**Djanogly Learning Trust**

**Job Description**

**Djanogly Learning Trust Vision**

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

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| **Job title** | Behaviour Manager |
| **Hours and weeks** | 37 hours per week (term time only) |

**Djanogly Values**

Employees who demonstrate a commitment to our core values of Excellence, Resilience and Innovation will:

* Embody the belief that every child has the right to an excellent education and constantly strive to give every child the best opportunity to succeed and prosper through their contribution to the Trust
* Recognise and demonstrate the importance of working hard, showing resilience and paying close attention to detail to ensure every child achieves their best.
* Strive for excellence by demonstrating a commitment to innovation, engaging in CPD and constantly striving to improve provision and outcomes for pupils.

**Djanogly Behaviours**

Employees will demonstrate their professionalism and promote a positive culture by:

* Behaving in a professional manner at all times
* Developing professional working relationships with all colleagues and stakeholders, showing understanding and mutual respect in all aspects of their role
* Taking personal responsibility by paying attention to the small things to intercept issues before they become a larger problem
* Resolving any issues in a professional, calm manner, seeking support where necessary and always demonstrating kindness and respect for others
* Starting and ending the day with the same emotional constancy with every interaction.

**Job Purpose:**

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| 1. To help facilitate the smooth running of the Academy through the supervision and support of students demonstrating challenging behaviour and ensuring that all students are in the right place at the right time throughout the Academy day. 2. To maintain good order around the Academy by encouraging students to arrive promptly to their lessons. 3. To undertake group work with students in order to address challenging behaviour. 4. To undertake lesson support with key students and develop a key worker role with named students. |

**Job Responsibilities:**

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| 1. To assist students with behavioural needs to modify their behaviour in order to re-integrate into mainstream classrooms without adversely affecting the behaviour and progress of other students. 2. To intervene where students are causing major disruption in their lesson to de-escalate and return to lessons where possible. 3. On a rota basis with other Behaviour and Intervention Officers, to supervise students within the isolation/referral unit completing the necessary documentation and directing the students’ work for the allocated period of isolation. 4. To ensure the effectiveness of the isolation/referral unit and the management and upkeep of the resources by making students responsible for their use of the area and equipment. 5. To build appropriate relationships with students to support them achieving their full potential. 6. To be vigilant around the Academy monitoring student behaviour and intervening where appropriate and in support of the Academy’s anti-bullying policy. 7. To motivate students by providing information, advice and guidance to enable them to make the right choices to manage their own behaviour, learning, punctuality and attendance. 8. To contribute to the preparation and implementation of individual Educational Plans where appropriate. 9. To support student reintegration procedures following external exclusion if appropriate. 10. With Achievement Leaders, support the behaviour and learning of a given caseload of students including those with truancy, attendance and behaviour problems and reintegration needs. 11. To facilitate the successful re-integration of students through encouraging and reasoning with students and by working with relevant parties on planning for individual students’ progress and developing a consistency of approach. 12. To liaise with relevant outside agencies such as CAMHS and Counselling services as directed and necessary and act as a student key worker where appropriate. 13. To monitor negative incidents on Kickboard and intervene with students at risk of FTE. 14. To lead core lessons in the Reintegration Unit and tutor key students where necessary in core subjects. 15. To support with the day-to-day running of the Reintegration Unit for vulnerable students. |

**Djanogly Learning Trust General Requirements:**

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| **Policies and procedures**  You will comply with all policies and procedures at all times which include:   * ensuring the safeguarding of young people by adherence to the child protection and safeguarding policies. * ensuring all equality, diversity and health and safety requirements are upheld in the performance of your duties. * ensuring you comply with the Trust’s Staff Behaviour policy, including outside of work where applicable.   **Professional Development**   * You are required to undertake professional development as part of your job description. This includes contributing to regular ‘check ins’ and Journey to Excellence reviews with your J2E reviewer, proactively seeking professional development to improve your performance.   This job description is not a complete description of the role, as you are required to undertake any other reasonable duties as directed by the academy leader and the leadership team. |

**Djanogly Learning Trust**

**Person Specification**

In order to be considered for interview all essential criteria must be met.

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| **JOB TITLE** | Behaviour Manager |

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| **Requirements** | **Essential** | **Desirable** | **Short listing criteria** |
| **Qualifications** | | | |
| An educational professional, with an NVQ Level 3 or equivalent in a relevant discipline. | X |  | X |
| **Experience** | | | |
| Have relevant experience in a student service environment, ideally within the education sector. | X |  | X |
| Demonstrate a proven ability to work to a high level of accuracy with attention to detail at all times. | X |  |  |
| Have an ability to motivate and manage young people in challenging circumstances. | X |  |  |
| Have the ability to support and motivate staff. | X |  |  |
| Willingness to work under reasonable pressure in order to raise student achievement. | X |  |  |
| Demonstrate proficiency in use of ICT. | X |  |  |
| Demonstrate a confident approach to your work. | X |  |  |
| Have an ability to maintain appropriate confidentiality. | X |  |  |
| Demonstrate a strong commitment to developing your own skills. | X |  | X |
| **Organisational Skills** | | | |
| Demonstrate an ability to organise yourself and others effectively and efficiently. | X |  |  |
| Have an ability to work to deadlines. | X |  |  |
| Have an ability to prioritise tasks. | X |  |  |
| Demonstrate an ability to work on your own initiative and with minimal supervision when required. | X |  |  |
| Demonstrate a problem solving approach to tasks. | X |  |  |
| **Team Work** | | | |
| Be prepared to work with other staff or alone when required. | X |  |  |
| Maintain good working relations with others by use of effective interpersonal skills. | X |  |  |
| Demonstrate honesty and integrity in the performance of your duties. | X |  |  |
| Maintain a high level of interaction with leaders at all levels. | X |  |  |
| Demonstrate an ability to adapt to a constantly changing and growing environment. | X |  |  |
| **Other** | | | |
| Have an ability to work flexibly and outside of normal Academy hours when reasonably required to do so. | X |  |  |
| **Personal Qualities** | | | |
| Belief in the values and behaviours of DLT | X |  |  |
| Evidence of continuing professional development | X |  | X |
| Commitment to equal opportunities and diversity in the performance of duties | X |  |  |