

JOB DESCRIPTION

NOTE: This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.

Job Title:	Behaviour (Reset) Coordinator
Grade:	5
Salary:	SCP 16 – SCP 20
Conditions of Service:	Support Staff Contract of Employment
Responsible to:	Assistant Headteacher

Statement of Purpose

To supervise students removed from class for poor behaviour in the school's Reset provision, ensure work set is completed and provide interventions with the support of the wider Pastoral team to break cycles of poor behaviour.

Support to Students

- Receive and supervise students who are removed from class for a period of one school day in the school's Reset provision.
- To recognise and diffuse difficult behaviour.
- Inform parents as required of student's presence in Reset.
- Supervise students completing set work, providing support if able, and be responsible for them until their return to normal timetable.
- Provide feedback to senior staff if necessary about behaviour of disruptive students while in Reset.
- Apply sanctions as required.
- Log Behaviour Consequences data on school systems.
- Deliver interventions to students who repeatedly end up in Reset to help them break their cycles of poor behaviour.

Support to Teacher

- Supervise students excluded from the classroom during timetabled lessons.
- Return to appropriate teachers all work completed by students while in Reset, or ensure students submit electronically.
- Provide data analysis on numbers of students entering Reset, number of days lost to Reset and reasons/incidents for Reset, and for Fixed Period Suspensions, if required.

Administrative Support

- Provide general administrative support according to the needs of the school and wider pastoral team.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

PERSON SPECIFICATION

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	<p>Experience</p> <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda. • Experience of working with young people demonstrating challenging behaviours. 	
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • NVQ3 learning & development support for children, young people and those who care for them or equivalent qualification, or experience in a relevant discipline. 	
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. • Able to apply effective management behaviour tools • Ability to relate well to children and to adults. • Good ICT and record keeping skills. • Very good numeracy and literacy skills. • Excellent interpersonal skills • Good communication skills • Good organising, planning and prioritising skills • Methodical with good attention to detail. 	
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the students, parents, carers and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new 	

	ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.