice at all times.
4. Attend and contribute to meetings, leading on items which fall within the specific area of responsibility.
5. To remain professional at all times including when dealing with learners, staff, parents, carers, third parties and external agencies.
6. To contribute to creating a positive culture and learning environment ensuring learners, staff and visitors feel safe and have confidence in the work being undertaken.
7. To manage element(s) of duties as directed by the Assistant Principal.
8. To communicate effectively at all levels.
9. To deliver assemblies.
10. To undertake first aid.
11. To deliver staff training.

It is recognised that the nature of the work undertaken by the Learner Support Team will involve significant liaison and interaction with stakeholders including learners, parents and carers, staff, third parties and external agencies and that this work will often be under complex and challenging circumstances.

It is recognised that it is necessary for the postholder to remain up to date with current legislation and statutory obligations and to understand the impact of any directives or changes upon their area(s) of responsibilities.

General Information:

1. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example.
2. To promote actively the school's policies generally and specifically including those in relation to child protection and safeguarding.

3. To actively promote and undertake personal professional development and the professional development of colleagues.
4. To ensure compliance with the school's Health and Safety Policy and undertake risk assessments as necessary.
5. To ensure compliance with the school's procedures concerning safeguarding.
6. To actively participate in the appraisal process.

Other Points of Note:

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
 - Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description on a short-term basis.
 - Employees are expected to maintain a standard of business dress conducive to their position as a professional and in setting an example to learners.
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Standard for all jobs

- To perform services not only for Dudley Academies Trust but also for any subsidiary as required.
- To take a proactive role in the identification of personal and group training and developmental needs which support Trust's objectives and to actively participate in the fulfilment of identified training and development needs.
- To contribute to promotional activities both inside and outside the Trust and to assist in the production of promotional and publicity materials as required.
- To operate at all times within both the spirit and the practice of the Trust Equal Opportunities policies.
- To be aware of and work with due regard to safety and safe practice. To meet statutory requirements and to report any hazards/unsafe practices or incidents as appropriate.
- To represent the Trust in the best light at all times.
- To maintain such records and undertake administrative duties as may be determined by the Trust.
- To carry out any other duties in connection with the appointment which may be reasonably determined from time to time by the Chief Executive or line manager.

This job description is intended to provide a guide to the general duties and responsibilities of the specified post and to set in context the framework within which the post holder will operate. It should not be regarded as a legal document nor a set of conditions of service.

The job description sets out the main duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the post. Such variations are common occurrences and cannot of themselves justify a reconsideration of the grading of the post.

This job description will be reviewed regularly and may be varied in the light of the business needs of the Trust.

Prepared by: Jo Higgins, Chief Executive

Date: June 2018

Name of post holder (*please print*): _____

Signed by post holder: _____

Date: _____

Person Specification

	Ess	Des	Method of Assessment
<u>Education/Qualifications and Training</u>			
5 GCSE's grades A-C or equivalent (including Mathematics and English).	✓		App Form
Qualified to degree level in a relevant and appropriate discipline.		✓	App Form
Qualified to NQF Level 4 in a relevant and appropriate discipline or a minimum of 2 years' relevant and appropriate experience.	✓		App Form
Current First Aid Qualification or willingness to train.	✓		App Form
Commitment to undertaking continuous professional development.	✓		App Form
Evidence of further on-the job professional development and training relevant to the role.	✓		App Form/Int
Trained in 'Team Teach' (or a willingness to undertake training).	✓		App Form/Int
CCTV Operator trained (or a willingness to undertake training).	✓		App Form/Int
<u>Experience</u>			
Previous experience of working with secondary school age children and/or their families.	✓		App Form/Int
Previous experience of mentoring children of secondary school age.		✓	App Form/Int
Experience of implementing a variety of behaviour management techniques with young people.		✓	App Form/Int
Experience of working with children with complex behavioural needs.		✓	App Form/Int
Experience of working with, coordinating and evaluating additional and external agency provision.		✓	App Form/Int
Experience of conflict resolution.		✓	App Form/Int
Experience of dealing with complex social needs.		✓	App Form/Int
Experience of developing individual plans with associated targets.	✓		App Form/Int
Experience of operating CCTV systems and an understanding of legislation relating to the operation of CCTV.		✓	App Form/Int
<u>Skills and Abilities</u>			
Excellent management and organisational skills with the ability to prioritise time and tasks in order to meet deadlines.	✓		App Form/Int
Ability to provide a professional, and efficient service.	✓		App Form/Int
Excellent interpersonal and communication skills with the ability to listen, question, negotiate and reflect.	✓		App Form/Int

Excellent presentation skills with the ability to present to a wide range of audiences.	✓		App Form/Int/Pr
Ability to lead, motivate and inspire.	✓		App Form/Int
Ability to develop and communicate strategic vision.	✓		App Form/Int
Ability to work independently using own initiative.	✓		App Form/Int
Ability to cooperate effectively as a team member.	✓		App Form/Int
Ability to interpret complex data.	✓		App Form/Int
Ability to act upon instruction.	✓		App Form/Int
Ability to develop and nurture relationships with a variety of people in a range of positions and context.	✓		App Form/Int
Ability to communicate at all levels, both written and verbal, with a wide range of audiences including senior managers, parents and external agencies.	✓		App Form/Int
Ability to relate to and empathise with all students including those who need support, developing trusting and respectful relationships.	✓		App Form/Int
Flexibility to adapt the mentoring role to suit the needs of the school or the individual student.	✓		App Form/Int
Ability to respond appropriately to difficult situations and behaviours without confrontation.	✓		App Form/Int
Ability to demonstrate respect for confidentiality or information at all times.	✓		App Form/Int
Ability to contribute to the assessment, monitoring and review of student progress.	✓		App Form/Int
Ability to work within a defined system of standard operating procedures.	✓		App Form/Int
Ability to use a variety of ICT applications effectively including the Microsoft Office suite.	✓		App Form/Int
Ability to identify need and develop improvement plans as a result.	✓		App Form/Int
Ability to understand the impact of underperformance in terms of student achievement.	✓		App Form/Int
<u>Additional Factors</u>			
Awareness of current Health & Safety Legislation and procedures.	✓		App Form/Int
Understanding of mentoring skills.	✓		App Form/Int
Knowledge of strategic action planning and target setting.	✓		App Form/Int
Knowledge of other support services available to students.	✓		App Form/Int
An interest in the type of work involved.	✓		App Form/Int
A willingness to share information and expertise.	✓		App Form/Int
A commitment to on-going personal development.	✓		App Form/Int
Available to work at the required times.	✓		App Form/Int
A flexible approach to accommodate the changing needs of the school.	✓		App Form/Int
<u>Safeguarding</u>			

Must be suitable to work with young people and vulnerable adult.	✓		App Form/ Int/Checks
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E = Essential	App Form = Application Form	Int = Interview
D = Desirable	Test = Interview Test	Pr = Presentation
	Ref = Reference	MT = Micro teach
	Checks = Disclosure and barring service	

The Dudley Academies Trust operates a no smoking policy