

**Job title:** Lead Behaviour Manager  
**Responsible to:** Assistant Principal: Behaviour  
**Grade:** 10

**Job purpose:**

The Lead Behaviour Manager (LBM) will work closely with the Assistant Principal for Behaviour and the wider senior leadership team to further develop and effectively implement the behaviour strategy. The LBM will also work collaboratively with the team of Learning Managers.

The LBM will attend SLT meetings as required to support the Assistant Principal for Behaviour ensuring that behaviour and attitudes in the classroom are of the highest standard as well as focusing on the behaviour of learners around the academy and on their way to and from school. At SLT meetings the LBM will regularly present an overview of behaviour data and ensure that key targets are being met.

Working with the Learner Support Team, the Behaviour Manager will contribute to excellent outcomes for learners by working closely with the team to implement all elements of operational behaviour management.

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**Main Duties:**

- Support the AP for Behaviour to lead and manage all aspects of the VDE system.
- Contribute to the Supporting Expectations (SE) provision.
- Regularly review the efficacy of SE and contribute to the Trust wide development of VDE.
- Work closely with the AP for Safeguarding to provide specific behaviour management plans for vulnerable learners as required.
- Support the AP for Behaviour to work strategically and operationally to reduce fixed term and permanent exclusions. This will include working with the LA's inclusive pathways provision.
- Oversee the data tracking system and ensure that appropriate action is taken to support learners in changing negative behaviours.
- Work with DAT senior leaders to ensure that highly effective behaviour management is fully supports the outcomes that learners achieve.
- Support the AP for Behaviour to design and deliver continuous professional development as required to ensure that VDE is implemented consistently by all teaching and associate staff.
- Support the AP for behaviour to develop and implement a framework for addressing the anti-bullying agenda. This will include a relevant education programme for learners in all year groups and tracking the incidents of bullying to achieve a reduction in cases.
- Support the AP for Behaviour to develop a comprehensive range of rewards to promote and celebrate learners' positive behaviours. Ensure that this features prominently in the assemblies' programme.
- Liaise as required with outside agencies to promote learners' positive behaviours.

## **Policy and Procedure**

1. To contribute to the development of policies.
2. Support the AP for Behaviour with the development of associated procedures which enable the effective implementation of agreed policies.
3. Support the AP for Behaviour to monitor the impact of procedures and make recommendations for amendment and/or development.
4. To provide training, support and guidance for staff in relation to procedures which support behaviour management.

## **Data Analysis, Reporting and Recording**

### **Support the AP for Behaviour with the following:**

1. Analyse data in order to:
  - Identify those learners who require intervention.
  - Measure the impact of any implemented intervention.
  - Identify trends and hotspots.
2. Develop, produce and present a variety of reports in order to:
  - Highlight areas of concern which facilitate intervention at the earliest opportunity.
  - Provide senior and middle leaders with information to take preventative action within their area(s) of responsibility.
  - Evidence impact of any work undertaken.
  - Provide evidence for meetings including learner meetings and those which may relate to exclusions.
3. To record and input information accurately ensuring:
  - It meets legal and statutory obligations.
  - It is in line with standard operating procedures.
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## **Intervention**

1. To respond to behaviour incidents.
2. To support staff to deal effectively with behaviour incidents.

3. To develop and implement a range of intervention strategies for those learners who are cause for concern in terms of their behaviour.
4. To monitor the impact of any intervention.
5. To liaise with staff, parents, carers and where appropriate, external agencies.
6. To put in place strategies and intervention measures in response to identified trends and hotspots for unacceptable behaviour.
7. To manage internal seclusion through 'supporting expectations' processes.
8. Support the management of the on-call system.
9. Provide support with the detention system.
10. To provide training, support and guidance for staff in relation to intervention strategies.

The Lead Behaviour Manager will undertake the following responsibilities as a member of the Learner Support Team:

1. Represent the school in the absence of the Assistant Principal at external panel meetings and reviews. This will include delegated decision making as appropriate on behalf of the Assistant Principal.
2. To be the only designated member of staff authorised to operate, access and monitor CCTV systems, ensuring all work undertaken complies with legislation, policy and procedures (including those relating to data protection).
3. Act as a model of best practice at all times.
4. Attend and contribute to meetings, leading on items which fall within the specific area of responsibility.
5. To remain professional at all times including when dealing with learners, staff, parents, carers, third parties and external agencies.
6. To contribute to creating a positive culture and learning environment ensuring learners, staff and visitors feel safe and have confidence in the work being undertaken.
7. To manage element(s) of duties as directed by the Assistant Principal.
8. To communicate effectively at all levels.
9. To deliver assemblies.
10. To undertake first aid.
11. To deliver staff training.

It is recognised that the nature of the work undertaken by the Learner Support Team will involve significant liaison and interaction with stakeholders including learners, parents and carers, staff, third parties and external agencies and that this work will often be under complex and challenging circumstances.

It is recognised that it is necessary for the postholder to remain up to date with current legislation and statutory obligations and to understand the impact of any directives or changes upon their area(s) of responsibilities.

### **General Information:**

1. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example.
2. To promote actively the school's policies generally and specifically including those in relation to child protection and safeguarding.

3. To actively promote and undertake personal professional development and the professional development of colleagues.
4. To ensure compliance with the school's Health and Safety Policy and undertake risk assessments as necessary.
5. To ensure compliance with the school's procedures concerning safeguarding.
6. To actively participate in the appraisal process.

#### **Other Points of Note:**

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
  - Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description on a short-term basis.
  - Employees are expected to maintain a standard of business dress conducive to their position as a professional and in setting an example to learners.
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#### **Standard for all jobs**

- To perform services not only for Dudley Academies Trust but also for any subsidiary as required.
- To take a proactive role in the identification of personal and group training and developmental needs which support Trust's objectives and to actively participate in the fulfilment of identified training and development needs.
- To contribute to promotional activities both inside and outside the Trust and to assist in the production of promotional and publicity materials as required.
- To operate at all times within both the spirit and the practice of the Trust Equal Opportunities policies.
- To be aware of and work with due regard to safety and safe practice. To meet statutory requirements and to report any hazards/unsafe practices or incidents as appropriate.
- To represent the Trust in the best light at all times.
- To maintain such records and undertake administrative duties as may be determined by the Trust.
- To carry out any other duties in connection with the appointment which may be reasonably determined from time to time by the Chief Executive or line manager.

This job description is intended to provide a guide to the general duties and responsibilities of the specified post and to set in context the framework within which the post holder will operate. It should not be regarded as a legal document nor a set of conditions of service.

The job description sets out the main duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the post. Such variations are common occurrences and cannot of themselves justify a reconsideration of the grading of the post.

This job description will be reviewed regularly and may be varied in the light of the business needs of the Trust.

Prepared by: Jo Higgins, Chief Executive

Date: June 2024

Name of post holder (*please print*):

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Signed by post holder:

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Date:

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## Person Specification

|                                                                                                                                 | <b>Ess</b> | <b>Des</b> | <b>Method of Assessment</b> |
|---------------------------------------------------------------------------------------------------------------------------------|------------|------------|-----------------------------|
| <b><u>Education/Qualifications and Training</u></b>                                                                             |            |            |                             |
| 5 GCSE's grades A-C or equivalent (including Mathematics and English).                                                          | ✓          |            | App Form                    |
| Qualified to degree level in a relevant and appropriate discipline.                                                             |            | ✓          | App Form                    |
| Qualified to NQF Level 4 in a relevant and appropriate discipline or a minimum of 2 years' relevant and appropriate experience. | ✓          |            | App Form                    |
| Current First Aid Qualification or willingness to train.                                                                        | ✓          |            | App Form                    |
| Commitment to undertaking continuous professional development.                                                                  | ✓          |            | App Form                    |
| Evidence of further on-the job professional development and training relevant to the role.                                      | ✓          |            | App Form/Int                |
| Trained in 'Team Teach' (or a willingness to undertake training).                                                               | ✓          |            | App Form/Int                |
| CCTV Operator trained (or a willingness to undertake training).                                                                 | ✓          |            | App Form/Int                |
| <b><u>Experience</u></b>                                                                                                        |            |            |                             |
| Previous experience of working with secondary school age children and/or their families.                                        | ✓          |            | App Form/Int                |
| Previous experience of mentoring children of secondary school age.                                                              |            | ✓          | App Form/Int                |
| Experience of implementing a variety of behaviour management techniques with young people.                                      |            | ✓          | App Form/Int                |
| Experience of working with children with complex behavioural needs.                                                             |            | ✓          | App Form/Int                |
| Experience of working with, coordinating and evaluating additional and external agency provision.                               |            | ✓          | App Form/Int                |
| Experience of conflict resolution.                                                                                              |            | ✓          | App Form/Int                |
| Experience of dealing with complex social needs.                                                                                |            | ✓          | App Form/Int                |
| Experience of developing individual plans with associated targets.                                                              | ✓          |            | App Form/Int                |
| Experience of operating CCTV systems and an understanding of legislation relating to the operation of CCTV.                     |            | ✓          | App Form/Int                |
| <b><u>Skills and Abilities</u></b>                                                                                              |            |            |                             |
| Excellent management and organisational skills with the ability to prioritise time and tasks in order to meet deadlines.        | ✓          |            | App Form/Int                |
| Ability to provide a professional, and efficient service.                                                                       | ✓          |            | App Form/Int                |
| Excellent interpersonal and communication skills with the ability to listen, question, negotiate and reflect.                   | ✓          |            | App Form/Int                |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|-----------------|
| Excellent presentation skills with the ability to present to a wide range of audiences.                                                                 | ✓ |  | App Form/Int/Pr |
| Ability to lead, motivate and inspire.                                                                                                                  | ✓ |  | App Form/Int    |
| Ability to develop and communicate strategic vision.                                                                                                    | ✓ |  | App Form/Int    |
| Ability to work independently using own initiative.                                                                                                     | ✓ |  | App Form/Int    |
| Ability to cooperate effectively as a team member.                                                                                                      | ✓ |  | App Form/Int    |
| Ability to interpret complex data.                                                                                                                      | ✓ |  | App Form/Int    |
| Ability to act upon instruction.                                                                                                                        | ✓ |  | App Form/Int    |
| Ability to develop and nurture relationships with a variety of people in a range of positions and context.                                              | ✓ |  | App Form/Int    |
| Ability to communicate at all levels, both written and verbal, with a wide range of audiences including senior managers, parents and external agencies. | ✓ |  | App Form/Int    |
| Ability to relate to and empathise with all students including those who need support, developing trusting and respectful relationships.                | ✓ |  | App Form/Int    |
| Flexibility to adapt the mentoring role to suit the needs of the school or the individual student.                                                      | ✓ |  | App Form/Int    |
| Ability to respond appropriately to difficult situations and behaviours without confrontation.                                                          | ✓ |  | App Form/Int    |
| Ability to demonstrate respect for confidentiality or information at all times.                                                                         | ✓ |  | App Form/Int    |
| Ability to contribute to the assessment, monitoring and review of student progress.                                                                     | ✓ |  | App Form/Int    |
| Ability to work within a defined system of standard operating procedures.                                                                               | ✓ |  | App Form/Int    |
| Ability to use a variety of ICT applications effectively including the Microsoft Office suite.                                                          | ✓ |  | App Form/Int    |
| Ability to identify need and develop improvement plans as a result.                                                                                     | ✓ |  | App Form/Int    |
| Ability to understand the impact of underperformance in terms of student achievement.                                                                   | ✓ |  | App Form/Int    |
| <b><u>Additional Factors</u></b>                                                                                                                        |   |  |                 |
| Awareness of current Health & Safety Legislation and procedures.                                                                                        | ✓ |  | App Form/Int    |
| Understanding of mentoring skills.                                                                                                                      | ✓ |  | App Form/Int    |
| Knowledge of strategic action planning and target setting.                                                                                              | ✓ |  | App Form/Int    |
| Knowledge of other support services available to students.                                                                                              | ✓ |  | App Form/Int    |
| An interest in the type of work involved.                                                                                                               | ✓ |  | App Form/Int    |
| A willingness to share information and expertise.                                                                                                       | ✓ |  | App Form/Int    |
| A commitment to on-going personal development.                                                                                                          | ✓ |  | App Form/Int    |
| Available to work at the required times.                                                                                                                | ✓ |  | App Form/Int    |
| A flexible approach to accommodate the changing needs of the school.                                                                                    | ✓ |  | App Form/Int    |
| <b><u>Safeguarding</u></b>                                                                                                                              |   |  |                 |

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|------------------------------------------------------------------|---|--|-------------------------|
| Must be suitable to work with young people and vulnerable adult. | ✓ |  | App Form/<br>Int/Checks |
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|---------------|-----------------------------------------|-------------------|
| E = Essential | App Form = Application Form             | Int = Interview   |
| D = Desirable | Test = Interview Test                   | Pr = Presentation |
|               | Ref = Reference                         | MT = Micro teach  |
|               | Checks = Disclosure and barring service |                   |

The Dudley Academies Trust operates a no smoking policy