

JOB DESCRIPTION and PERSON SPECIFICATION

Section: Support Team	Reports to: Director of Behaviour
Job Title: Deputy Support Lead Manager	Working Weeks per annum: 39

PURPOSE OF JOB

The post holder will play an active role in developing the behaviour of students and behaviour management quality of staff on a day-to-day basis by planning, implementing and evaluating interventions to support various settings. The post holder will be integral within the academy team ensuring effective communication, systems and protocol are maintained throughout the various settings to ensure outstanding outcomes for CWAT young people.

MAIN DUTIES AND RESPONSIBILITIES

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Communication/Relationship Skills

- To promote all methods of communication and behavioural practice effectively
- The post holder will take ownership and responsibility for communicating behavioural 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 require 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, discipline and encouragement to the students in our care.
- To provide lateral intervention and bespoke curriculum learning for our most at risk students as part of the Alternative Provision
- 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 e.g., CPOMS and CBucks
- To organise and lead post incident reviews following significant incidents within the Alternative Provision, while supporting other staff to do so in other settings.
- 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, ensuring 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 Heads of Campus.
- 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 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
 - the deployment of behaviour support staff both in class and during breaks and lunchtimes at all campuses
 - curriculum staffing deployment / sickness cover.
- Leading and influencing judgments on interventions and the deployment and response of staff to manage challenging behaviour
- Ensuring the school vehicle is safely maintained and documentation suitably and diligently completed
- Supporting teachers and other frontline staff to take increased ownership of behaviour in their lessons, interventions and interactions.
- To support in the development of behaviour as a curriculum area, as well as ensuring that appropriate curriculum overview is in place for students at the Alternative Provision.
- Leading on the development of systems at existing schools across academy (including Buckinghamshire) as well as supporting admissions, referrals and review processes.

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 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 students
- 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

- 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 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 Academy.
- To provide General Services training including refresher training to staff when required, liaising with the Head of Campus 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 of Campus.

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 Behavioural team.
- To have an understanding of and follow the in place Policies & Procedures as set by the Academy, the Governing Body and the Head of Campus

Responsibilities for Information Resources

- To provide accurate and timely information on all behavioural issues to the Head of Campus 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 of Campus 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 of Campus
 - Organising and carrying out home visits at least one evening a week to review students on AP curriculum

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

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.

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 Head of Campus, without changing their general character or the level of responsibility entailed.

Personal attributes

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- Have knowledge of Child protection and safeguarding procedures
- Ability to be a positive part of a successful team.
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