

Job Description

Job Title: Behaviour Officer

Location: Jane Austen College

Job title	Behaviour Officer
Salary Scale	Support Scale E
Hours of Work	Full time - 37 hours per week
Weeks Worked	Term Time + 1 (39 weeks)
Responsible to	Behaviour Manager
Location	Jane Austen College

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 Reflection 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

- Responsible to the Behaviour Manager
- Works with the Behaviour Manager, Senior Leadership team, teachers and other support staff including education specialists and parents/carers

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • To ensure that pupils that have been removed from lessons are supervised and undertake meaningful learning activities whilst in the Reflection Room. • To ensure that the Reflection Room has a calm working atmosphere and that incidents of disruption in this area are dealt with swiftly. • To meet with and telephone parents as required discussing the behaviour, or improvements in behaviour, of pupils. • Support pupils to develop their behaviours for learning and improve their attitude to staff and pupils upon their return from time in the Reflection Room. • Contribute to and monitor the school's internal exclusion records, identifying patterns and alerting staff of any concerns. • Take part in relevant training. • Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. • Observe and report on individual pupil's behaviours for learning whilst in the Reflection Room and when requested to do so in lessons by the Senior Leadership team.
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	<ul style="list-style-type: none"> • Attend regular meetings with the Assistant Principal to report on the number, gender, year, reasons for internal exclusion and behaviour of pupils in the Reflection Room. • Contribute to the school's behaviour and rewards policies as required. • Commit to embedding equality, diversity and inclusion in all activities. • Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal.
Support for Pupils	<ul style="list-style-type: none"> • Support pupils in their reintegration into lessons following periods of removal from class. • Provide academic and behaviour support for individual pupils in the Reflection Room. • Monitor pupils behaviour in the Reflection Room and in lessons within the academy.

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"> • Good basic level of education preferably including GCSE (or equivalent) in Maths and English 	<ul style="list-style-type: none"> • DSL training or equivalent • NVQ Level 3 in a relevant discipline or equivalent experience or higher
Experience	<ul style="list-style-type: none"> • Experience of working with children • Experience of problem solving 	
Skills, Knowledge	<ul style="list-style-type: none"> • Able to work on own initiative and with minimal supervision • Evidence of the ability to build good working relationships with teaching staff and other stakeholders • IT Literate • Able to work under pressure • Ability to work constructively and flexibly as a part of a team • Ability to meet deadlines by effective planning and time management • Good communication skills, both written and spoken to internal and external customers • Able to work with challenging situations and offer support in a calm manner • Able to maintain confidentiality and inform staff and external parties on a need to know basis 	

	<ul style="list-style-type: none">• Ability to work as part of a team to reach agreed targets and outcomes• Ability to work flexibly	
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Signature

Date

Name