

## Batley Multi Academy Trust - Job Description

<b>Trust/School Post:</b>	<b>Batley Girls' High School</b>
<b>Department:</b>	<b>Behaviour for Learning</b>
<b>Post:</b>	<b>Behaviour for Learning Leader</b>
<b>Grade:</b>	<b>Grade 8</b>
<b>Accountable to:</b>	<b>Senior Behaviour for Learning Leader</b>
<b>Responsible for:</b>	<b>N/A</b>
<b>Purpose of Job</b>	
To monitor behaviour, attendance, emotional and social issues within the relevant year group and support positive interventions where necessary.	
<b>Responsibilities</b>	
<p><b>Key Duties and Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Monitor attendance and truancy issues and devise and implement intervention strategies to improve these areas and ensure minimum targets are met.</li> <li>● Have up to date safeguarding training to at least Level 2.</li> <li>● Identify personal issues that are affecting learners' performance at school and share this information with relevant staff, including the Achievement Lead, in order to help the young person achieve their full academic potential.</li> <li>● Create and personalise behaviour reports and monitor their success.</li> <li>● Promote a positive ethos within the year group linked to the young people charter.</li> <li>● Raise the self-esteem of all learners in the year group where appropriate, working closely with the learner wellbeing and inclusion teams.</li> <li>● Act as a key worker for learners as and when appropriate.</li> <li>● Provide clear guiding principles and strategies for teaching staff in order to manage learners behaviour and to minimise opportunities for poor behaviour during social time and lessons.</li> <li>● Drive forward innovation within the pastoral team.</li> <li>● Identify and adopt best practice across the school in all areas of pastoral care.</li> <li>● Articulate and support the school rules and dress codes with all young people and their parents.</li> <li>● Be the first point of contact for parents/carers.</li> <li>● Communicate with parents in a timely manner as required.</li> </ul>	

- Use open and non-judgemental language with an emphasis on restorative practice and the full use of emotion coaching strategies.
- Maintain positive and open lines of communication with all young people and families.
- Investigate incidents and issues as they arise; to support all parties in reaching a positive outcome.

### **Inter-agency working**

- Collaborate with colleagues to ensure effective liaison with all external parties as required.
- Represent the school when requested at multi-agency or other professional meetings.
- Ensure the maintenance of accurate and up to date learner information on the school management information systems and in learner files.

### **Support the learner inclusion and exclusion processes**

- Ensure a positive and restorative approach at all times.
- Fully liaise, where necessary, with the inclusion, safeguarding and wellbeing teams.
- Ensure that behaviour and inclusion thresholds are adhered to.
- Attend and contribute towards action planning meetings for learners who are part of the inclusion cohort.
- Facilitate the completion of required documentation.
- Collate evidence for SLT for presentation to governors.
- Ensure sufficient and appropriate work is made available to parents during a learner's exclusion.

### **Promoting the interests of the school**

- Act professionally and in the interests of the school at all times.
- Lead on in year admissions once a place has been allocated, liaising with Achievement Leader to ensure that a suitable timetable is offered.

### **Administration**

- Ensure that information for the learner database is accurate.
- Check attendance data and alert form tutors and other relevant stakeholders of any issues.
- Create behaviour reports and detention lists.
- Generate paperwork to support transition.

### **Additional Information**

- Undertake any such duties commensurate with the post as directed by the Headteacher/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.
- A good knowledge and understanding of the Data Protection Act 2018 and a willingness and commitment to ensure compliance of this and any associated data-related legislation.

- Develop and maintain an awareness of mental health issues affecting both colleagues and learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

## Batley Multi Academy Trust - Employee Specification

<b>Post: Behaviour for Learning Leader</b>	<b>Grade: 8</b>
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Please carefully read the notes of guidance enclosed with the application form and provide information to help us decide whether you meet the criteria below.

<b>Qualifications, Skills, Experience</b>	<b>Essential/Desirable</b>	<b>Method of assessment</b>
The role requires a Level 3/ A-Level qualification, or equivalent.	Essential	Certificates
Level 2 Certificate in Safeguarding Children.	Desirable	Certificates
Considerable experience of working with young people and families.	Essential	Application Form
Considerable experience of working successfully with disaffected learners, including those with challenging behaviour.	Essential	Application Form/Selection process

<b>Performance Attributes</b> <i>Please note, all the following criteria are <b>essential</b></i>	<b>Method of assessment</b>
Good literacy and numeracy skills to be able to produce complex documentation.	Application Form/Selection process
Good developed IT skills.	Application Form
Effectively communicates and exchanges orally or in writing varied information to inform others, including colleagues, learners, parents/carers and members of the public.	Application Form/Selection process
Works cooperatively as part of a team, taking responsibility for activities as directed.	Application Form/Selection process
Makes a contribution to working flexibly with colleagues within and across the teams and	Application Form

supports others to achieve shared goals.	
Organises own workload with minimum supervision and prioritises to meet deadlines and meet the needs of the school/ Trust.	Application Form/Selection process
Takes a flexible approach to changing priorities or unexpected situations.	Application Form/Selection process
Consistently performs to the best of their ability in accordance with the school's/ Trust's policies and procedures and delivers an efficient and effective service.	Application Form/Selection process
Reflects on performance and is committed to improving services.	Application Form
Responds appropriately to difficult or unexpected situations in the workplace and interprets information to resolve difficult problems	Application Form/Selection process
Ability to use a range of problem solving techniques, to think creatively when presented with varied requests and to know when to refer on to colleagues.	Application Form/Selection process
Recognises the importance of continued professional development and identifies training needs.	Application Form/Selection process
Works with integrity and professionalism.	Application Form
Flexible approach and adapts to change in a positive manner.	Application Form
Resilient and able to work under pressure.	Application Form