

## JOB DESCRIPTION

<b>Section:</b> Support	<b>Reports to:</b> Support Team Lead
<b>Job Title:</b> Support Manager	
<b>Working Pattern:</b> 42.5 hours per week	<b>Working Weeks per annum:</b> 39

### PURPOSE OF JOB

The post holder will play an active role in managing the behaviour of SECID students (Social, Emotional, Communication and Interaction Difficulties) on a day to day basis. The post holder will support the Team Leader in implementing ongoing behavioural interventions and ensuring effective communication is maintained throughout the school.

### MAIN DUTIES AND RESPONSIBILITIES

#### Communication/Relationship Skills

- To promote all methods of communication effectively
- The post holder will have the skills to communicate complex information to staff, pupils and family members / carers regarding personal, psycho-social problems in an empathic and supportive way. This will involve using inter-personal and de-escalation skills in situations which can be highly emotional / emotive, sometimes antagonistic and require a satisfactory outcome, e.g. highly agitated pupil
- To provide care, support, guidance, discipline and encouragement to the students in our care.
- To sponsor and care for all youngsters: offering them fairness, boundaries, compassion and being a positive role model
- To do so in a safe and cared for environment.
- To work successfully alongside parents, stakeholders and outside agencies in fulfilling responsibilities.
- To interact appropriately, sensitively and effectively with all members of the school community and its stakeholders.
- To adopt and implement the values and principles of the school policy on Physical Restraint alongside the school's stated policies on safety, care and control and behaviour management.
- To be proactive in maintaining the school environment: taking appropriate action where necessary.

### **Personal, Professional Development**

- High standards of personal presentation, punctuality and courtesy
- Maintaining a comfortable, orderly and stimulating environment
- Placing a high value on the students
- Having the highest expectations of students
- Take an active role in management of student behaviour and performance
- Setting meaningful goals for themselves, classes and individual students
- Seeking and exploiting opportunities for success and relationship building
- A willingness to consistently apply sanctions and discipline in an assertive, measured and fair way, promoting and rewarding pupils when applicable
- A desire to improve, develop and progress as a practitioner
- A determination to succeed and thrive in the face of at times deeply unsettling, challenging and even upsetting behaviour
- A willingness to give freely of time and commit wholly and fully to the post
- A willingness to commit fully to the whole of school life
- A recognition of the precious opportunities for relationship building that can then enhance learning in the classroom
- The necessary resilience and determination to manage challenging behaviour bringing enthusiasm, fun and warmth to the activities offered to the youngsters
- Rigorously observing and maintaining the routines and conventions of school life (mealtimes, dispersals etc)
- Seeking out new activities, visits and trips that will engage and interest the pupils
- Being there at significant moments both in the life of the school and individual pupils
- Seeing disciplinary issues through regardless of time or inconvenience and therefore demonstrating commitment and care to the student
- Caring about the quality and value of your contribution, being willing to seek support/advice

### **Analysis & Problem Solving**

- An ability to deal with difficult situations, using complex problem solving skills to interpret, analyse and resolve /diffuse the situation to a satisfactory outcome, e.g. restorative intervention when two pupils fighting/arguing
- The post holder will have to advise on complex challenging and high risk behavioural situations to ensure safety of pupils, staff within school and at times the general public or external stakeholders. This may also inform and contribute to the legal, professional framework appropriate to the pupil e.g. LAC reviews, Annual Review Process, etc.

### **Personal Attributes**

- Have knowledge of the theoretical and practical knowledge of a range of behavioural interventions, procedures and practices relevant to the specialist area e.g. positive & negative reinforcement.
- Ability to be a positive part of a successful team.
- A calm but positive attitude to all aspects of school life.
- A caring and sensitive attitude towards pupils.
- Ability to foster a feeling of mutual respect in both pupils and adults.
- Ability to engender a feeling of control and security within the classroom.
- A commitment to the whole of school life.
- Vigour, enthusiasm and warmth

- Ability to change, adapt, develop and improve

**Physical Skills**

- Up to date competency in the Management of Physical Restraint, this training will be provided on commencement of employment.

**Responsibilities for Human Resources**

- To work alongside the Line Manager to identify and implement competency development within the Support team.
- To have an understanding of and follow the in place Policies & Procedures as set by the Academy, the Governing Body and the Head Teacher

**Responsibilities for Information Resources**

- To provide accurate and timely information on behavioural issues to the Head Teacher/Support Lead as and when requested
- To support the Support Team in ensuring all staff have adequate skills, knowledge and resources to implement record keeping standards.
- Maintain up to date training and basic knowledge in IT skills & Data protection.
- Maintain the on-line Bullying system, updating and monitoring of this daily

**Responsibilities for Research and Development**

- To participate in specific audit projects related to practice, e.g. audit of behaviours, standards of record keeping and to work with the Line Manager to developing action plans
- To maintain awareness of contemporary research specific to BESD and it's implications to inform practice
- To utilise research and evidence based practice
- To demonstrate professional accountability and effectiveness through day to day practice

**Health and Safety at Work Act**

The post holder is required to take responsible care for the health and safety of him/herself and other persons who may be affected by his/her acts or omissions at work. The post holder is also required to co-operate with the School ensuring that the statutory and departmental safety regulations are adhered to.

**Confidentiality**

The post holder has a responsibility to comply with the Data Protection Act 1998 and Code of Practice on Confidentiality and Data Protection.

**MAIN DUTIES AND RESPONSIBILITIES – OTHER**

To carry out duties in accordance with the Academy's values, mission and vision.

Attend INSET, appropriate training and relevant meetings as required and participate in the school's staff performance.

Carry out all duties and responsibilities with reasonable care for the health and safety of yourself and any other persons who may be affected by your acts or omissions at work and to co-operate fully with the Academy in health and safety matters.

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

*Note: This JD is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Line Manager, without changing their general character or the level of responsibility entailed.*

**Signature Line Manager: .....**

**Signature Job Holder:.....**

**Date:.....**