



## **JOB DESCRIPTION**

Job Title: Behaviour Manager  
Grade: SO1 SCP 23 - 25  
Reporting to: Behaviour Leader

### **Job Purpose:**

To work in partnership with Behaviour Leader to assist with the effective leadership and running of the year group. To effectively safeguard students by taking responsibility for Child Protection within the year group and, where appropriate, across the academy.

### **Responsibilities:**

- To develop, plan and implement strategies to address the pastoral needs of students (including the Child Protection needs) within the year team and the academy, and to offer information, advice and guidance to other staff regarding the support of students.
- To ensure the Positive Discipline system is robustly and effectively implemented so that students experience a consistent approach across the academy in respect of praise and, where appropriate sanctions.
- To liaise with parents and carers regularly, supporting the effective communication between the academy and home.
- To support the effective running of Isolation so that it serves to diminish inappropriate behaviour.
- To be 'On Call' for your year group at all times ensuring that where you are not available, another Pastoral Officer provides cover.
- To carefully track the students in the year group in a holistic manner; acting, where appropriate, as an advocate for students liaising with members of staff to provide support to targeted students, to raise achievement and improve behaviour.
- Develop and implement action plans for identified students relating directly to their individual needs and circumstances.
- Monitor and evaluate student's responses, progress and achievements against the action plan through techniques such as observation, gathering and analysing relevant data.
- Establish and maintain positive and appropriate mentoring relationships with students that engages, motivates and removes barriers to learning, aimed at achieving the goals defined in their action plan.
- Maintain regular contact with parent/carers of students in need of additional support, to keep them informed of the student's objectives and progress, and to secure positive family support and involvement.
- Provide objective and accurate feedback to students about their progress and achievement.
- Encourage students to take responsibility by providing a range of information, advice and guidance to support and enable them to make choices about their own learning and behaviour.
- Be a 'point of contact' between the school and external agencies involved in supporting students, proactively initiating and establishing links with other services as necessary, and maintaining positive working relationships to facilitate successful outcomes for students.
- Attend multi-agency meetings in order to fully support students' needs and act upon any issues arising in an effective and comprehensive manner.
- Log all appropriate information correctly on the academy's pastoral monitoring systems e.g. CPOMS, SIMS etc, and, where appropriate, train other colleagues in respect of the effective recording of information.

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- Take a lead in the comprehensive assessment of student performance by investigating information and analysing patterns/trends in a range of data, in conjunction with teaching and other support staff.
- Plan and deliver group and individual support sessions on topics such as self-harm, anger management, emotional resilience, effective parenting, study support.
- Work to improve student behaviour through a pro-active approach informed by trend analysis and through maintaining a clear and positive framework for behaviour management in line with the Trust's Behaviour Policy.
- Be responsible for promoting the welfare of students by identifying potential child abuse and following safeguarding procedures in accordance with the Trust's Child Protection Policy.
- Work alongside the Attendance team to provide support for students who are unable to attend the Academy, which may include home visits.
- To train as a child protection designated officer and demonstrate a commitment to improving personal practice through training and performance management.
- Attend Early Help Plans to enable support around a student and family, including collating accurate information, writing reports and representing the Academy.
- Support with transition arrangements for students entering or leaving the Academy.
- Supporting the academy with student access arrangements and examinations.
- Undertake additional duties appropriate to the post as required.
- Provide the Behaviour Leader with regular comprehensive updates on behaviour matters in respect to students on personal caseloads, seeking advice and guidance where required.
- Provide support to the Pastoral 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.
- Accountable for ensuring that students are safe and well looked after across the Academy.
- Accountable for taking the correct action in relation to Positive Discipline in line with academy policies.
- Accountable for ensuring the success of mentoring / support programmes delivered as part of the role of Pastoral Support Leader.

## **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.

## **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.

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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. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**

## Person Specification

Criteria	Essential/ Desirable
<b>Qualifications</b>	<b>E/D</b>
<ul style="list-style-type: none"> <li>5+ GCSE A* - C (or equivalent) including English and Mathematics.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>A degree or higher-level qualification in a relevant subject.</li> </ul>	<b>D</b>
<b>Knowledge and Skills</b>	<b>E/D</b>
Knowledge of behaviour modification techniques	<b>E</b>
<ul style="list-style-type: none"> <li>Knowledge of the social, emotional and mental health needs of young people.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Knowledge of EHCP &amp; SEMH processes.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Knowledge of how to de-escalate behaviour incidents.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Good ICT skills.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>A passion for education and making a difference</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Excellent communicator.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Effective team member.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Drive and determination.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Ambition, energy, enthusiasm</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Willingness to contribute to the wider life of the Academy.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>A good understanding of Positive Discipline.</li> </ul>	<b>D</b>
<b>Experience</b>	<b>E/D</b>
<ul style="list-style-type: none"> <li>Recent experience working in a secondary school.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Experience supporting students to improve behaviours.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Experience working within the Behaviour Team of a secondary school.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>Experience supporting students to overcome personal barriers to academic success.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>Experience working with a variety of external agencies to support young people.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>Experience providing training to others.</li> </ul>	<b>D</b>
<b>Continuous Professional Development</b>	<b>E/D</b>
<ul style="list-style-type: none"> <li>Evidence of commitment to Continuing Professional Development</li> </ul>	<b>E</b>
<b>Other Conditions</b>	<b>E/D</b>
<ul style="list-style-type: none"> <li>Enhanced DBS Clearance</li> </ul>	<b>E</b>

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