

Post Title	Behaviour and Wellbeing Support Lead
Post Ref No.	
Responsible To	Deputy Headteacher
Grade	Grade 10

Purpose	<p>The Behaviour and Wellbeing Support Lead will be the first point of contact for staff members for all behavior-related needs and concerns. They will be supported by and accountable to the SLT Designated Behaviour Lead (DBL) in leading and managing behavior and wellbeing practices within the Academy, ensuring the positive conduct and welfare of all pupils. An integral part of this role will be the operational management of our inclusion department.</p> <p>They will work with the SLT Lead in developing and delivering training to school staff and updating relevant policies, procedures and guidance as necessary.</p>
Key Duties	<ul style="list-style-type: none"> • Respond in a timely manner to behaviour and wellbeing concerns to ensure the learning and development of pupils who have a wide range of emotional, social and behavioural needs. • Pro-actively work with parents / carers and other agencies through joint planning and monitoring of their arrangements for the behaviour and wellbeing support of children. • Work with class teachers, Learning Provision teams and other agencies to secure good outcomes for children and families enabling them to fully participate in the curriculum and general school life. • The Behaviour and Wellbeing Support Lead will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential.
Main Duties and Responsibilities	<ul style="list-style-type: none"> • To take operational lead responsibility for the management of the multi-purpose inclusion facility. • Working alongside the SLT behaviour lead to ensure that the Academy's behaviour policy and the implementation of it, is reviewed at least annually and is up to date and reflects the operational practice within school. • Encourage good practice by promoting and championing the behaviour policy and procedures. • To be available for staff to discuss any behaviour or wellbeing concerns and to act as a source of support, advice and expertise on these matters.

	<ul style="list-style-type: none"> • Lead the development and implementation of programmes in relation to emotional, behavioural and social needs, including interventions and flexible delivery. • Maintain accurate, confidential and up-to-date documentation on the social, emotional and behavioural needs of particular pupils and provide reports where required. • Work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers to support children in • Support the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement. • Liaise with external agencies to facilitate access to specialist support services for students with barriers to learning ensuring they have access to all necessary information to make sound judgements and decisions about pupils’ needs and wellbeing. • Lead the support students to make a successful transfer between educational establishments and transition at key stages of their learning. • Lead and support the development of collaborative planning with support staff to ensure the effective use of behaviour support. • Contribute to the design and implementation of students EHCPs, Pastoral Support Plans / Behaviour Management Plans and external agency referrals. • Collate and produce statistical and support the production of regular behaviour and attendance reports for consideration at the LAB. • Support the SLT Lead in the planning and delivering of behaviour and wellbeing training within the school including induction and refresher training. • Contribute and develop collaborative working within Behaviour and Wellbeing across the Trust sharing base practice, case reviews and policy procedure.
<p>General</p>	<ul style="list-style-type: none"> • Attend staff and year group briefings and present relevant information to staff. • Attend Progress Evenings for the relevant year groups. • Be aware of and comply with all academy policies and procedures especially those relating to Child Protection, Health and Safety, security and confidentiality. • Other duties as required in support of the academy within the scope of this post. • To support the academy’s behaviour systems by delivering timely and appropriate sanctions and support to the students in all year groups. • To work as part of the wider team to support the functionality of the Learning Provision Team.

Essential	Desirable
<ul style="list-style-type: none"> • Candidates will hold a relevant Level 3 qualification or will possess equivalent demonstrable works experience. • Candidates will hold appropriate professional qualification or be able to demonstrate competency through proven experience in a similar role. • Willingness to participate in further training and development opportunities. <p>Experience</p> <ul style="list-style-type: none"> • Candidate will have supervisory or direct line management experience. • Experience of working with young people in an educational context or similar environment. • Familiarity with commercial word processing spreadsheet and database packages or the ability to respond quickly to in-house training is essential. (MS Office, CPOMs and SIMS (academy’s database) currently in use). • Experience of identifying and working towards specific goals with pupils to achieve their full potential • An in-depth understanding of behaviour and wellbeing matters and practice. • Demonstrable confidence and good judgment to manage situations relating to the behaviour of a child. • A commitment to safeguarding and promoting the welfare of young people. • A willingness to challenge opinion, where necessary, and to drive the Behaviour and wellbeing agenda. <p>Abilities and skills</p> <ul style="list-style-type: none"> • Significant organisational and administrative skills, supported by a proficiency with ICT • Excellent verbal and written communication skills, including telephone manner, tact, diplomacy and confidentiality • Excellent interpersonal skills and solution focused approach to professional relationships. 	<ul style="list-style-type: none"> • Evidence of a career plan will be sought at interview. • Experience in the field of education, welfare, youth work, careers and training or EBD will be an advantage. • Evidence of independent work will be an advantage. • An understanding of operating arrangements for academies and the changing environment • An understanding of how to challenge and escalate actions when necessary. • Experience of working with SIMS management information system.

<ul style="list-style-type: none"> • Ability to consult and negotiate with external agencies to reach the best outcomes for children and young people. • The ability to build and maintain relationships with the whole school community. • The ability to work in a demanding environment, meeting tight deadlines by prioritising and delegating as necessary whilst still being polite and reasonable. • Demonstrable strong listening skills and the ability to deal with sensitive situations with integrity • Ability to work as part of a team and demonstrate initiative. • The postholder will have access to confidential and sensitive information and must be able to demonstrate tact, sensitivity and absolute respect for the confidentiality of information gained as a result of working at the academy • Candidates should have excellent inter-personal skills and be able to communicate effectively with young people and educational professionals who work with them. You will be able to combine tact, diplomacy and discretion sufficiently well to manage the demands of the post. <p>Personal Qualities</p> <ul style="list-style-type: none"> • A commitment to working in a busy academy environment providing resilience to the Student Provision Officer / Year Group Manager role as necessary. • Flexible, motivated and committed to high standard of working, with a willingness to take on additional duties • Adaptability to changing circumstances and new ideas • Resilient and determined to achieve goals • Committed to the ethos of the academy and Trust. <p>Equal Opportunities Awareness</p> <ul style="list-style-type: none"> • A commitment to equal opportunities, awareness of diversity issues and a positive and non-discriminatory approach 	
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| <ul style="list-style-type: none">• A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities• A commitment to working in a flexible and collaborative manner with all members of the school community | |
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