



## **SPROWSTON COMMUNITY ACADEMY**

### **JOB DESCRIPTION**

POST TITLE: Behaviour and Welfare Lead for KS4

RESPONSIBLE TO: Head of Behaviour and Welfare

Deputy Headteacher: Inclusion

GRADE: G18-22

POSTHOLDER:

### **1. PURPOSE AND SCOPE**

To manage and lead Pastoral Managers within the school. Under the direction of the Head of Behaviour and Welfare and in accordance with the practices and procedures of the school to take a strategic role in the management of behaviour services across the school.

### **2. PRINCIPLE RESPONSIBILITIES**

- To lead the Pastoral Managers and manage and maintain all aspects of their individual roles and responsibilities.
- To liaise with school leaders to formulate plans for the strategic leadership and management of behaviour and safety within the school environment.
- To oversee compliance to agreed procedures and report on impact to the Head of Behaviour and Welfare.
- To attend and continually monitor Manage Moves students both in and out of Sprowston Community Academy.
- To support and be a part of the effective running of R3 to ensure the core principles of silent working, completing all work set and responding to staff instruction are followed.
- To work with the Pastoral Managers on daily behaviours to ensure all behaviour issues are dealt with by the end of the day.
- To support and action suspension calls to parents/carers.
- To attend reintegration meetings for high profile behaviour students.
- Ensure that staff within the team are aware of and working closely with vulnerable students (including those with mental health issues) at all key stages of the curriculum to ensure early interventions where necessary.
- Through data analysis, identify the most disengaged students in each year group and develop systems of robust support and challenge. Once identified work with Assistant Headteachers of SENDV to create support packages.



- To support the students who access Arc/Compass/Pathways to minimise the missing of mainstream lessons.
- Create and monitoring the implementation of pastoral support plans, behaviour support plans, risk management plans and positive behaviour plans.
- Ensuring that students attend detentions or have appropriate next steps for an increased sanction.
- Direct staff within responsibility to work with identified students both in and out of lessons.
- To be involved in delivering parts of the induction programme for members of the pastoral team.
- To ensure that all staff in area of responsibility receive robust appraisals that include relevant CPD opportunities in line with school policies.
- To provide professional support and guidance to team members.
- To lead the provision of half termly behaviour reports to the Head of Behaviour and Welfare which clearly indicate access to inclusion services, behaviour and achievement.
- Responsible for ensuring the safety and wellbeing of staff and students within R3 and The Link.
- Responsible for attending Super TAC meetings and supporting TAC meetings where appropriate.
- Supporting team members in bringing accurate information to TAC meetings.
- To ensure break duties include the communication to team members about actions needed for the rest of the day.
- To strategically analyse the effective use of EIS deployment to reduce students being Suspended.
- To ensure the school reports systems are effectively managed.
- To lead and support the team conducting responsive attendance calls at particular points within the week.
- When appropriate, deal with medium level safeguarding issues and support the behaviour and welfare team with safeguarding if appropriate.
- To ensure regular contact is maintained between key members of the school community including, SEND Team, HOY/HOD and all members of the Leadership Team in relation to their respective role responsibilities.
- To visit alternative education providers to ensure they meet the inclusion needs of all students referred to them with behavioural, social and emotional needs. This includes that of online provision (for example, TUTE) and occasionally in the home environment.
- To work closely in regards to transition whether it be Y6 to Y7 or Y11 to post-16.
- Undertake any other responsibility or activity that may fall within the grade and scope of the post as directed by the Headteacher.



## **Performance Management**

All employees will participate in the academy's arrangements for performance management, professional development and any other arrangements for quality assurance and internal verification.

## **Context**

Sprowston Community Academy is committed to safeguarding and promoting the welfare of Students and expects all staff and volunteers to share this commitment. To engage with appropriate training opportunities to promote professional effectiveness in this role. Take on specific reasonable tasks related to the day to day administration and organisation of the school and any additional responsibilities which might from time to time be needed as required by the Head teacher.

All staff are part of a whole Academy team. Each individual is required to support the values and ethos of the academy and the priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2) of the Rehabilitation of Offenders 1074 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.

## **Review**

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties.



**ACCEPTANCE**

I acknowledge receipt of this job description of which this is a copy

Signature:.....Date:.....

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