

Job Description and Person Specification

1.0: Position Title: Teacher with additional responsibilities for Personal Development, Behaviour & Attitudes

Grade: MPS/UPS +SEN + TLR2i

Responsible to: SLT

1.1: Job Purpose

- To create a safe and compassionate environment where children and young people flourish
- To work alongside the senior leadership team to organize and lead on behaviour, attitudes and personal development on your designated base.

1.2: Main Duties and Responsibilities - To work alongside the senior leadership team to :

- Ensure a stimulating, safe and secure learning environment is developed and maintained on your designated base.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the behaviour and relationships policy
- Define and agree the actions and behaviours you want to see which best reflect vision and values
- Take every opportunity to teach and remind students of the rationale behind each behaviour expectation, and how it links to school values.
- Oversee the pastoral care of all students
- Create a positive culture through excellent daily management of the base
- Take the lead responsibility for ensuring all behaviour and achievement is recorded and monitored in compliance with policy and practice
- Liaise effectively with parents/carers and home school
- Liaise closely with outside agencies, arrange and attend multi-agency meetings for students as appropriate
- To assist in preparing students for transition
- To manage student home/school transport arrangements
- Take the lead responsibility for tracking and monitoring the attendance of students and work with SLT to develop strategies to improve attendance and reduce persistent absence
- To assist in the college SEND procedures, supporting the Annual Review process, ensuring Pupil Profiles are implemented and kept up to date for students. Work with the SENDCo to deploying Learning Support intervention where appropriate
- To coordinate and manage staff in the daily operation of the timetable including breaks, lunch and transition times
- Support the referral and induction procedure for new students
- Assist in implementing and reviewing the School Development Plan
- Facilitate staff briefings/debriefings and weekly team meetings
- Develop opportunities for student and parent voice
- Support ongoing development and delivery of RSHE
- Support the work of the CEIAG lead in securing the best possible destinations for students and in the delivery of the curriculum
- Ensure that the staff team maintain appropriate and professional standards in all areas of their work
- Be responsible for Health & Safety as detailed in the Meadowbrook College Health & Safety Policy
- Comply with all safeguarding procedures at all times
- Ensure that relevant risk assessment forms and health and safety checks are completed prior to any offsite activities starting and liaising with external providers

- Monitor and enable staff well-being and report any concerns to SLT
- Support the cost center management of your designated base in order to secure the best value use of resources
- Ensure all premises, staffing and finance issues relating to your designated base are dealt with efficiently and effectively
- Facilitate effective and efficient induction of new staff to the team
- Assist in the performance management of staff and participate in the performance management process oneself

The expectation is that the post holder will teach /lead learning, the exact amount will be discussed on an annual basis. The leadership nature of this post will require flexibility to meet the needs of Meadowbrook College, bases, its students and staff as they arise. This description is not intended to be exhaustive and the post holder will be expected to perform such duties as reasonably requested by the Headteacher.

PERSON SPECIFICATION

QUALIFICATIONS AND EXPERIENCE	ESSENTIAL	DESIRABLE
1. Recent relevant experience, training or qualifications in behaviour management	✓	
2. Recent experience of working with students across all Key stages at secondary level		✓
3. Experience of working with students of primary age		✓
4. Recent, within the last 3 years, relevant experience in a leadership role		✓
5. Experience of Team Teach, Restorative Practice, Trauma-informed practice and the Nurture Principles	✓	
6. Experience of whole school timetabling		✓
STRATEGIC DIRECTION AND DEVELOPMENT	ESSENTIAL	DESIRABLE
7. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents/carers, schools/academies, external agencies and the local community	✓	
8. The commitment to develop a positive, diverse and inclusive ethos which values each individual and challenges any form of discrimination	✓	
9. Experience of school Self-Evaluation and School Development Planning in order to raise standards	✓	
10. Sound knowledge/understanding of recent educational developments/legislation in relation to schools and the impact on AP Academies/Free Schools		✓
11. The ability to create a safe and stimulating learning environment that contributes positively to teaching and learning	✓	
12. Awareness of OfSTED requirements relating to, personal development, behaviour and attitudes, leadership and management	✓	
13. Ability to use data and information to support review, track student progress, set targets and initiate systems to raise standards	✓	
LEADERSHIP AND MANAGEMENT	ESSENTIAL	DESIRABLE
14. Proven recent experience in a leadership role motivating and managing staff effectively and working as a team member		✓
15. Proven ability to self-motivate, use initiative and lead pro-actively	✓	
16. The ability to make decisions based on analyses, interpretation and understanding of relevant information and have the confidence, clarity and decisiveness in making and carrying out decisions	✓	
17. Good organisational skills and the ability to have a flexible and adaptable approach	✓	
18. The capacity to monitor and evaluate the work of others to achieve successful outcomes	✓	
19. To possess excellent listening, written and oral communication skills; the ability to chair meetings, make presentations and to communicate effectively with students, parents/carers and staff	✓	
20. The ability to manage time effectively	✓	
21. Think creatively and imaginatively to anticipate and solve problems and identify opportunities	✓	

22. Practical experience of coaching being used to raise staff potential and performance and in managing and delivering change		✓
23. Understand what makes for 'Successful Transitions	✓	
24. Experience of Trips and Visits legislation and managing off site learning/provision		✓
25. A proven ability in the use of MIS /information and communication technologies	✓	
FINANCIAL AND RESOURCE MANAGEMENT	ESSENTIAL	DESIRABLE
26. Experience of successfully managing a key budget area (School Development Plan linked)		✓
27. Understanding of the factors that impact on the financial viability of alternative provision academies		✓
ATTRIBUTES	ESSENTIAL	DESIRABLE
28. The ability to be adaptable, flexible and have empathy	✓	
29. The ability to communicate and develop the College and Trust's vision and promote a shared understanding amongst staff	✓	
30. Have high expectations of self and others and a strong commitment to raising achievements	✓	
31. Demonstrate self-confidence, resilience, perseverance and stamina	✓	
32. A passion for learning and enabling students to develop as enthusiastic, independent learners	✓	
33. Understanding the importance of promoting and safeguarding the welfare of students	✓	
34. Highest levels of professional and personal integrity	✓	
35. Ability to show initiative and a willingness to go the 'extra distance'	✓	

Key: **Essential** = without which the candidate could be rejected

Desirable = useful for choosing between two good candidates

Meadowbrook College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff and volunteers are expected to promote Fundamental British Values. This post involves the type of work with children and young people that requires applicants to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post. All cases are considered confidentially and according to the nature of the role and information disclosed. Online checks will be carried out for all short-listed candidates.

Appointments will not be made without References from previous employers.