

Job Description

Job Title	Behaviour Manager
Grade	H
Responsible To	Assistant Headteacher / Vice Principal / Deputy Headteacher
Staff Managed	Behaviour Intervention Lead
Job Family	Attendance & Behaviour
Job Purpose	Working during the school day to maintain good pupil behaviour so that pupils can enjoy a safe and orderly environment
Job Context	Works within the school, and is available all at all times during the school day to respond to infringements of the school behaviour policy.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> ● To lead and co-ordinate the work of Seclusion ● Responding to disruptive behaviour from students on a day to day basis. While ensuring that matters are dealt with appropriately to prevent escalation of any disruption. ● Recognises when it is necessary to implement agreed de-escalation strategies to minimise pupil disruption and/or dangerous behaviour. ● Takes action to deal with behavioural issues as they arise. ● Awareness of Health and Wellbeing of pupils. ● Responds to immediate issues on and off the school site. ● Supervision and control of Seclusion and to be responsible for pupil behaviour in this area, at break and lunchtime ● Work with small groups of pupils in organised activities. ● Motivates and is responsive to pupil behaviour at all times. ● Develop, deliver and monitor the effectiveness of a range of programmes, activities, courses, and opportunities to provide all necessary support for identified students.
Communications	<ul style="list-style-type: none"> ● Liaises with the Senior Leadership Team to provide statistical data on behaviour incidents, inclusion and exclusions. ● Take part in departmental or whole school meetings as required. ● Contributes to the positive ethos of school, using fresh ideas to promote improvements in behaviour and attitude to learning ● Attends and contributes to meetings with other staff, external agencies and parents as required.
Partnership or Corporate Working	<ul style="list-style-type: none"> ● Liaises with the Local Authority and external bodies where necessary to provide information about pupils' progress and improvement strategies. ● Working in collaboration with other support staff ● Works with the Teachers, Support Staff and Senior leadership team to reinforce the school's behaviour policy ● Work in partnership with teachers, and other school support staff to maintain good discipline. ● Liaise closely with teaching and support staff to provide personalised support for identified pupils that leads to them engaging in learning and achieving in line with their potential.
Skills Development	<ul style="list-style-type: none"> ● Participates as required in the school's performance management system and takes part in appropriate training and development opportunities. ● Develop a range of strategies for monitoring the impact of planned interventions, including through the use of CPOMS, SIMS and SISRA.
Safeguarding	<ul style="list-style-type: none"> ● To be committed to safeguarding and promote the welfare of ● children, young people and adults, raising concerns as appropriate ● Log any safeguarding concerns on CPOMS
Systems and Information	<ul style="list-style-type: none"> ● Keep records of students' behaviour and any incidents ● Maintain records of all communication with parents / carers

	<ul style="list-style-type: none"> • Monitors, records and reports on pupil behaviour.
Planning and Organising	<ul style="list-style-type: none"> • Co-ordinate and monitor staff duties within school. Distributing and up-to-date schedule as and when required, to ensure all areas of school are monitored. • Assist in the continued development and implementation of the Positive Discipline policy • Support rewards activities for students as part of the Positive Discipline policy
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

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Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> Knowledge of strategies which promote good behaviour and discipline Knowledge of developmental progression in the emotional curriculum Knowledge of normal child development and children's personal development needs Knowledge of behavioural management techniques An understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome 		<ul style="list-style-type: none"> Knowledge of Health & Safety regulations Knowledge of the school's policies and procedures
Experience		
<ul style="list-style-type: none"> Experience of working in multi-disciplinary teams Experience of participating fully in planned interventions programmes for children with emotional and behaviour difficulties Experience of working with young people of relevant age 		<ul style="list-style-type: none"> Experience of multi-agency working Experience of counselling or mentoring young people
Occupational Skills		
<ul style="list-style-type: none"> Excellent communication skills Excellent interpersonal skills Observational skills Time management and organisation skills. Ability to react calmly and quickly in an emergency Tact and sensitivity Ability to relate well to children and adults 		
Qualifications		
<ul style="list-style-type: none"> NVQ Level 3 qualification, ideally in a relevant field, or the equivalent level of knowledge and experience 		<ul style="list-style-type: none"> Basic knowledge of First Aid if required Mental Health for Young People qualification Appropriate first aid training (<i>dependant on the school's needs</i>)
Other Requirements		
<ul style="list-style-type: none"> Enhanced DBS clearance To be committed to the school's policies and ethos To be committed to Continuing Professional Development Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people Emotional resilience in working with challenging behaviours and attitudes Ability to use authority and maintaining discipline 		