



<b>Support Service Team</b>	<b>Pastoral</b>
<b>Job Title:</b>	<b>Behaviour Coach</b>
<b>Grade:</b>	5DT Grade 6
<b>Post Objective:</b>	<p>To work as part of the Pastoral team with the Inclusion and Pause, Reflect, Progress provision in supporting students to manage their behaviour and access the full curriculum, in mainstream lessons, group or one to one intervention.</p> <p>Responsible for promoting positive behaviour with identified students and working with pupils, staff and parents/ carers to manage challenging behaviour proactively through well-defined <b>routines</b>, highly positive <b>relationships</b>, a <b>restorative</b> approach and use of proportionate and personalised <b>rewards</b>.</p>
<b>Accountable to:</b>	Assistant Headteacher (Behaviour and Inclusion) and Team Leader for Inclusion
<b>Support for students</b>	<ul style="list-style-type: none"> <li>▪ Designs and implements Pause, Reflect, Progress programme including data collection systems.</li> <li>▪ Work directly with pupils with challenging behaviour in a variety of settings including one to one, small group and in class support as well as intervention outside the classroom.</li> <li>▪ This will primarily include leading on delivery of the Pause, Reflect, Progress provision for students across the 5 Dimensions Trust and other invited students from local secondary schools.</li> <li>▪ Provides ongoing consultation/coaching to individual students (and parents and staff in behavioural analysis and evidence-based practices for students with behavioural challenges.</li> <li>▪ Assist in the educational and social development of students.</li> <li>▪ To reinforce learning and promote independent learning.</li> <li>▪ Build and maintain successful relationships with students and parents, acting as a role model and being aware of and responding appropriately to individual needs.</li> <li>▪ Promote inclusion and acceptance, by being consistent with respect and consideration for all students.</li> <li>▪ Raise student confidence and enhance self-esteem.</li> <li>▪ Encourage students to maintain focus and motivation in lessons.</li> <li>▪ Individuals must be knowledgeable about behaviour programs that lead to behaviour change and deliver these programs as part of the PRP provision.</li> <li>▪ Work with parents/ carers to promote positive behaviour and to manage and monitor the behaviour of pupils.</li> </ul>
<b>Support for the Teacher</b>	<ul style="list-style-type: none"> <li>▪ Models and coaches' staff on implementation of effective management strategies to increase engagement in lessons</li> <li>▪ Liaise with the relevant subject teachers, in support of the named student within the class.</li> <li>▪ Work collaboratively with the subject teacher to ensure the correct differentiation is in place for the student.</li> <li>▪ Be aware of the student's needs, progress, and achievements; provide feedback to the Subject Teacher, SENCo, Progress Leader or Senior Leadership Group where applicable.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Work collaboratively with the subject teacher to manage the behaviour of the students.</li> <li>▪ Be involved in keeping records and evaluating identified students' progress.</li> <li>▪ Work with external agencies or professionals, where appropriate to enhance student learning.</li> </ul>
<b>Support for the Curriculum</b>	<ul style="list-style-type: none"> <li>▪ Designs and implements Behaviour Intervention Plans (BIP) including collecting data to review impact of the role.</li> <li>▪ Encourage and support students to understand instructions.</li> <li>▪ Encourage and support students to undertaking additional literacy and numeracy tasks,</li> <li>▪ Prepare and maintain equipment or resources to assist the student, as directed.</li> </ul>
<b>Support for the School</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates experience in professional development in behaviour and evidence-based interventions for students.</li> <li>▪ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.</li> <li>▪ Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.</li> <li>▪ Contribute to the overall ethos, work and aims of the 5 Dimensions Trust</li> <li>▪ Appreciate and support the role of other professionals.</li> <li>▪ Attend and participate in relevant meetings as required.</li> <li>▪ Administer First Aid (training will be given)</li> <li>▪ Participate in training related to Evac chair, and personal hygiene, as required.</li> <li>▪ Assist with the supervision of students out of lesson times.</li> <li>▪ Accompany teaching staff and students on visits, trips and out of school activities as required.</li> </ul> <p>Other responsibilities as reasonably requested and commensurate with the grading of the post</p>

*This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which he/she will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.*

**The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**



**JOB TITLE: Behaviour Coach (Pastoral) – 5DT Grade 6**

CRITERIA		E/D
EXPERIENCE	<ul style="list-style-type: none"> <li>• Experience of working with learners in a similar setting</li> <li>• Experience of dealing with emotive behaviour on a regular basis</li> </ul>	D E
KNOWLEDGE & SKILLS	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, both verbally and in writing to individuals, small groups, and whole classes.</li> <li>• Ability to connect and relate to young people</li> <li>• The ability to use a wide range of de-escalation strategies to support pupils to manage their behaviour at times of crisis.</li> <li>• To be able use your own initiative, to re-engage and re-establish communication with students with barriers to learning</li> <li>• Ability to manage change and to adapt to unexpected demands and resilience to working in challenging environments</li> <li>• Ability to work with a diverse range of individuals</li> <li>• Written skills – proven ability to use clear, concise language specific for the purpose and audience</li> <li>• Be able to use ICT effectively</li> <li>• Knowledge of relevant policies including safeguarding, health and safety, data protection, etc</li> </ul>	E E E E E E E E D
EDUCATION, TRAINING & QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Evidence of a sound level of education.</li> <li>• Level 2 passes in English &amp; Mathematics and/or literacy &amp; numeracy.</li> <li>• Level 3 education (NVQ 3/'A' Levels)</li> <li>• Relevant professional qualification or another accreditation</li> </ul>	E E E D D
OTHER REQUIREMENTS	<ul style="list-style-type: none"> <li>• Conscientious and hardworking.</li> <li>• High level of integrity.</li> <li>• Willing to participate in development and training opportunities.</li> <li>• Commitment to uphold the School's equal opportunities policy.</li> <li>• Willingness to be flexible with working hours to respond to the School's needs.</li> <li>• A good sense of humour.</li> <li>• Self-motivation.</li> <li>• Emotional resilience.</li> <li>• Optimism and belief in young people</li> </ul>	E E E E E E E E E

I confirm that I have received a copy of the above job description for this role.

..... Date .....

Signature