



SARUM
ACADEMY

Job Description for:

Behaviour & Inclusion Manager

Grade G, Point 13, £29,064FTE: £24,998 actual

39 weeks per year (termtime), 37 hours per week 8am - 4pm. Mon-Fri

Job Title

Behaviour and Inclusion Manager

Responsible to

Assistant Headteacher (Behaviour and Attendance)

Purpose of the Role

To promote and maintain high standards of behaviour, conduct and engagement across the school by providing effective behaviour supervision and support. The postholder will play a key role in ensuring that students are held to high expectations whilst receiving appropriate support to improve their behaviour and engagement with learning.

The role combines operational behaviour management including reflection room supervision, on-call support and behaviour data analysis, working closely with Personal Development Leaders, teaching staff and senior leaders to secure positive outcomes for students.

Reflection Room Management

- Supervise students working in the Reflection Room following breaches of the school's behaviour expectations.
- Maintain a calm, purposeful and silent working environment.
- Ensure students complete work provided to an acceptable standard.
- Apply school behaviour systems consistently and fairly.
- Use a firm, restorative and solution-focused approach to support students in reflecting on their choices and planning improvements.
- Conduct restorative conversations where appropriate before students return to lessons.
- Keep accurate records of student attendance, behaviour and outcomes within the Reflection Room.

Behaviour Support and On-Call Duties

- Respond promptly to on-call requests across the school.
- Escort students when required and support reintegration into lessons.
- Assist with investigations relating to behavioural incidents.
- Support the implementation of school behaviour policies and systems.
- Build positive professional relationships with students while maintaining clear boundaries and expectations.

Reset Provision

- Support the operation of the school's Reset/Triage Room.
- Work with students who are struggling to regulate emotions or engage positively with school expectations.
- Assess immediate support needs and identify appropriate interventions.
- Liaise with safeguarding, SEND and pastoral teams where necessary.
- Support students in successfully reintegrating into lessons.

Behaviour Analysis and Administrative Support

- Support Personal Development Leaders and senior leaders with behaviour data analysis.
- Monitor and identify trends, patterns and emerging concerns relating to behaviour.
- Produce reports and summaries to inform interventions and strategic planning.
- Contribute to behaviour reviews and student support meetings.

Targeted Student Support and Referral Coordination

- Monitor behaviour, conduct and engagement data to identify students who may require additional support or intervention.
- Ensure students who meet agreed school thresholds for concern are discussed and referred promptly to appropriate support services.
- Liaise effectively with the SEND Team, Personal Development Leaders, Safeguarding Team and other relevant staff to coordinate support for vulnerable students.
- Contribute to the identification of underlying needs that may be impacting behaviour, including SEND, social, emotional and mental health needs, attendance concerns or safeguarding issues.

- Attend and contribute to student support meetings, behaviour panels and multi-agency meetings where appropriate.
- Support the implementation and monitoring of behaviour support plans, pastoral support plans and other adjustments for identified students.
- Act as a key link between behaviour systems and wider inclusion support, ensuring that students receive interventions alongside accountability for their behaviour.



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Student Support and Intervention

- Develop productive working relationships with students who require additional behaviour support.
- Encourage students to take responsibility for their actions and choices.
- Promote resilience, accountability and positive attitudes to learning.

Key Qualities

The successful candidate will combine empathy, consistency and understanding with unwavering expectations, clear boundaries and a determination to help every student succeed. They will be able to build positive relationships with students while remaining calm, resilient and firm when managing challenging behaviour.

Person Specification

Essential Qualifications

- Evidence of relevant experience and/or professional development relating to behaviour, pastoral support or youth work.

Essential Experience

- Experience of working with secondary-aged students.
- Experience of managing challenging behaviour successfully.
- Experience of working within a school, educational, youth work or similar setting.
- Experience of maintaining accurate records and using data systems.
- Experience of building positive relationships with young people whilst maintaining professional boundaries.

Essential Knowledge

- Understanding of effective behaviour management strategies.
- Understanding of adolescent development and barriers to learning.
- Understanding of safeguarding responsibilities and procedures.
- Awareness of the factors that can impact student behaviour and engagement.
- Understanding of the relationship between behaviour, SEND, attendance, safeguarding and student wellbeing.

Essential Skills and Attributes

- Calm, confident and resilient under pressure.
- Able to establish authority while maintaining positive relationships.
- High expectations of behaviour, conduct and effort.
- Excellent communication and interpersonal skills.
- Strong organisational and administrative skills.
- Ability to analyse behaviour data and identify patterns and trends.
- Ability to work effectively as part of a wider pastoral and inclusion team.
- Ability to challenge inappropriate behaviour constructively and consistently.
- Commitment to equality, inclusion and safeguarding.
- Ability to recognise when behaviour may be linked to unmet educational, social, emotional or pastoral needs.
- Ability to balance high expectations and accountability with appropriate support and intervention.
- Strong professional judgement when identifying students requiring additional support or referral.
- Ability to work collaboratively with a range of stakeholders to improve outcomes for students.

Desirable Qualifications

- Relevant qualification in education, youth work, behaviour support, counselling or related field.
- GCSE Grade C/4 in Maths and English or equivalent

·Desirable Experience

- Experience of supervising an internal reflection, inclusion or isolation room.
- Experience of using school systems such as Class Charts, CPOMS, SIMs.
- Experience of supporting students at risk of exclusion.
- Experience of producing reports and analysing behaviour data.

Personal Qualities

- Demonstrate warmth, empathy and emotional intelligence.
- Be unwavering in applying expectations and routines.
- Believe that all students can improve and succeed.
- Be highly visible, proactive and solution-focused.
- Show determination, persistence and professional integrity.
- Model the standards of conduct expected from students.
- Ability to maintain perspective and a good sense of humour.

