**JOB DESCRIPTION**

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| **Job title:** | Behaviour Manager |
| **Salary:** | Level 6 Point 21 £20,138 to Point 25 £22,658 (FTE) |
| **Reporting to:** | Assistant Vice Principal: PDBW |
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**Purpose of the role**

* To lead and manage the Ready to Learn behaviour system
* To work under the direction of the Assistant Vice Principal: PDBW
* To be the first point of contact for parents when a student is isolated
* To contribute to the whole school strategic development of PDBW systems
* To foster and promote high standards of behaviour, responsibility and mutual respect among students
* To ensure speedy and high quality contact with parents and other stakeholders
* To ensure consistency across the school’s PDBW systems
* To safeguard children
* To promote students moral, social and cultural development

**Specific Responsibilities and Accountabilities**

* To manage and supervise the RTL isolation room on a daily basis
* To set high standards of consistency within the RTL isolation room team
* To communicate with parents/carers and stakeholders on the isolation room process, school sanctions and the impact on student behaviour
* To support staff with behaviour management
* To support teachers in the development and delivery of the RTL isolation system
* To direct interventions for students who hit trigger points
* Meet with parents and other stakeholders as appropriate
* To participate in Head of Year meetings and assemblies as appropriate
* To liaise with Leadership about serious incidents in unstructured time
* To train relevant staff in Ready to Learn procedures

**Key Tasks**

* To support all aspects of the Ready to Learn behaviour system in the school
* To impact on standards of behaviour in school
* To manage the isolation room messaging and recording system
* Deal with parental calls and concerns
* To use data to identify students who would benefit from additional support
* To maintain a high profile and promote a high standard of behaviour around the school in lesson and unstructured time
* To take decisions on isolation room sanctions and support the Assistant Vice Principal: PDBW in dealing with higher level incidents
* To support the School Development Plan
* To meet with parents and other stakeholders regularly in both planned and unplanned meetings
* To prepare paperwork and attend meetings (internal and external) as required
* To lead and manage the isolation room at break and lunchtime
* To monitor and check that banks of work in isolation are up to date

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.

**Performance management**

To participate in the Academy’s arrangements for performance management, professional development, quality assurance and internal verification.

**General responsibilities**

To have due regard at all times to the Academy’s policies, organisation and arrangements for Health & Safety at Work.

If a recognised First Aider, to provide First Aid when needed.

To provide a high quality service to students, parents, visitors and staff, working as a member of a team and providing cover and support to colleagues as necessary.

To make effective use of the Academy’s technology and procedures, taking care to seek best value in activities that have a financial impact.

To maintain confidentiality of information acquired in the course of undertaking duties for the academy.

To undertake such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

**Context**

All staff are part of a whole Academy team. Each individual is required to support the values and ethos of the Academy and Academy 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 busy and sometimes pressurised environment.

**Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application 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 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

Signature: ………………………………………………………………..

Print Name: ………………………………………………………………..

Date: ………………………………………………………………..

**PERSON SPECIFICATION**

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| **EDUCATION, QUALIFICATION AND TRAINING** | Demonstrate in Letter (L), Reference (R) and/or Interview (I) | Essential (E) or Desirable (D) |
| Experience of working with young people and families | L, R, I | E |
| Experience of working successfully with disaffected students, including those with challenging behaviour | L, R, I | D |
| Experience of working within an educational/multi agency setting | L, I | D |
| Good oral and written communication | L, I | E |
| Evidence of recent professional development relevant to the post | L | D |
| Recognition of the need for continuing development and training | L, I | E |
| **KNOWLEDGE, SKILLS AND ABILITIES** |  |  |
| Ability to engage constructively with, and relate to, a wide range of young people, parents/carers, from different backgrounds | I | E |
| Competent in the use of IT | L, I | E |
| Understanding of the education system | L, I | E |
| Ability to relate to young people, within different age groups about behaviour issues | L, I | E |
| Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers | I | E |
| Excellent communication and interpersonal skills | I | E |
| Able to quickly establish positive working relationships with students, staff parents and a wide range of people from within and outside the school | L, R, I | E |
| Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement | I | E |
| Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour | I | E |
| Ability to maintain a non-confrontational approach | L, I | E |
| Knowledge and understanding of safeguarding | L, I | D |
| **ATTRIBUTES** |  |  |
| Excellent record of attendance | R | E |
| Ability to work well in a team | L, R, I | E |
| Resilience | L, R, I | E |
| Energy and enthusiasm | L. R, I | E |
| Excellent rapport with students | I | E |
| Ability to work with confidentiality and discretion | L, R | E |
| Commitment to the Academy and the students | I | E |