

WESTCOUNTRY SCHOOLS TRUST

SIR JAMES SMITH'S SCHOOL

JOB DESCRIPTION

Job Title:	Behaviour Support Manager
Location:	Sir James Smith's School, Camelford, Cornwall
Grade/salary:	Cornwall H Grade - £28,700 to £33,700 per annum pro rata
Actual Salary:	Cornwall H Grade - £25,020 to £29,379 per annum
Hours:	37 hours per week, term time only + 5 additional days
Reports to:	Deputy Headteacher – Culture & Contact
Key relationships:	Internal: Tutors, Teachers, DSL, SENDCo, Senior Leadership Team and students. External: Parents/Carers and agencies

Job Purpose

The Behaviour Support Manager supports the effective operation of the trust and works to uphold and promote its vision and values.

Work in collaboration with a range of school staff to manage and lead the 'Reset' and 'Reflection' rooms. Develop and implement systems which enable behaviour change and positive behaviour for learning. Co-ordinate the protocols and routines for students within 'Reset' and 'Reflection' to ensure a calm and orderly environment to learn. Co-ordinate outstanding support to enable students to re-engage with their curriculum learning following intervention and to make outstanding progress in their learning.

Duties and Responsibilities

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.

2. Support for Students

- Use specialist (de-escalation / curricular/ learning) skills/ training/ experience to support students.
- Establish productive working relationships with students, acting as a role model and ensuring high expectations amongst all staff.
- Promote the inclusion and acceptance of all students within 'Reset' and 'Reflection'.
- Promote independence and employ strategies to recognise and reward achievement of self-regulation.
- Provide feedback to students in relation to progress, achievement, behaviour and attendance.

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Provide pastoral support to students.
- Receive and supervise students removed from, or otherwise not working to, their normal timetable.
- Work with teachers to secure outstanding progress in all subjects for all students within the centre.
- Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- Provide individual and/or small group intervention as directed.
- Develop a positive relationship with students and promote self-esteem and independence.
- Provide feedback to targeted students on their progress and attainment.

3. Support for Teachers

- Work with all teachers to establish a calm learning environment.
- Provide information to teachers and other support staff and ensure that planning is appropriate to the needs of all students within the centre.
- Liaise with the SENDCO as requested to receive and disseminate advice given to effectively support students across curriculum areas.
- Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning. Therefore, supporting the home to school links.
- Lead student supervision and management of student behaviour, in line with school procedures.
- Create and maintain a calm, purposeful and orderly, productive working environment.
- Provide clerical/admin support e.g. dealing with a correspondence, compilation/analysis/reporting on attendance, exclusions etc, co-ordinating the making of daily phone calls with updates on student progress.

4. Support for the School

- Manage Classroom HLTA/teachers within the In-School Inclusion Centre and support their induction and professional development.
- Develop and ensure compliance with policies and procedures relating to child protection, health, safeguarding, confidentiality and data protection, reporting all concerns to the appropriate person.
- Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- Lead in creating a culture in which effective learning can take place.
- Ensure that accurate and detailed records are kept
- Attend pastoral meetings, communicate information to staff and co-ordinate resulting action.
- Work within school policies and procedures.
- Attend and participate in individual and team meetings as required.

- Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues
- Work as part of a team and support the role of other people in the team.

5. General

- To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
- To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
- Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
- To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

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PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
QUALIFICATIONS:			
NVQ level 3 qualification in mentoring (or equivalent)	D	X	
Attainment of 'A' level qualifications or equivalent.	D	X	
EXPERIENCE:			
Minimum of 2 years experience of working with children/young people in a supportive role.	E	X	
Minimum of 2 years experience within a school environment.	D	X	
KNOWLEDGE, SKILLS AND ABILITIES:			
Counselling & mentoring skills	E	X	X
Organisation skills	E	X	X
ICT skills	E	X	X
Communication & networking skills	E	X	X
Knowledge of outside agencies available to schools	D	X	X
VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X

Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X
FURTHER REQUIREMENTS:			