



## **BARTON MANOR SCHOOL (BMS) JOB DESCRIPTION**

<b>Job Title:</b>	<b>Isolation Manager/Behaviour &amp; Pastoral Support Assistant</b>
<b>Grade:</b>	BCAT 7
<b>Employed for;</b>	37 hours a week, term time only plus 2 SDD
<b>Hours;</b>	8.00am – 4.00pm Monday to Thursday 8.00am – 3.30pm Friday (to include a 30 minute unpaid lunch break)
<b>Responsible to:</b>	<b>Deputy Headteacher: Pastoral care</b>
<b>Responsible for:</b>	Behaviour & attitudes

### **Aims of Barton Court Academy Trust (BCAT)**

BCAT is dedicated to providing world class education, which will nurture personal excellence, confidence and independent thinking skills. The Academy Trust will expand at rate that does not compromise the education of any of its students. The role of Isolation Manager/Behaviour & Pastoral Support Assistant supports the Deputy Headteacher: Pastoral Care and Assistant Headteacher: Pastoral Care in promoting outstanding behaviour which will support school improvement including; supporting teaching and learning through eliminating low level disruption and ensuring the safety of all pupils, excellent standards of attendance and punctuality.

### **Main purpose of the post:**

The Isolation Manager/Behaviour & Pastoral Support Assistant will manage the day-to-day teaching and organisation of the School Referral Unit and Isolation Unit. They will be part of the Behaviour and Pastoral support team to develop an ethos of high expectations for students regarding behaviour and attitudes, and therefore provide further support for students learning and achievement.

### **Safeguarding**

To promote safeguarding at all levels of the School as a member of support staff. A key focus of this role is to Safeguard all students at all levels across the school community.

**It is expected that support staff will support teachers, Lead teachers, HOY and the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:**

### **Policy and Procedure**

- Act as a champion of the school's safeguarding policy and procedures and make sure you access these and understand them
- Be aware of your responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your own department to safeguard students.

### **Training**

- Undergo training to develop and maintain the knowledge and skills required to carry out your role effectively with respect to safeguarding
- Refresh knowledge and skills at least annually to remain up to date with any developments relevant your role and your responsibilities for safeguarding
- Obtain access to relevant resources

### **All members of staff have a responsibility to:**

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

### **The Isolation Manager/Behaviour & Pastoral Support Assistant will:**

Accountabilities	Indicative tasks/actions
<b>Managing the Isolation Unit (Removal Unit)</b>	<ul style="list-style-type: none"> <li>• To liaise with the Assistant Headteacher: Pastoral Care KS3 and Deputy Headteacher KS4 on a regular basis in regard to the Removal Unit (RU).</li> <li>• To support student learning while in the Removal Unit.</li> <li>• To keep accurate records pertaining to the Remove Unit as required by the Assistant and Deputy Headteacher: Pastoral Care and inform the relevant parties</li> <li>• Collect students booked into the RU each day.</li> <li>• Mark detentions at the end of the day as attended or missed.</li> <li>• Reset detentions and telephone home.</li> <li>• Notify parents if their child will be in the RU.</li> <li>• Maintain records of students who are in the RU on a daily basis.</li> <li>• Set RU detentions in BROMCOM.</li> <li>• Run the 60 minutes after school detentions.</li> <li>• Escort students in the RU to early lunch.</li> <li>• Create a detentions template each day in Bromcom for staff to add students to?</li> </ul>
<b>Managing the Isolation Unit (School Referral Unit)</b>	<ul style="list-style-type: none"> <li>• To be responsible for the day-to-day organisation and progress of students in the School Referral Unit.</li> <li>• To liaise with Subject Teachers to ensure that students in the School Remove Unit follow the appropriate Curriculum.</li> <li>• Liaise with the Deputy and Assistant Headteacher: Pastoral Care in the behaviour management of students in the School Referral Unit.</li> <li>• To provide written reports for any relevant agencies in regard to students in the School Referral Unit.</li> <li>• To be responsible for promoting a working atmosphere that is conducive to promoting academic progress and positive behaviour.</li> <li>• To liaise with Subject Teachers to support the behaviour of students when they return to mainstream education.</li> <li>• To provide learning opportunities outside the School Referral Unit.</li> <li>• To use Restorative Approaches to provide opportunities for students to reflect on their actions both within the School Referral Unit and then once they return to mainstream lessons.</li> <li>• To keep accurate records pertaining to the School Referral Unit as required by the Deputy and Assistant Headteacher: Pastoral Care and Headteacher</li> </ul>
<b>Working with the Behaviour Team and Pastoral Team</b>	<ul style="list-style-type: none"> <li>• Work with the Behaviour Team to create a productive learning environment which is engaging and fulfilling for all students and staff reflecting the identity of the School;</li> <li>• Establish with the Behaviour Team a culture that promotes excellence, quality and high expectations of all students and staff;</li> <li>• Demonstrate the School's vision and values in everyday work and practice</li> <li>• Be responsible for promoting a working atmosphere that is conducive to promoting academic progress and positive behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor the quality and consistency of behaviour in lessons throughout the school and ensure teachers are following school policies and practices regarding behaviour management</li> <li>• Intervene effectively to support teachers and support staff to ensure lessons and learning are not disrupted by low level poor behaviour</li> <li>• Liaise with teachers to support the behaviour of students when they return to mainstream education.</li> <li>• To provide learning opportunities outside the Referral Unit</li> <li>• Support the AHOY with their work, as needs arise, with attendance, behaviour, mentoring and communication home to parents</li> </ul>
<b>Managing the day to day Organisation</b>	<ul style="list-style-type: none"> <li>• Provide a strong visible presence throughout the School and immediate area to ensure positive behaviour of students and ensuring safety of students and staff</li> <li>• Ensure the School's high expectations for pupils' behaviour and conduct are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct.</li> <li>• Ensure low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.</li> <li>• Manage and de-escalate challenging behavior and offer pastoral and nurturing support for students.</li> <li>• Support leaders, staff and pupils in creating a positive environment in which bullying is not tolerated. Where instances of bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</li> <li>• Support the development of a positive and respectful culture among pupils and staff, ensuring pupils are safe and they feel safe.</li> <li>• Support student learning while in the Removal Unit.</li> <li>• Use BROMCOM to monitor student attendance.</li> <li>• Assist in the day-to-day teaching and organization of the School Referral Unit and Isolation Unit.</li> <li>• Liaise with the Deputy and Assistant Headteacher in the behavior management of students in the Referral Unit.</li> <li>• Provide written reports for any relevant agencies in regards to students in the Referral Unit.</li> <li>• To keep accurate records pertaining to the School Referral Unit as required by the Deputy Headteacher and Headteacher.</li> <li>• To plan, mark, moderate and monitor the progress of students in the Referral Unit.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• To follow the School's child protection procedures in cases where there is concern over the safety or emotional wellbeing of a student.</li> <li>• To maintain strict confidentiality with regard to both the staff and students within and outside of the school.</li> <li>• To use BROMCOM to monitor attendance of students</li> </ul>

	<ul style="list-style-type: none"> <li>• To develop programmes of work that are “student specific” for students to complete while they are in the SRU.</li> <li>• Challenge and motivate students to promote and enforce high levels of self-esteem, emotional wellbeing and attitude to learning.</li> <li>• Support students management strategies and the policies of the School.</li> </ul>
--	---

## **Person Specification**

### **Experience:**

- Previous experience of working in a school environment, is desirable.
- Aptitude or experience of working with ICT, including BROMCOM.
- Experience working with extreme behaviour
- Experience of working with Special Education Needs
- Understanding of de-escalation techniques for behaviour and proven experience implementing these
- Understanding of social and emotional mental health in young individuals and the impact to behaviour
- Experience of working with young people with autism and SEND needs

### **Skills**

- Administrative and organisational skills.
- Strong literacy and numeracy skills
- Strong behaviour management and ability to de-escalate situations
- Empathy and the ability to work with pupils.
- Ability to maintain a high degree of confidentiality and to use discretion in dealing with sensitive information.
- Ability to deal in a professional manner with all internal and external contacts.

### **Personal Attributes:**

- Motivated, enthusiastic, flexible, friendly and helpful.
- Positive and pro-active
- Approachable, non-judgmental and a good listener
- Excellent interpersonal skills and ability to build effective relationships with pupils, staff, families and other professionals
- Accurate with good attention to detail.
- Excellent record of attendance.
- Resilient and confident
- Able to adapt to changing situations

### **Standards and Quality Assurance:**

- Support the aims and ethos of the school and the staff Code of Conduct.
- Set a good example in terms of dress, punctuality and attendance.
- Attend team and staff meetings.
- Ability to identify own training and development needs and willingness to participate in development and training opportunities.
- Be proactive in matters relating to health & safety.

## Conditions

- The Inclusion Manager/Behaviour & Pastoral Support Assistant will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Executive Headteacher and Headteacher.
- The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/Headteacher the other.

Signed.....

Date.....