

Job Description

POST: Behaviour Manager

RESPONSIBLE TO: Deputy Headteacher Relationships

SALARY: Scale 6, 39 weeks per annum

LOCATION: The Telford Langley School

WORKING PATTERN: 37 hours/week, term time plus one week

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: SLT, Staff, Students, Parents, Members of the Local Community

MAIN PURPOSE:

The Behaviour Manager will work as a member of our school's student Pastoral Team. The role will work directly with all students, focusing particularly on behaviour issues in a variety of settings including one to one, small group and in class support as well as in "off site" situations. This will include planned provision as well as responding to situations that might arise on a day to day basis. The Behaviour Manager will promote values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

The role is responsible for implementing and supporting the School's Behaviour Policy and developing a highly effective unit in school where restorative work, 1-2-1 and group work programmes can support students with future behaviour choices. The role involves working as part of a high performing and supportive team to develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to the life of the school. The postholder will be committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.

SPECIFIC RESPONSIBILITIES

Leading a Culture of Positive Behaviour

- Execute in full the requirements of the School's Behaviour and Anti-Bullying Policy within ensuring that all policies, procedures and protocols are adhered to by all colleagues, in full.
- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills.
- Have a high presence around school, playing an active part in daily duties and monitoring the school corridors throughout the day, challenging, where required, any student who is out of lesson.
- Relentlessly seek to improve the behaviour of young people with a positive

- approach to student welfare
- Deliver the school's Anti-Bullying programme of activities and promote the school's ethos
- Provide proactive break time supervision in managing behaviour at social times
- Investigate incidents and sanction accordingly.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Deliver and develop the behaviour pastoral packages of support that students can access
- Support the school vision in improving school behaviour across the school community
- Facilitate restorative practice interventions as needed to respond to individual student and community needs
- Respond to conflicts as they arise with de-escalation support as needed
- Maintain a calm, restorative space for students to de-escalate and reflect following conflicts
- Develop and maintain positive relationships with students and staff, as well as the community, parents/guardians/families, advocates and relevant organisations leading restorative practice work

Implementation of Behaviour Systems

- Implement behaviour systems in the school, ensuring that there is total consistency of approach in dealing with behaviour concerns. Enforce the very highest of expectations at all times
- Take a lead role, in conjunction with Heads of House and SENCO, with the development and implementation of Individual Education Plans for Behaviour (IEPBs)
- Supervise and support students removed from lessons
- Support the school's managed transfer process for students leaving and coming into school, working with the local authority to ensure a high proportion of managed transfers into The Telford Langley School are successful
- Support the development and implementation of appropriate behaviour management strategies.
- Fully implement the processes and procedures surrounding after school detentions.
- Liaise with the Pastoral Support Team in coordinating the re-integration of students back into mainstream lessons after exclusions.
- Support the administration of the detention system as required.

Analysing Behaviour Data

- Monitor carefully behaviour trends, ensuring that a preventative approach is taken to managing student behaviour.
- Intervene with students who have had a history of not meeting expectations.
- Provide regular comprehensive updates on behaviour, seeking advice and guidance where required.

Development of student programmes of support

- Deliver 1:1 and small group mentoring and provide support for students through engaging programmes to raise self-esteem, promote good behaviour and increase levels of respect.
- Provide targeted pastoral support and guidance to students and assist in their behavioural, emotional & social development.

General Responsibilities

- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the agreed procedures.
- To work flexibly - this may include evenings, open days, parents' evenings. This may also involve cover across the wider team in times of need.
- To be an active member of the wider support staff leadership team of The Telford Langley School
- To undertake AM, break, lunch and PM duties as set out in the school rota
- To participate in training and other learning activities and performance development, as required.
- To work safely, considering the safety of others and working within the guidelines stated in the Trust's Health and Safety Policy.
- To comply with all decisions and policies of the School; complying with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To contribute to the overall ethos/work/aims of the School and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To handle and be responsible for considerable data that is sensitive and confidential
- To establish constructive relationships with staff and students.
- To ensure student care is prioritised.
- To mentor students if required.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

General

- To strictly observe the principles of confidentiality and Data Protection.
- To be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- To support the School's implementation of all other current statutory requirements, e.g. Equality Act, Equal Opportunities, Child Protection.
- To participate in new initiatives and future changes in service delivery

improvements to support the objectives of the School.

- To have responsibility for promoting and safeguarding the welfare of all students.

Safeguarding Children

The Trust and School are committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks. We expect all members of staff to work positively and inclusively with colleagues and stakeholders so that the School provides a workplace and delivers a service that does not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disability.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with other colleagues, parents and relevant stakeholders.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum.

We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

Demonstrate high-levels of emotional intelligence and be skilled in conflict resolution and de-escalation techniques with the ability to deal with challenging behaviour

Confident in the ability to deal with challenging parents and students, having difficult conversations relating to students' behaviour

Person Specification

CATEGORY	CRITERIA	ESSENTIAL OR DESIRABLE	HOW ASSESSED
EDUCATION, QUALIFICATIONS AND TRAINING	A good standard of education i.e. minimum of 5 GCSEs at A*- C including English and Maths or equivalent	E	Application form Qualification certificates
	Educated to Bachelor Degree level, or equivalent	D	Application form Qualification certificates
	Training in Behaviour and Social support of young people	D	Application form Training certificates

	Child protection training	D	Application form Training certificates
SKILLS, ABILITIES AND KNOWLEDGE	Ability to establish appropriate and effective nurturing relationships with children and young people	E	Application form Interview
	Demonstrate high-levels of emotional intelligence and be skilled in conflict resolution and de-escalation techniques with the ability to deal with challenging behaviour	E	Application form Interview
	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child	E	Application form Interview
	Ability to de-personalise behaviour, remain calm ensuring every day is a fresh start for students	E	Application form Interview
	Ability to empathise and understand the development and needs of young people	E	Application form Interview
	Confident in conflict resolution.	E	Application form Interview
	Ability to work proactively on own initiative and effectively as part of a team	E	Application form Interview
	Knowledge of child safeguarding procedures and committed to safeguarding of children and young people and their best interests	E	Application Interview
	Excellent communication and interpersonal skills, written and verbal with a high level of accuracy in written work and data entry	E	Application Interview
	Ability to produce clear and concise reports	E	Application Interview
	Excellent organisational and administrative skills, with the ability to plan, establish priorities, meet deadlines and deal with conflicting demands, develop efficient record keeping systems	E	Application Interview
	Competent user of MS Office applications including a secure knowledge and understanding of Microsoft Excel, including the ability to create clear tables and charts to summarise data	E	Application form Interview
	Ability to actively support, promote and encourage The Telford Langley School's ethos and values	E	Application form Interview

	Ability to demonstrate a high level of trust and integrity and deal sensitively and appropriately with confidential and personal information	E	Application form Interview
	Knowledge of current educational issues and their relationship to inclusion, behaviour support and children's services	D	Application form Interview
	Knowledge of schools and education	D	Application form Interview
	Competent in the use of SIMS (Schools Information Management System) and other external data analysis software programs	D	Application form
EXPERIENCE	Experience of working with young people who display high behavioural needs	E	Application form Interview
	Experience of supporting and engaging young people in order to ensure access	E	Application form Interview
	Experience of enabling children and young people to overcome barriers to learning and achievement	E	Application form Interview
	Experience of working effectively with families	E	Application form Interview
	Experience of inter-agency working	D	Application form Interview
	Experience in the use of coaching strategies with learners or colleagues in order to improve learning outcomes	D	Application form Interview
	Experience of working within a school, academy or other educational based background or experience of working with children of secondary school age	D	Application form Interview
Job Description Acknowledgement: I have received, reviewed and fully understand the job description for Behaviour Manager. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.			
Employee Name			
Employee Signature			Date