



# Rockingham Junior and Infant School

Proud to be part of Willow Tree Academy

**Post Title:** BEHAVIOUR FOR LEARNING LEADER

**Grade/Salary:** G19 to G23 £32,061 to £34,434 pro rata (37 Hours per week term term-time only)

**Responsible to:** CEO & Head Teacher

## **Safeguarding Statement:**

Willow Tree Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **Main Purpose of Job**

The Behaviour for Learning Leader (BfLL) plays a key role in providing a supportive service to all pupils and their families whose difficulties create significant barriers to learning. The BfLL provides a complementary service to both staff and external agencies, serving as the key link to outside agencies and ensuring smooth multi-agency working across the academy. At Willow Tree Academy, the work of the BfLL role will focus on policies, procedures, and strategies to:

- Improve engagement, learning, raise attainment, and secure progress.
- Improve attendance and punctuality.
- Support pupils who have experienced fixed-term exclusion or are at risk of permanent exclusion.
- Support pupils who are subject to Child Protection planning, Looked After Children (LAC), and children with Social, Emotional, and Mental Health (SEMH) needs.
- Raise standards of behaviour through ensuring consistent implementation of the positive behaviour policy.
- Support staff to work with parents and carers to engage them in their child's learning.
- Engage effectively with outside agencies (e.g., Social Services, CAMHS, Early Help).
- Write, review relevant pastoral school policies and procedures and keep appropriate statutory and school records.

## **Key Responsibilities**

### **1. Safeguarding and Child Protection**

- Act as a Deputy Designated Safeguarding Lead (DDSL), including dealing with concerns, record-keeping, and liaising with external agencies.
- Manage and maintain the school's records of child protection concerns (CPOMS or equivalent).
- Be the lead contact for multi-agency processes, including Early Help, Child in Need (CIN), and Child Protection (CP) meetings.
- Provide safeguarding updates and training to relevant staff, including support staff.



- Undertake home visits and provide outreach support for vulnerable families and pupils.

## **2. Pastoral Support and Intervention**

- Build positive relationships with parents.
- Oversee and manage referrals for individual or group pastoral intervention to support SEMH, self-esteem, and transition.
- Develop, implement, and review Behaviour Plans for targeted pupils, ensuring staff are fully informed.
- Offer support, advice, and guidance to all staff in managing complex pupil needs and challenging behaviour.
- Identify barriers to learning related to social or emotional needs and coordinate appropriate school-based or external support.
- Act as Designated Teacher for LAC, Lead the coordination of support for Looked After Children (LAC) and previously Looked After Children (PLAC), ensuring PEPs (Personal Education Plans) are implemented and reviewed.

## **3. Attendance, Punctuality, and Exclusions**

- Oversee the daily monitoring of pupil attendance and follow up on concerns, making contact with families and providing support where appropriate.
- Analyse attendance data, target pupils and families for intervention, and report outcomes to the leadership team.
- Manage the formal process for persistent absence and punctuality issues, including issuing fixed penalty notices and liaising with the LA where necessary.
- Work proactively to reduce suspensions by implementing and monitoring effective in-school behaviour strategies and de-escalation techniques.

## **4. Behaviour and the Playground Environment**

- Line-manage and supervise the Midday Supervisory Assistants (SMSAs) to ensure a high standard of behaviour and safety during unstructured times. This includes managing rotas, providing training, and conducting performance supervision.
- Ensure the consistent application of the school's behaviour policy across all areas of the school site.
- Address and follow up on serious incidents of unacceptable behaviour, ensuring fair and restorative outcomes.
- Develop publications for pupils, parents/carers, promoting good behaviour, safety, and well-being.
- Lead the Restorative Practice Representatives in school to promote the values of RP and conflict resolution.
- Work with the Sports Coordinator and SLT to ensure that lunch and break times are structured and well-managed.



## Person Specification

Area	Essential Criteria (E)	Desirable Criteria (D)
Qualifications & Training	E1: Level 3 or higher qualification in a relevant area (e.g. Pastoral Care, Health/Social Care).	D1: Completed Deputy Designated Safeguarding Lead (DDSL) training within the last 2 years.
	E2: Evidence of relevant professional development in child development, SEMH, and behaviour management.	D2: Training in Restorative Justice, Therapeutic Crisis Intervention, or a similar de-escalation approach.
Experience	E3: Proven experience working with children with complex behavioural, emotional, and social needs in a primary setting.	D3: Experience of line management or supervision of a small team (e.g., Teaching Assistants or Midday Supervisors).
	E4: Extensive experience in liaising and working successfully with external agencies (e.g., Social Services, Police, CAMHS).	D4: Experience writing and reviewing whole-school policies (e.g., Behaviour, Attendance).
	E5: Experience in managing sensitive information and maintaining accurate, confidential records (e.g., CPOMS).	
Knowledge & Skills	E6: Comprehensive knowledge of the statutory framework for safeguarding children, including 'Keeping Children Safe in Education'.	D5: Working knowledge of the process for identifying Special Educational Needs (SEN).
	E7: Excellent interpersonal and communication skills, with the proven ability to build positive rapport with children, parents, and colleagues.	D6: Ability to interpret and use school data (e.g., attendance statistics) to drive targeted intervention programmes.
	E8: Resilience, professionalism, and the ability to remain calm and objective when dealing with highly challenging situations.	
Personal Qualities	E9: Commitment to promoting equality, diversity, and the school's ethos.	