



## WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

<b>Job Title:</b>	Behaviour Manager
<b>Location:</b>	Across the Trust (based at Callington Community College currently)
<b>Grade/salary:</b>	Cornwall Grade H, Salary range points 1-6 £28,700 - £33,700 per annum (actual pro rata salary of £24,581 - £28,863 per annum)
<b>Hours:</b>	37 hours per week / 39 weeks per year (term time and 5 days INSET)
<b>Reports to:</b>	Assistant Principal: Behaviour and Attendance

**Key relationships:** Students, teaching staff, support staff, parents and carers

### Job Purpose

- To coordinate existing provision within the Reset Room to facilitate student learning, reduce barriers to achievement, improve attainment and educational outcomes and promote self-confidence and emotional wellbeing
- To supervise and support students completing work in line with the College curriculum.
- To positively contribute to the College behaviour for learning approaches

### Duties and Responsibilities

1. To support a whole College approach to behaviour for learning, ensuring it is applied consistently.
2. Manage the Reset Room on a day-to-day basis.
3. Engage students with learning resources so that they experience no loss of learning.
4. Manage the behaviour of students within the Reset Room, applying rules and expectations consistently and fairly.
5. To work with members of the pastoral team to assess and ensure students are ready to reintegrate into mainstream lessons.
6. To work with the SEND department to ensure students with additional needs are appropriately met.
7. Maintain accurate records of students parking referrals.

8. Update the School Information Management Systems (SIMS) with information regarding initiatives and interventions.
9. Communicate effectively with other key staff to raise any concerns.
10. Establish and consolidate effective systems to capture key data and information.
11. Support the implementation of individual or small group interventions to improve behaviour.
12. Work with pastoral team members to evaluate the impact of interventions.
13. Support staff by promoting behaviour for learning strategies to encourage positive improvements.
14. Establish strong positive relationships with both staff and students.
15. Communicate with parents/carers, sharing key information around student's behaviour.
16. Facilitate restorative conversations between students and staff to maintain and consolidate relationships.
17. Support the creation of student plans and support actions identified.
18. Work in partnership with parents/carers to promote positive behaviour.
19. Work with new students to the College to support their understanding of the behaviour for learning standards and expectations.
20. Contribute to the identification and sharing of effective practice around behaviour for learning.
21. Model expected standards and expectations.
22. Be a visible presence within the College.

### **General responsibilities**

1. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
2. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
3. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
4. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

5. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
6. To undertake other duties appropriate to the grading of the post as required.

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

Signed ..... Date .....

**PERSON SPECIFICATION**

E = Essential, D = Desirable

<p><b>Method of Assessment</b> The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.</p>	<p><b>Essential or Desirable</b></p>	<p><b>Application Form</b></p>	<p><b>Interview (or other selection)</b></p>
<p><b>VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:</b></p>			
<p><b>Compassion:</b></p>			
<p>Recognising need in others and acting with positive intention to promote well-being and improve outcomes</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p><b>Aspiration:</b></p>			
<p>Works to high expectations, modelling the delivery of high-quality outcomes</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p>Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p><b>Integrity:</b></p>			
<p>Acting always in the interests of children and young people,</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p>Acting with a consistent and uncompromising adherence to strong moral and ethical principles</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p>Communicating with transparency and respect, creating a working environment based on trust and honesty</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p><b>Collaboration:</b></p>			
<p>Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p><b>QUALIFICATIONS:</b></p>			
<p>Attainment of GCSE's grade C/ NVQ level 2 or above in English &amp; Maths (or able to demonstrate equivalent levels of numeracy &amp; literacy).</p>	<p><b>E</b></p>	<p><b>X</b></p>	
<p><b>EXPERIENCE:</b></p>			
<p>Experience of developing positive relationships with children and young people.</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Ability to work collaboratively as part of a multi-disciplinary team and independently.</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Experience of supporting students with challenging behaviour</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Experience of working in a school setting.</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>High level of emotional intelligence and motivating teams and individuals.</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p>Understanding and knowledge of current issues within schools.</p>	<p><b>E</b></p>		<p><b>X</b></p>
<p>Raising standards and monitoring success in a school.</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Understanding of the role of targeted and specialist interventions.</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Understanding of students with learning difficulties and SEND</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Working with parents/carers.</p>	<p><b>E</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>Coaching/working with others to learn skills or knowledge in a formal or informal setting.</p>	<p><b>D</b></p>	<p><b>X</b></p>	<p><b>X</b></p>

<b>KNOWLEDGE, SKILLS AND ABILITIES:</b>			
Good organisation/prioritisation skills.	<b>E</b>		<b>X</b>
Good verbal and written communication.	<b>E</b>		<b>X</b>
Can demonstrate a specialist skill to support a technical area or work with students who have specific difficulties.	<b>E</b>		<b>X</b>
Ability to manage oneself and develop the role so that it contributes effectively to the work of the teacher and raises standards.	<b>E</b>		<b>X</b>
Good decision making based on evidence and ability to make dynamic risk assessments.	<b>E</b>		<b>X</b>
Effective time management and organisation skills.	<b>E</b>		<b>X</b>
Practical and theoretical knowledge of behavioural management.	<b>E</b>		<b>X</b>
Can demonstrate ability to relate well to parents/carers.	<b>E</b>		<b>X</b>
Conflict management skills.	<b>E</b>		<b>X</b>
Competence with ICT.	<b>E</b>		<b>X</b>
Ability to promote the positive image of the school.	<b>E</b>		<b>X</b>
<b>FURTHER REQUIREMENTS:</b>			
Ability to relate well to children and adults.	<b>E</b>		<b>X</b>
Ability to work to deadlines and methodical approach to work.	<b>E</b>		<b>X</b>
Ability to work sensitively with a variety of people.	<b>E</b>		<b>X</b>