



## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **DEPUTY BEHAVIOUR & INCLUSION MANAGER**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

##### **JOB SUMMARY**

1. Work under the direction of the Behaviour & Inclusion Manager and other senior staff.
2. Take delegated responsibility for behaviour and inclusion systems across a designated Key Stage.
3. Support the implementation of systems which enable behaviour change and positive behaviour for learning.
4. Deputise for the Behaviour & Inclusion Manager as and when required.
5. Support the coordination of provision for students within the Inclusion groups, ensuring a calm and orderly environment in which all can learn.
6. Assist in providing targeted support to enable students with SEMH and additional needs, to participate fully in the life of the school and to make good progress.
7. Establish constructive relationships with parents/carers, exchanging information, facilitating support for their child's attendance, access and learning, and supporting home-to-school and community links.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

###### **1 Support for Students**

- 1.1 Support the Senior Leadership Team (SLT) lead, ensuring all students are able to fully access education.
- 1.2 Apply the school policies in relation to the safeguarding of students and contribute to the identification and support of students at risk.
- 1.3 Monitor behaviour and attendance within a Key Stage, identifying trends and escalating concerns where appropriate.
- 1.4 Support the successful integration of students, alongside the Inclusion Team, who have demonstrated challenging behaviours, or who have experienced social and emotional difficulties in other schools into the school.
- 1.5 Positively promote and ensure the consistent implementation of all school policies, including the monitoring and support of the conduct of students in unstructured and structured times and contribute to the operation of calm, orderly and safe and stimulating environment where all students are valued and encouraged to fully participate.

- 1.6 Work proactively with parents/carers in a variety of ways in order for them to better support their child and, where required, manage strategies for involving parents in the daily life of the school.
- 1.7 Provide pastoral and mentoring support to students, including one-to-one and small group interventions.
- 1.8 Agree strategies, in respect of identified concerns with individual students in consultation with relevant staff and acting as intermediary at home, including facilitating home visits when attendance at the school is problematic or the student needs to be taken home as a result of illness or conduct.
- 1.9 Make and deal with referrals with an identified student or cohort and ensure that appropriate records are kept and maintained in order to support the child and their family.
- 1.10 Liaise with appropriate support personnel in the school and external agencies to ensure the attendance and wellbeing needs of students are met including attendance at multi agency review panels and co-ordinate internal behaviour and attendance panels, as and when necessary. This will include contributing to and producing accurate reports and risk assessments within necessary timescales.
- 1.11 Use specialist (de-escalation / curricular/ learning) skills/ training/ experience to support students.
- 1.12 Contribute to the development of behaviour support, Individual Education Plans and mentoring programmes under guidance of the SENDCO/ Behaviour & Inclusion Manager.
- 1.13 Establish productive working relationships with students, acting as a role model and ensuring high expectations amongst all staff.
- 1.14 Promote the inclusion and acceptance of all students within inclusion groups and classrooms.
- 1.15 Promote independence and employ strategies to recognise and reward achievement of self-regulation.
- 1.16 Provide feedback to students in relation to progress, achievement, behaviour and attendance.
- 1.17 Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- 1.18 Provide pastoral support to students.
- 1.19 Co-ordinate 1:1 mentoring arrangements with students and provide support for distressed students.
- 1.20 Receive and supervise students removed from, or otherwise not working to, their normal timetable.
- 1.21 Work with teachers to secure outstanding progress in all subjects for all students within the centre.
- 1.22 Attend to student's personal needs and provide advice to assist in their social, health and hygiene development.
- 1.23 Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- 1.24 Provide individual and/or small group intervention as directed.
- 1.25 Lead the effective transfer of students across pathways/ integration of commissioned places onto dual registration and those who have been absent from the centre.
- 1.26 Develop a positive relationship with students and promote self-esteem and independence.
- 1.27 Provide feedback to targeted students on their progress and attainment.
- 1.28 Provide any additional support for students with disabilities, including on 'personal hygiene' to secure wellbeing and to enable them to participate fully in the life of the school. Where this requires support for toileting using a hoist or other specialist equipment, training will be provided.

## **2 Support for Teachers & Teaching**

- 2.1 Work with all teachers to establish a calm learning environment.
- 2.2 Provide information to teachers and other support staff and ensure that planning is appropriate to the needs of all students within the centre.
- 2.3 Liaise with the SENDCO and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support students across curriculum areas.
- 2.4 Maintain accurate records of interventions, student progress and behaviour incidents, including Education Health Care Plan paperwork and data as agreed with school leaders and contributing to the reporting systems as required.
- 2.5 Lead meetings with parents and carers, external agencies and provide constructive feedback on student progress, attainment, attendance and behaviour.
- 2.6 Under the direction of the SENDCO and the Behaviour & Inclusion Manager, contributing to student profiling of SEND by carrying out a range of appropriate tests.
- 2.7 Under the direction of the SENDCO and the Behaviour & Inclusion Manager, develop, monitor and review students' Individual Education Plans (IEPs) / Student Individual Support Plans (PISPs) & Star Maps.
- 2.8 Establish constructive relationships with parents/carers, exchanging information, facilitating support for their child's attendance, access and learning, and supporting home-to-school and community links.
- 2.9 Attend specific training as and when requested by the SENDCO / Assistant Principal (Behaviour).
- 2.10 Support with student supervision and management of student behaviour, in line with school procedures.
- 2.11 Provide clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc. coordinating the making of daily phone calls with updates on student progress.
- 2.12 Contribute to coaching, mentoring and sharing good practice, within the pastoral and inclusion team, throughout the school and Trust.
- 2.13 Support the school and Trust's drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.

## **3 Support for the School**

- 3.1 Deputise for the Manager in their absence, ensuring continuity of systems and routines.
- 3.2 Assist the Behaviour & Inclusion Manager in coordinating the work of behaviour support staff within the Inclusion space.
- 3.3 Contribute to the organisation of enrichment activities, trips and events as required.
- 3.4 Participate in professional development to enhance practice and impact.
- 3.5 Support the Behaviour & Inclusion Manager to ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality and data protection, reporting all concerns to the appropriate person.
- 3.6 Support the maintenance and enhancement of the school's ethos and mission through their own

outstanding professional conduct and high expectations of others.

- 3.7 Support in creating a culture in which effective learning can take place.
- 3.8 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- 3.9 Lead meetings of Inclusion Group staff, as required by the Behaviour & Inclusion Manager and communicate information to staff and co-ordinate resulting action.
- 3.10 Work within school policies and procedures.
- 3.11 Attend and participate in individual and team meetings as required.
- 3.12 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 3.13 Undertake planned provisions for students on visits, trips, out of school activities and enrichment programmes and take responsibility, as required.
- 3.14 Work as part of a team and support the role of other people in the team.

#### **4 Other Responsibilities**

- 4.1 Support the pastoral team and the administrative staff to input pastoral information into end of year reports using information recorded in Bromcom.
- 4.2 Organise multi-agency meetings as required.
- 4.3 Support the delivery of enrichment activities and trips including accompanying and supervising students as needed.
- 4.4 Ensure effective communication of all safeguarding information training.
- 4.5 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 4.6 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 4.7 Contribute to the wider life of the Trust and the Star community.
- 4.8 Carry out any such duties as may be reasonably required by the Principal/Trust.

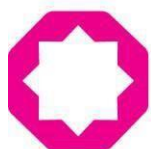
#### **5 Strengthening the Community**

- 5.1 Contribute to stakeholder engagement and communication with parents, carers and families across year groups.
- 5.2 Work effectively in partnership with all external agencies and the Trust.
- 5.3 Represent the school at meetings.
- 5.4 Be a professional advocate for the school in all contexts.

#### **6 Records Management**

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



Star

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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	Level 3 qualification (NVQ level 3 or A level).	E	✓	
2.	5 GCSEs including English and Maths at grade 9-4/A*- C.	E	✓	
3.	Degree level qualification or equivalent experience.	D	✓	
<b>EXPERIENCE</b>				
4.	Leadership experience in an Alternative Provision with children in a secondary school or other setting.	E	✓	✓
5.	Supporting children with special educational needs and/or Disabilities (SEND).	E	✓	✓
6.	Supporting children with English as an additional language (EAL).	D	✓	✓
7.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	E	✓	✓
8.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	E	✓	✓
9.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	E	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
10.	Ability to maintain positive relationships with students, parents and staff.	E	✓	✓
11.	Ability to work effectively within a team.	E	✓	✓
12.	Effective classroom and behaviour management skills.	E	✓	✓
13.	Ability to communicate effectively using technology.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
14.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	E	✓	✓
15.	Good knowledge of the secondary curriculum.	D	✓	✓
16.	Knowledge of strategies to support students with specific SEND e.g. SEMH, physical disabilities, visual and/or hearing impairment, dyslexia.	D	✓	✓
<b>PERSONAL QUALITIES</b>				
17.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
18.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
19.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
20.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
21.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
22.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
23.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓