



Reach South Academy Trust - Job Profile & Person Specification

Position	Behaviour Officer
Location	Thomas Hall School, Exeter
Grade	Grade E
Accountable to	Headteacher
Reporting to	Assistant Headteacher

Job Purpose

- To manage and coordinate the day-to-day function and development of the school's assessment of the learning behaviour of students who require alternative, short-term provision in addition to mainstream provision.
- The school has an additional assessment process for students who struggle to engage in mainstream learning.
- To be responsible for the coordination of programmes of support for students working through the Refocus Room. Working with and directly supporting students accessing it.
- To be responsible for delivering appropriate behaviour strategies set within the ethos of the school which will contribute to improved behaviour and attendance in support of learning.
- To administer and supervise and coordinate work from relevant subject areas, including the use of resources designed to support personalised learning and reflection.

Key Responsibilities

- The post holder will directly influence students in school whose behaviour represents a barrier to learning and who have been identified as benefiting from attending interventions.
- Typically the post holder will work with individuals and/or small groups of students.
- To create an environment in Refocus which helps identified students develop a sense of belonging to the school community, a sense of self-worth and competence and of empowerment to make decisions about their life in school.
- To create and maintain an ethos in Refocus which is conducive to the aims and values of the school.
- To log behaviour incidents, contribute to a weekly behaviour log and create and circulate a termly and annual analysis report focusing on progress and attainment.
- Developing and implementing systems and processes in reporting on progress and attainment of the students attending Refocus.
- To create and maintain an ethos in the Refocus which is conducive to the aims and values of the school.
- Working as part of the Pastoral team in the school to develop and deliver effective strategies to students to help them understand and take responsibility for their own behaviour.
- Delivery of appropriate behaviour management interventions with identified individuals and small groups.



Reach South Academy Trust - Job Profile & Person Specification

- To create and enforce a highly structured environment for students with consistency of expectation and clarity about the expectations of behaviour within the school.
- To create a culture of work in students with an emphasis on developing the social skills of students in particular skills of collaboration and respect.
- Work with the additional needs team to analyse behaviour and data to monitor and evaluate the effectiveness and impact of the strategies used.
- To emphasise the development of students’ literacy and numeracy skills through the work they do in the Refocus.
- Lunchtime supervision duty included.
- Flexibility will be required to cover duties after school hours, for example, for detentions, parent meetings, etc.

Additional Duties

Student Well Being

- To establish and promote good relationships with students, being a role model and promoting positive relationships.
- To promote and develop a close partnership with parents/carers.
- To promote and adhere to whole school policies regarding behaviour, rewards, assessment, homework, uniform and attendance.

Student Behaviour and Attendance

- To ensure the school’s Behaviour Policy is fully supported and implemented throughout the area.
- To assist in the implementation of a range of strategies to re-engage and support students back into mainstream lessons.
- To ensure the school’s Anti Bullying policy is fully supported and implemented across the department.
- To actively monitor sanctions.
- To actively “Restorative Conversations” policy is applied with staff across the school.
- Support the school’s policy and procedures with regard to Internal and External exclusions, including the reintegration of pupils back into school following exclusion.

Staff Development

To take part in the school’s staff development programme by participating in arrangements for further training and professional development.

To continue personal development in the relevant areas including subject knowledge and teaching methods.

To engage actively in the Performance Management Review process.

To work as a member of a designated team and contribute positively to effective working relations within the school.



Reach South Academy Trust - Job Profile & Person Specification

Communications
To communicate effectively with the parents of students as appropriate.
Where appropriate, to communicate and co-operate with persons or bodies outside the school.
To follow agreed policies for communications in the school.

Corporate Accountabilities
Sharing the school's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work.
Performing your role, as part of a highly committed team and delivering your service in a way that helps the school achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
Contribute to the evaluation and development of services across the school as part of the school's ongoing self-assessment cycle.

Professional
Ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments.
Ensure that confidentiality is protected at all times.
Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
Participate in individual performance review and respond to agreed objectives.
Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments.
Attend relevant conferences/workshops in line with identified professional objectives.
Support and encourage harmonious internal and external working relationships.
Raise the profile of the Academy by making positive contributions.

General
Contribute to the development of best practice within the service.
Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice.
All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies.
It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties.
This Job Profile does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development.

Values, Behaviours, Curriculum Principles
Performing your role in alignment with the Trust's values, behaviours and curriculum principles:
Values <ul style="list-style-type: none"> • Inclusivity • Promoting social mobility • Serving local communities • Believing in the potential of our young people



Reach South Academy Trust - Job Profile & Person Specification

- Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development

Behaviours

- Encouraging professional freedoms within consistent boundaries
- Championing young people rather than institutions
- Collaborating rather than competing where it delivers positive impacts on learning
- Acting with the highest levels of integrity and engendering trust
- Continually developing the skills and capacities of our people and our organisation

Curriculum Principles

- Delivering high standards of education for all pupils
- Providing a broad, rich and experiential curriculum to develop rounded young people
- Providing pathways that are relevant to the needs of our young people and the wider community
- Basing our approach on verifiable research evidence where it exists
- Teaching young people how to be effective learners



Reach South Academy Trust - Job Profile & Person Specification

Person Specification

The person specification allows an understanding of who we are looking for within this role and the skills knowledge or experience that we would expect.

	Essential	Desirable
Qualifications & Training		
Evidence of numeracy and literacy.	X	
Psychology or other health/social care/youth related undergraduate degree.		X
Child Protection Level three Certificate.		X
Knowledge		
Understanding and knowledge of learning behaviour support within a context of curriculum, pedagogy and assessment.	X	
Experience		
Experience of working with children and/or young people.	X	
Evidence of working with children and young people with behaviour difficulties and experience of enabling children and young people to overcome barriers to learning and achievement.	X	
Worked in a service where agreed targets are in place demonstrating outcomes.	X	
Experience of working with learners with SEND (Special Educational Needs and Disabilities) needs.		X
Experience of collating and recording highly sensitive and confidential information.		X
Experience of dealing with difficult and sensitive issues		X
Skills		
Ability to demonstrate, understand and apply the Trust's values, behaviours and curriculum principles.	X	
Ability to work under pressure and manage a challenging caseload.		X
Ability to empathise and relate to learners in difficulty.	X	
Highly developed and effective listening skills.	X	
Highly developed learning support skills.	X	
IT Literate (especially proficient in the use of Excel and Word and databases).	X	
Able to develop good professional relationships with colleagues.	X	
Responsive to and willing to ask for feedback and supervision..	X	
Excellent interpersonal and organisational skills and be resilient.	X	
Ability to use supervision and personal development positively and effectively.	X	
Ability to work under pressure.	X	
Personal Qualities / Attributes		
High level of enthusiasm and motivation.	X	
Excellent organisational and self-management skills.	X	
Regard for others and respect for individual rights of autonomy and confidentiality.	X	



Reach South Academy Trust - Job Profile & Person Specification

Ability to be self reflective in own personal and professional development and in supervision.	X	
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