

**CLUSTER SUPPORT AND BEHAVIOUR LEAD (WOKINGHAM AND HAMPSHIRE)
JOB DESCRIPTION AND PERSON SPECIFICATION**

POST TITLE: Cluster Support and Behaviour Lead
RESPONSIBLE TO: Executive Principal
KEY TERMS: Full time, 42.5 hours per week, Monday to Friday, 39 weeks

DUTIES & RESPONSIBILITIES

Leadership responsibilities

To lead and coordinate support services across multiple school sites, with a strategic focus on student behaviour, inclusion, and wellbeing. The Cluster Lead will ensure consistency of practice, high standards of pastoral care, and effective deployment of support teams across the cluster. It is essential you have experience of managing support teams across multi-site, supporting behaviour in our schools

Strategic Leadership

- Develop and implement a cluster-wide behaviour strategy aligned with trust policies and local school contexts
- Lead on behaviour systems, restorative practices, and inclusion approaches across all sites.
- Monitor and evaluate behaviour data, exclusions, and interventions to inform strategic planning.

Operational Oversight

- Line manage Support Team Members across cluster schools.
- Coordinate cross-site deployment of support staff to meet emerging needs.
- Ensure safeguarding protocols are consistently followed and embedded in daily practice.

Stakeholder Engagement

- Act as a key liaison between schools, families, external agencies, and the wider trust.
- Support reintegration plans and managed moves, working closely with SENDCos and SLT.
- Represent the cluster at multi-agency panels and behaviour forums.

Staff Development

- Lead professional development for support staff, including behaviour management, trauma-informed practice, and de-escalation techniques.
- Conduct performance reviews and support career progression within the support team.

Systems and Compliance

- Ensure accurate recording of behaviour incidents, interventions, and outcomes on CPOMS.
- Oversee compliance with safeguarding, GDPR, and health & safety regulations related to support services.
- Contribute to policy development and review at cluster level.

Communication/Relationship Skills

- To promote all methods of communication and behavioural practice effectively
- The post holder will take ownership and responsibility for communicating behaviour information including the extent of any interventions that have been delivered to staff, pupils and family members / carers / members of staff within the team in relation to any personal, psycho-social issues that may impact on their behaviour.

- Interventions may include a pupil that is highly emotional / emotive, sometimes antagonistic which requires a satisfactory outcome, e.g. highly agitated pupil. This will involve using a variety of approaches focusing on the best outcome of the individual.
- To take ownership and responsibility for working 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 provide care, support, guidance 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.
- Take responsibility for ensuring accurate completion of all electronic data recording including CPOMS
- Supporting staff to organise and lead post incident reviews following significant incidents.
- To ensure all detentions, physical / serious incidents and Fixed Term and Internal exclusions are recorded on CPOMS. In addition, ensure all associated protocols, communications and recordings are made for each of these sanctions, to ensure that staff at relevant campuses are doing the same.
- To take a lead role in developing, monitoring and evaluating CPOMS to ensure the system is fit for purpose.
- To liaise with staff at CPOMS to request changes to the format of the incident forms when required and to ensure all issues are resolved swiftly and effectively.
- To review and sign off (where appropriate) all incidents recorded on CPOMS, ensure the descriptions of incidents contain the relevant factual information and all sections of the forms are filled in appropriately, which may require giving direct feedback to staff when necessary.
- Produce reports and feedback to the governing body when requested by the Head Teachers.
- To adopt and implement the values and principles of the school policy on Physical Intervention 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.
- Delivering and monitoring support to the support team that both addresses the school's corporate improvement and the effectiveness, safety and happiness of front-line staff, therefore delivering also meaningful performance management.
- Oversee performance management of all staff in the behaviour support team.
- Ensuring behaviour is proactively managed on a day-to-day basis across functions in response to school and student needs and as directed by the Head teacher over structural medium and long-term staff deployment challenges and subsequent improvements which may include:
 - one to one mentoring and support,
 - small group and whole class support,
 - "behaviour buddy" function alongside teacher colleagues,
 - walkabout support across the cluster, with flexibility to support all schools
 - curriculum staffing deployment / sickness cover.
- Leading and influencing judgments on interventions and the deployment and response of staff to manage challenging behaviour.
- Supporting teachers and other frontline staff to take increased ownership of behaviour in their lessons, interventions and interactions.
- To support the development of behaviour as a curriculum area.

Personal, Professional Development

- High standards of personal presentation, punctuality and courtesy
- Maintaining a comfortable, orderly and stimulating environment
- Emphasising and modelling to all, the importance of proactive measures and reflection to improve outcomes for young people, rather than simply dealing with reactive situations
- Placing a high value on the students
- To play a full part in the cycle of school and self-evaluation, planning monitoring and the delivery of school improvement.

- Having the highest expectations of students
- Taking responsibility for student behaviour and performance, setting achievable targets for themselves, classes and individual students
- Seeking and exploiting opportunities for success and relationship building
- Take ownership and responsibility for ensuring all staff consistently apply sanctions 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 free 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 young people.
- 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 students.
- Being there at significant moments both in the life of the school and individual pupils.
- Seeing 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

- Manage and effectively 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 responsibility in assessing, planning, implementing and advising 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.
- Ensure accurate recording of behavioural interventions, points, statistics, is completed by members of the behaviour team and staff team

Personal Attributes

- Have an insight and understanding into the theoretical and practical knowledge of a range of behavioural interventions, procedures and practices relevant to the specialist area e.g. positive & negative reinforcement.
- Have knowledge of Child protection and safeguarding procedures.
- 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 developing consistency within the team which in turn affects the whole of school life.
- Vigour, enthusiasm and warmth.
- Ability to change, adapt, develop and improve.

General Services Training

Chiltern Way Academy Trust uses General Services as its training provider for aspects of the PBS training providing training to staff on legal aspects, risk reduction, de-escalation strategies and the safe use of physical intervention. As Behaviour Lead you will become a General Services tutor for the school.

- To attain GSA Tutor Status.
- To plan and deliver General Services training for all new staff within the Trust.
- To provide General Services training including refresher training to staff when required, liaising with the Head teacher to ensure all staff receive refresher training before the expiry of their certificates.
- To assist other tutors in developing a bespoke General Services training programme to ensure the training is relevant to the School's context, systems, practice, policies and procedures.
- To organise and lead regular and ad hoc practice sessions with staff to ensure staff feel confident with using the General Services techniques.
- To monitor the use of General Services techniques to ensure staff use the techniques as trained and report any deviations to the Head Teacher.

Physical Skills

- As well as the training in proactive behaviour management, as a requirement the post holder will be required to be reviewed and competent in the management of Physical Restraint, trained as a tutor in some form of physical restraint, this training will be refreshed annually.

Responsibilities for Human Resources

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

Responsibilities for Information Resources

- To provide accurate and timely information on all behaviour issues to the Head Teacher as and when requested
- Have responsibility for ensuring the school team and all staff have adequate skills, knowledge and resources to implement record keeping standards e.g. CPOMS, points systems.
- Maintain up to date training and basic knowledge in IT skills & Data protection.
- Updating of all risk assessments and behaviour management strategies for each pupil
- Liaison with the SENCO/Therapy team and the Head Teacher to ensure all pupil profiles are completed and up to date.

Responsibilities for Research and Development

- To contribute to the implementation of specific audit projects related to practice, e.g. audit of behaviours, standards of record keeping and to work with the Line Manager to develop an action plan following outcome analysis
- To maintain awareness of contemporary research specific to ASC, SEMH and its implications to inform practice
- To utilise research and evidence based practice
- To demonstrate professional accountability and effectiveness through day to day practice

Other duties

The post holder will be required to undertake any other duties according to the needs of the School working in all phases of school operation including:

- The school day
 - Organising transport
 - Other tasks as delegated by the Head Teacher

ORGANISING OFF-SITE TRIPS / ACTIVITIES

Ensure Evolve (on-line off site trip/activities computer system) is completed prior to pupils leaving the school site, the following is to be completed for each trip

- Event Specific Plan
- Risk assessment
- Parental consent
- Itinerary

PERSON SPECIFICATION

- Experience of managing support teams across multi-site, multi-level supporting behaviour in our schools
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- Have knowledge of Child protection and safeguarding procedures
- 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.
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- Ability to change, adapt, develop and improve

THE TRUST

Across our nine sites (Buckinghamshire, Hampshire and Wokingham) have state of the art facilities and a highly skilled staff team allowing us to provide high-quality education and care for the huge range of need that exists across the behaviour and autism spectrum.

Our defining purpose is to make an enduring difference to our students' lives, providing them with the knowledge, resilience, and skills to enable them to have purposeful and lasting employment.

Our Vision

'To be a nationally recognised network of Academies propelled by a relentless commitment to improving our student's lives.'

Core Purpose

To provide our students with the knowledge, resilience, and skills to enable them to have purposeful and lasting employment.

Our Values

- Excellence - Be ambitious for yourself and for our students. Aspire to be your best, take responsibility and be accountable.
- Teamwork - By combining our strengths, we will provide better outcomes for our students.
- Integrity - Be honest, fair, and ethical. Treat others as we wish to be treated.
- Advocacy - Relentlessly represent the interests of our students to bring about positive and lasting change.
- Enjoy - This isn't just a job; this work transforms lives and society. Stay self-aware, be courageous, learn from experiences, seek support when needed, bounce back, grow stronger, and enjoy the process of transforming lives.