



Behaviour Support Officer

Job Title:	Behaviour Support Officer
Contract Type:	Permanent
Salary:	S13-S16 on the Trust Support Staff Scale for 42.9 weeks a year (£25,492 - £27,400)
School:	Haberdashers' Borough Academy
Location:	SE1 0EX
Hours Per Week:	36
Accountable To:	Behaviour Manager/Assistant Principal (Behaviour)

Job Purpose

Behaviour Support Officers are responsible for ensuring a calm and purposeful learning environment is able to take place. The postholder will play a vital role in the school pastoral team, working under the Lead Behaviour manager to support all pupils to access their learning.

The core purpose of this post is to support in the running of internal suspensions, supporting pupils to reintegrate effectively back into learning. The candidate may also be required to deliver interventions and reflections with pupils. They will also play a role in the wider behaviour systems and structures, contributing to systems such as the on-call and detention process. They will also take a proactive role in the administration relating to behaviour, including liaison with families.

The candidate will have excellent interpersonal skills, adopting a calm and professional approach at all times. They will be able to successfully communicate with young people in a way that seeks to understand, identifies barriers and adopts solutions that enable the young person to be successful at school. They will establish clear boundaries and parameters that enable expectations to be upheld. Moreover, the candidate will have an unwavering commitment to the potential of every child, motivated by the aim to ensure each child can 'become their best' at Borough.



Key Responsibilities of Role

- The Behaviour Support Officer will coordinate and manage the internal suspension and inclusion base, in accordance with the wider behaviour for learning strategy;
- The postholder will work with key stakeholders to ensure curriculum continuity for pupils who are internally suspended;
- To promote strategies designed to reduce the number of fixed term suspensions and permanent exclusions;
- The postholder will ensure systems, procedures and protocols around behaviour management are upheld in accordance with the Academy policy;
- To develop strong relationships with pupils and their families and staff that enable behaviour management protocols to be upheld to the highest standards
- To take a diligent and organised approach to the administration of behaviour – such as collating students reports, reflections and tracking documents. They will also log this vital information on the school systems so that they can work with the rest of the pastoral team to intervene as appropriate
- To work collaboratively and supportively with partner schools. This may include oversight of Managed Moves, suspensions and behaviour monitoring
- To work alongside the rest of the behaviour team on devising behaviour support plans for students – tracking implementation and impact of these plans.

Other responsibilities

Managing Internal Suspensions

- Oversee and monitor the quality of provision in the Internal Suspension. This will ensure students reflect on their behaviour choices and complete work before returning to mainstream lessons. This includes liaison with stakeholders to ensure curriculum continuity for pupils who are externally suspended.
- Deploy, model and evaluate effective practice and quality assure the work of the Inclusion provision and other intervention programmes
- Work closely with the wider pastoral and welfare Teams, supporting safeguarding practice.
- Engage in relevant training and support, as directed by your line manager.
- To facilitate student reflection on specific incidents to establish where errors have been made and offer guidance on how behaviour can be altered in future.
- Lead liaison with parents to keep them informed of students conduct and progress while working in the internal suspension room
- To manage record keeping systems that track student's behaviour for learning and effort while working in the internal reflection room
- To provide feedback to senior staff on students' readiness to return to normal lessons following a period of reflection



Wider Responsibilities – Behaviour Team

- Oversee and administer key behaviour procedures in accordance with the specified protocols – ensuring effective tracking and logging on the MIS.
- To seek to de-escalate situations with students and before escalating through the school behaviour policy
- Liaise with external partners as appropriate and participate in pupil reviews, as required – for example, in managing referrals to the pastoral team
- To remain informed of current developments and research in the area of behaviour mentoring, to participate in INSET and to initiate change where appropriate
- To lead interventions and reflections, as agreed with your line manager.
- To lead wider behaviour systems and processes -e.g. On Call, Detentions – under the direction of your line manager.

Wider Responsibilities

- To engage actively in the Performance Management Review process
- To work as a member of a designated team and to contribute positively to effective working relationships within the Academy, assisting other teams when necessary.
- Implement and enforce the school's behaviour management expectations
- To be fully committed to the Academy's house and enrichment activities
- To possess excellent ICT skills and use these as a core tool in the teaching

General

- To work within the Academy framework with regard to Health and Safety
- To promote equal opportunities in the Academy
- To promote the ethos of the Trust / Academy
- To promote the school's commitment to the continued professional development of all staff.
- To work within the school's framework with regards to Health and Safety.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- To report any Safeguarding concerns in accordance with Trust's Safeguarding Policy
- To undertake any duties as may reasonably be required by the Executive Principal or Leadership Team

Person Specification

	Essential	Desirable	Method of Assessment
Education			



	Well qualified graduate in relevant discipline		
Knowledge, Skills & Experience			
	Excellent Interpersonal communications skills and ability to establish positive relationships with colleagues, students and parents	An interest in working within a Multi-Academy Trust setting	
	Good ICT skills	Experience working with students who require support to manage their behaviour	
	Up to date knowledge in a range of Behaviour management techniques	Experience of working in a mentoring capacity	
	Experience of effective behaviour management		
	Proven success in raising achievement		
	Sensitivity in dealing with Pastoral Issues		
Personal Qualities			
	Clear commitment and understanding of the Trust ethos, vision and values and an ability to uphold them		
	Belief in equality and opportunity for all, ensuring that all staff feel included and listened to		
	Ability to establish and articulate a clear vision in an engaging way		
	Determination and resilience		
	High level of interpersonal and communication skills and the ability to build relationships and influence at all levels – engaging with a range of stakeholders successfully		
	Commitment to collaborative working		
	High expectations of achievement, conduct and behaviour and a willingness to address situations where these fall short		
	Commitment to safeguarding and promoting the welfare of children and young people		

Staff Development

We value our people. Professional learning is central to our success, and as a new employee, you will receive support from the Senior Directors of People and Professional Learning, alongside your line manager, to help you reach your full potential.