

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE	Director of Behaviour
JOB PURPOSE	The key purpose of the Director of Behaviour is to oversee the operational leadership of student behaviour at the Academy. The Director of Behaviour will be expected: • To work collaboratively with students and parents/carers to promote positive behaviour among all students, and to help students overcome barriers to learning such as challenging behaviour. • To coach, support and train staff to implement behaviour interventions. To plan, deliver and evaluate the impact of behaviour interventions. • To work with external agencies as required. • To keep up to date with research, DFE guidance and statutory requirements in all relevant areas of the post, and to provide this to the Senior Leadership Team to inform timely changes to academy policy and procedure
RESP/GRADE	From PO6 to PO7 (£43,857 to £49,864)
RESPONSIBLE TO	Assistant Vice Principal Behaviour (Behaviour)

KEY RESPONSIBILITIES

Support for Students

- Take a proactive approach to promoting the best possible student behaviour, work ethic and ethos, and to encouraging personal responsibility and self-discipline
- Adopt a trauma-informed approach to all aspects of monitoring and improving student behaviour
- Build and maintain productive relationships with all students, acting as a role model and mentor
- Assess the needs of students, on an ongoing basis, and identify those most in need of help to overcome barriers to learning, making sure these students have individual behaviour plans
- Plan, deliver and evaluate the impact of activities to use directly with students with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support. Coach staff to participate in delivering these activities
- Coach, mentor and empower students to be able to make informed choices about their own learning, behaviour and attendance, and to understand the links between these
- Identify education and training providers who offer appropriate opportunities for students who have challenging behaviour and/or are disaffected
- Manage and oversee the detention system ensuring timely follow-up and escalation as

- appropriate
- Oversee the strategies to prevent the suspension of students and lead the reintegration of disaffected students and those who have been absent due to suspension
- Coordinate the supervision of students suspended or otherwise not working to a normal timetable
- Arrange and monitor managed move and alternative provision placements.

Working with and supporting colleagues

- Collaborate with Westminster Academy Inclusion Team to identify and implement strategies to reduce disruption to learning
- Consult with the Assistant Vice Principal on the range of appropriate interventions and support to ensure the consistent delivery of the Behaviour Policy
- Line manage the team of Behaviour Monitors, which includes conducting performance management.
- Identify, plan, deliver and assess all training and development needs of staff with regards to managing student behaviour, including providing relevant INSET sessions
- Coach, support and train staff to implement behaviour interventions and appropriate strategies in class, and work with staff to adapt interventions to their classroom environment
- Support staff with the use of individual behaviour plans, and any reviews of these plans
- Work close with relevant staff to monitor student progress
- Work with the designated safeguarding lead (DSL) to support staff to understand behaviour that suggests students may be experiencing a mental health problem or be at risk of developing one, and behaviours linked to specific safeguarding issues such as drug use and alcohol abuse

Monitoring, reporting and administration

- Plan, deliver, monitor and evaluate the impact of behaviour interventions, including any support that is provided to students through external agencies
- Plan and promote strategies to encourage positive attitudes and behaviour across the school
- Monitor the implementation of the school's behaviour policy and procedures, and complete audits to suggest improvements
- Analyse and report on behaviour incidents termly, and draw up action plans where needed to address any areas for improvement
- Identify, lead and assess school improvement priorities related to behaviour through the effective use of relevant data
- Produce reports, documents and correspondence for Senior Leadership Team meetings, external meetings, Trustee meetings.
- Train and support staff in recording behaviour incidents in line with school procedures
- Complete all documentation associated with the role, including that related to permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs
- Remain up to date with relevant research, DFE guidance and statutory requirements in all relevant areas of the post, and to provide this to the Senior Leadership Team to inform timely changes to academy policy and procedure

Work with parents/carers

- Build and maintain positive relations with all parents/carers, particularly those hard to reach, to encourage families to take an active role in students' behaviour and learning

- Liaise with parents/carers to discuss strategies that can help promote positive behaviour always reflecting the Academy's ethos, so parents can help their child the best they can
- Carry out home visits, where necessary, to address behaviour concerns for individual students

Work with external agencies

- Participate in relevant meetings with outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists
- Support the referral of students to appropriate agencies
- Ensure all supporting material and documentation required for exclusion and reintegration meetings is readily available

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent etc.) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

The duties outlined in this job description may be modified by the Principal, with your agreement to reflect or anticipate changes in the job commensurate with the salary and job title.

PERSON SPECIFICATION: Director of Behaviour

Information for candidates: The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below. Tell us in what way you have carried out the criteria asked for. People with disabilities will be offered an interview where they meet the Essential Criteria alone.

Essential Criteria
Education /Qualification: • Experience of implementing and promoting initiatives to support exemplary student behaviour • Recent CPD to evidence middle management / leadership training
Professional knowledge, skills and competences: • Strong listening skills and proven ability to deal with sensitive situations with integrity • Proven ability to communicate effectively with adults and children, including through written and verbal communication • Proven ability to create good relationships with students, staff and parents • A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment • Proven ability to tailor interventions to individual students • Knowledge and understanding of the trigger points that lead to poor behaviour • Ability to review policies and procedures • Excellent understanding of safeguarding policies and procedures and their role in child protection • Proven ability to be flexible to changing workload demands and new challenges • Ability to use IT systems and to conduct analysis and produce reports • Confident in addressing audience with a range of abilities, using different style and approaches • Excellent communication skills, both written and oral • Excellent listening, rapport building, negotiating, collaboration & conflict resolution skills • Proven ability to work at both a strategic and operational level • Good knowledge of the performance management process and setting objectives • Able to deliver results with minimal supervision and comfortable operating as part of a wider team • Strong team player with a collaborative, practical 'can-do' approach

Experience

- Experience of working with children of a relevant age, dealing with difficult situations relating to poor behaviour
- Experience of working with outside agencies and participating in meetings
- Experience of assessing students' needs
- Experience of delivering training courses and briefing sessions on specific topics including behaviour
- Experience of delivering programmes with students with challenging behaviour, including one-to-one, small group and whole-class activities
- Experience of coaching and advising staff on suitable behaviour interventions
- Experience of working closely with families/carers, including carrying out home visits
- Experience of managing of a team of colleagues including objective setting
- Knowledge of safeguarding protocols and DFE guidelines

Philosophy and commitment:

- An understanding of and commitment to the Academy's values and the inclusion agenda
- A belief that everyone can benefit from and has an entitlement to high quality management
- A personal commitment to continuous professional development
- Commitment to high standards, best value and continuous improvement
- A "can-do" approach and positive attitude to innovate and change

Personal qualities:

- Willingness to provide the best possible opportunities for all students
- Well-developed sense of empathy
- Organised, proactive and self-motivated
- Good time management skills
- Commitment to upholding and promoting the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding, equality, diversity and inclusion
- High level of accuracy and attention to detail
- Enthusiasm
- Initiative and self-motivation
- Stamina and a capacity for hard work
- Effective time management skills
- Ability to be reflection and self critical

Signature:

Date: